A course book design addressed to level 1 students of English as a foreign language at Fundación Alianza Social Educativa

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**Citación recomendada**

A thesis submitted as a requirement to obtain bachelor’s degree in Spanish, English and French

A COURSE BOOK DESIGN ADDRESSED TO LEVEL 1 STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE AT FUNDACIÓN ALIANZA SOCIAL EDUCATIVA

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ANDRÉS HERNÁNDEZ

Bogotá, Colombia
September, 2010
Nota de aceptación

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Firma del Jurado

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Firma del Jurado

Bogotá Septiembre de 2010
Acknowledgment

We are very grateful to God, our thesis director who supported us during the whole process; without his help this project would not be possible and our families that were always there helping us to become this dream true.
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INTRODUCTION

Richard and Rogers (1982) states the importance of how the language works and how people learn and the most appropriate material for teachers and students taking into account aspects such as context and needs and the importance of how the material designed will be carried out (approach, design, procedure). Based on Richard and Rogers’ model, Jo McDonough (1984) created some categories to elucidate aspects in language teaching process as collection of initial information, analysis of learner needs, approaches to course design, specifications of syllabuses and materials, the ESP classroom, testing and role of the teacher.

Based on the theory by Richard and Rogers and the practicum process by the researches at Fundación Alianza Social Educativa, it was decided to develop a research project about a problematic situation which is the lack of a course book for developing adults A1 level. This theory helps researchers to notice the relevance of designing a course book for teaching English as a foreign language referring not only to the material but all that the process contains as it has been mentioned before by Richard and Rogers’ (1982) model; of course this project follows other theories as Jo McDonough’s (1984) and Kathleen Graves’ (2000) to fulfil the needs of the process.

The project consists in the designing of a course book addressed to adults level 1 at Fundación Alianza Social Educativa in order to give a solution to this problematic situation having as a purpose to fulfil students and practitioners’ needs when teaching – learning the target language.

According to John Elliot (1991), in order to develop this project seven steps were followed: identification of a general idea, recognition of the situation, to
carry out a general planning, develop the first stage of the action, implement the action, evaluate the action and check the general plan. The general idea was to create a course book since the situation was the lack of this tool at level 1 adults program at the foundation, researchers created seven units and tested them with a specific group at this foundation in order to find possible mistakes and correct them looking for the best product.

The development of this course book implies the designing of a new material at this foundation since while practitioners were doing the practicum, there was no evidence of a course book in any level that the foundation provides, it could mean that it would encourage other researches, if desired, to create the ones that are missing.

Due to this project that intends to progress foundation’s situation and the teaching – learning process in English as a foreign language, students and practitioners will feel comfortable and confident at the moment of expressing their ideas, using the target language actively in the classroom since the course book will be suitable to fulfil students and practitioners’ needs.
ABSTRACT

This project is generated since the need to fulfil the lack of a course book in adults’ English program at Fundación Alianza Social Educativa level 1 taking into account theoretical information for the production of it. By this, the research is located in the parameters of material production which demonstrate the importance of having a course book. It identifies and describes a problem related to the way in which English teaching-learning process was developed during the practicum process carried out by the researchers during four semesters.

In order to obtain all the information, researchers did some observation classes, journals, lesson plans and surveys during the fourth semesters of the practicum process. The process of class observation was the most relevant aspect that helped researchers to obtain the meaningful information in this project.

The objectives to this research are addressed to the observed problematic situation, the lack of a course book for teaching English as a foreign language at Fundación Alianza Social Educativa adults’ program level 1, which led the researching development to the description of the way English has been taught there without having a course book, the identification of the topics appropriate for the level 1 and the proposal of a material to fulfil the seen problematic situation.

The research was developed from a methodology of participatory action research which looks for finding a problem, act and work on it in an urgent and effective way.
RESÚMEN

Este proyecto es generado desde la necesidad de suplir la carencia del libro guía en el proceso de enseñanza-aprendizaje en el programa de inglés de la Fundación Alianza Social Educativa nivel, teniendo en cuenta la información teórica para la producción de éste. De este modo, la investigación está localizada dentro de los parámetros de la producción de material. La investigación describe un problema relacionado a la manera en la cual el proceso de enseñanza – aprendizaje del idioma inglés como segunda lengua fue desarrollado durante el proceso práctico durante cuatro semestres por los investigadores.

Para obtener la información, los investigadores realizaron observaciones de clases, diarios de campo, planeación de clases y entrevistas durante el proceso práctico. El proceso de observación fue el aspecto más relevante ya que fue el que proporcionó la mayor cantidad de significante información para este proyecto.

The objectives to this research are addressed to the observed problematic situation, the lack of a course book for teaching English as a foreign language at Fundación Alianza Social Educativa adults’ program level 1, which led the researching development to the description of the way English has been taught there without having a course book, the identification of the topics appropriate for the level 1 and the proposal of a material to fulfil the seen problematic situation.

Los objetivos de esta investigación están dirigidos a describir la situación problemática, la falta de un libro guía para el nivel 1 de inglés en el programa de adultos de la Fundación Alianza Social Educativa y cómo ha sido
enseñado el inglés como lengua extranjera sin contar con éste y a la propuesta de material para suplir la problemática observada.

La investigación fue desarrollada a partir de la investigación acción participativa la cual busca encontrar un problema, actuar y trabajar sobre este de una manera urgente y efectiva.
1. DESCRIPTION OF THE PROBLEMATIC SITUATION

This research was carried out at Fundación Alianza Social Educativa, in this institution a diversity of courses are offered including English as a foreign language which is going to be the aspect that this project focuses on level 1 in adults course. In the level 1, the students come from stratum one to three, from Engativá’s locality which counts with several neighbourhoods SEE ANEX BARRIOS ENGATIVA; this foundation is located in Garcés Navas neighbourhood. This population takes these courses for many factors, for instance, improving their curriculum, some of them need a better job and see knowing English as an essential aspect, for improving their English level, etc.

During the practicum process carried out by the researchers at Fundación Alianza Social Educativa, they could notice a palpable constant situation, a lack of a course book at level 1 in adults program, this situation was discovered through classes and was reported in some instruments as journals, lesson plans and surveys. The data collection was analyzed talking into account the “Lets enjoy learning English” program that some students from La Salle University did some years ago for Fundación Alianza Social Educativa, taking into account the parameters set by the communicative approach and the Common European Framework of References for Languages and its requirement for level A1.

Due to the recognition of the problematic situation researchers: 1. Analyzed the program set to Fundación Alianza Social Educativa (FASE). 2. Identified the contents that were taught throughout the course. 3. Designed the units to be applied in the group of students. 4. After analyzing the units performance once being applied in class, corrections were incorporated. 5 Designed the course book for the target level and population.
2. RESEARCH TOPIC

Course book for teaching-learning English as a foreign language in Adults program level 1 at Fundación Alianza Social Educativa.
3. OBJECTIVES

3.1. General Objectives

To design a course book to fit the adults English as a foreign Language program level 1 at Fundación Alianza Social Educativa.

3.2. Specific Objectives

1. To get to know and properly handle some theory behind MATERIAL DESIGN in order to identify the most relevant tips to be taken into account when designing the units that are going to be part of the course book.

2. To identify, based on ASE’s program, the contents to be taught during the level.

3. To identify how theory from the communicative approach, influences the design of materials addressed to EFL level 1 programs.

4. To design the units taking into account the parameters set by ASE’s program to create the course book.
4. THEORETICAL FRAMEWORK

4.1. Background

Some important researches that have something to do with the current research are going to be shown in order to clarify the starting points that were taken for the development of this project.

RELATED RESEARCHES

1. THESIS
Title: DESIGN OF MATERIALS FOR CHILDREN’S ENGLISH COURSES AT ALIANZA SOCIAL EDUCATIVA.
Author: Claudia Isabel Ortiz Contreras
Advisor: Mauro Javier Hernández R.
Date: Bogotá 2004

JUSTIFICATION

This research work has social and educative foundations. The context, where this work is performed is ASE (Alianza Social Educativa) this institution allows teachers find new opportunities to teach English to children in different levels. Kids should be able to participate in the same activities without any serious problems or difficulties; the creativity in the classroom is very important because children must participate in different activities. The teacher will introduce comprehensible language input to the class to be used during and after class time sessions.

This project intends to provide future teachers with new materials designed in order to develop the four skills. Trainees do not have to use a textbook which limits the teacher's performance into the classroom.
This project proposes the “design of didactic materials” as resources for English classes in ASE. It provides future teachers with new ideas about the use race of knowledge from skills, a didactic watch, body and clothes.

OBJECTIVES

GENERAL:
To design didactical and practical material that, contributes to the development of Second Language Teaching, and to create a collection of those materials for the teaching practice at A.S.E. (Alianza Social Educativa)

SPECIFICS:
- To create new materials in the practical context for classroom usage.
- To provide optional extra activities for more positive and motivated learners.
- To design a race of knowledge about useful tips.
- To design a didactic watch with time, days and months.
- To design a didactic body with clothes.

CONCLUSIONS
The practice at A.S.E. is a great opportunity for developing a real teaching vocation; where the students for LA SALLE find themselves face to face with the pedagogical process. These materials contribute in the practice to use new strategies that will enhance teachers and students in class. These materials can be redesigned or adapted according to the needs and interests of the students at each level. They can be used together or separated depending on the teacher's decision.
These materials are not a solution but a suggestion for the teachers to be creative and resourceful in order to teach better lessons.

**Relevance to the research**

This thesis contains relevant information for this research project as it intends to provide future teachers with new materials designed in order to develop the four skills, these materials work as a suggestion for the teachers to be creative and resourceful in order to teach better lessons. These aspects were considered to be similar in their conceptions to course book design for adults program at Fundación Alianza Social Educativa and important to be considered as a model to be taken into account since this project wants to give a possible solution to the main problematic situation at the institution which is the lack of a course book addressed to adults' program level A1. The main goal in the design of the course book is to work on the four skills and the communicative competence which are the most important aspects when learning English as a foreign language.

Ms. Ortiz wanted to create some material in order to give a useful tool to teach at Fundación Alianza Social Educativa’s classrooms in children’s levels which is similar to this project since researches want to create a material for teachers and students to develop level A1 at adults’ program. As the foundation was the same to this project, it is possible that students and teachers’ needs are the same therefore this thesis work becomes into an important tool to help researchers guide the course book design.

**2. THESIS**

**Title:** THE USE OF BIG BOOKS AS A METHODOLOGICAL STRATEGY TO DEVELOP THE COMMUNICATIVE COMPETENCE IN FIRST GRADES.
JUSTIFICACIÓN

¿Por qué utilizar Big Books en el proceso de aprendizaje del inglés?

Porque teniendo en cuenta el poder que representa la información visual, las imágenes hoy por hoy son una ventaja y ante todo una motivación, de tal forma que por sus características (color, grandes dibujos, personajes etc...) los Big Books son una herramienta valiosa y atractiva que puede ser aprovechada en el proceso de enseñanza de la lengua inglesa.

... Porque realizar un trabajo temático y secuencial puede inducir a los niños a la pre-lectura, por medio de la observación, familiarización e identificación de símbolos......igualmente dependiendo de las estrategias que se desarrollen al trabajar el Big Book se pueden desarrollar otras habilidades básicas como hablar, escuchar, leer, escribir (speaking, listening, reading and writing)

Por otra parte las condiciones tanto económicas como de infraestructura en las que el docente se puede encontrar en una institución pueden variar, de tal forma que no siempre se tienen los recursos didácticos necesarios, y en tal orden de ideas, éste debe recurrir a su creatividad para construir incluso con la ayuda de los estudiantes estos recursos, que faciliten su trabajo y por ende el aprendizaje de los estudiantes, no obstante, para llevar a cabo esto se deben tener en cuenta dos aspectos:

1. Los materiales que construya el docente deben tener un fin y un uso sistemático, esto garantiza un aprendizaje más efectivo, de lo contrario se puede caer en una especie de activismo o “hacer por hacer”
2. Como segundo aspecto, es necesario mencionar que muchos de los textos no están adaptados a nuestro contexto, contienen tópicos que no tienen ningún tipo de relación con nuestra cultura, o por lo menos el entorno que rodea al niño, esto puede dificultar procesos como asociar, compenetrarse y familiarizarse con lo que está aprendiendo. Por eso el docente puede crear sus propios recursos didácticos (en este caso Big Books) adaptándolos a las necesidades que observa en los estudiantes y de acuerdo con el contexto o entorno que los rodea haciendo más significativo el aprendizaje, y facilitando la consecución de las metas que ha trazado para con sus alumnos.

Igualmente el uso sistemático de los Big Books permite el desarrollo de la competencia comunicativa a través de procesos como asociar, escuchar, “leer un dibujo”...la utilización del lenguaje a partir de actividades derivadas de la temática del Big Book y el almacenamiento de conceptos que más adelante se utilizarán en una fase productiva.

OBJETIVOS

GENERAL:
Brindar una estrategia metodológica para desarrollar la competencia comunicativa en inglés a través de Big Books en niños de primer grado de educación básica primaria.

ESPECÍFICOS:
- Diseñar un Big Book con una temática específica, acordes con el contexto y necesidades encontradas en el grupo experimental escogido.
- Implementar y evaluar el material con la población seleccionada
• Evaluar hasta que punto el uso de los Big books puede contribuir al desarrollo de la competencia y experiencia comunicativa en lengua extranjera.

CONCLUSIONES
The systematical use of Big books as a methodological tool develops the communicative competence in English trough processes like associating, listening, reading…
Students liked the activities and enjoyed seeing and reading the book, this can be observed in their scores at the end of the activities proposed and the final feedback provide by the students.
The systematic us of Big Books is an excellent alternative for teachers to help and motivate young learners like English.
Teachers can make up their own resources even helped by students in case of lack of time and materials, and “own-made” text provides valuable advantages.

Relevance to the research
The relevance of the Project “the use of big books as a methodological strategy to develop the communicative competence in first grades” to this research project lies on the design of useful material to develop the communicative competence and the four skills in the learning process (listening, speaking, reading, writing). The authors of the first project work wanted to provide a material which could be developed in any context but they created their books for the population they selected, as this project, the course book was designed specifically for adults program level A1. The time and duration of the course is based on the development of seven modules or units, which is the appropriate number to develop the whole course, taking
into account the amount of Saturdays that Fundación Alianza Social Educativa Provides in order to carry out the course. Besides, the authors of the first project had as a goal to create an interesting product which makes attractive learning English, the same happens with this project, which looks for the design of an interesting course book which promotes the motivation and interest in learning English, since during the testing process students contributions were taking into account to the design of the course book in order to create a complete material not only in the academic aspect but making an attractive product too.

3. THESIS

Title: SENSIBILIZANDO EN EL IDIOMA INGLES A LOS NIÑOS DEL GRADO PRIMERO DE PRIMARIA EN EL CED MORALBA

Authors: Marcia Malpica Ortiz, Orlando Guacaneme Jimenez

Advisor: Flor Marina Hernández

Date: Bogotá 2002

JUSTIFICACIÓN

…Basados en las características académicas y sociales del CED MORALBA se encuentra un vacío y una necesidad inmensa de crear un programa en el área de inglés que se ajuste a los intereses y expectativas de los alumnos y profesores de la Jornada Mañana y Tarde, Sección Primaria.

Al no concebirse parámetro alguno en la enseñanza del inglés dentro de la institución, se observa que el docente se da a la tarea de presentar a los alumnos la segmentación de un conocimiento que ni aún el mismo ha logrado apropiar dentro de su estructura mental. En este proceso, la afectividad del aprendizaje se ve pasmada ante la imposibilidad del desarrollo de las habilidades comunicativas de la lengua extranjera.
En la parte curricular es necesario crear un Manual por grado que contenga ejercicios de escucha, pre-lectoescritura y conversación con la respectiva guía del profesor que haría del papel de docente un quehacer como acompañante y guía de la construcción de un aprendizaje significativo de la lengua extranjera.

OBJETIVOS

GENERAL:
Diseñar un syllabus para la enseñanza del inglés basado en los intereses y necesidades de los estudiantes del grado Primero de Educación Básica Primaria, del CED MORALBA, que contribuya al desarrollo de habilidades de escucha, pre-lectoescritura y conversación en el idioma extranjero.

ESPECIFICOS:
- Observar las metodologías utilizadas por los docentes que tienen a su cargo la enseñanza del inglés, con el fin de recoger elementos de juicios que permitan el diseño de un syllabus en esta área.
- Diseñar un syllabus del programa de inglés de Primer grado de Educación básica Primaria que permita la integración de esta área del conocimiento con las demás del currículo.
- Diseñar 10 guías para la enseñanza del inglés en el primer grado de primaria acordes con el syllabus sugerido.
- Diseñar una guía del maestro que le permita la implementación del programa diseñado, que contenga actividades aplicables y ejercicios que incrementen el vocabulario y el desarrollo de las habilidades comunicativas en inglés.
CONCLUSIONES
La integración curricular programada y diseñada, aporta grandes oportunidades para crear actividades y planear tópicos de relevancia para los estudiantes. Este currículo transversal e interdisciplinario fortalece los espacios de aprendizaje significativo llevando el conocimiento de la clase de inglés a otras clases y otros momentos en donde el saber y el hacer se entrelazan y producen resultados favorables a la intelectualidad humana.
La práctica oral en comunidades educativas como el sector público tiene validez al ser un tema relevante dentro de la formación lúdica, idiomática y literaria de los estudiantes. Es válido, por lo tanto, que se recurra a los acontecimientos de la vida diaria de los niños como parte de la formación integral que exigen las tendencias pedagógicas modernas.

Relevance to the research
The project “sensibilizando en el idioma inglés a los niños del grado primero de primaria en el Ced Moralba” made by Marcia Malpica Ortiz and Orlando Guacaneme Jimenez works as a relevant tool for this Project since they had as a main goal to create a syllabus which matches with the context they had to work with and to fulfill the necessities that teachers and students had in that institution in the English teaching-learning process. Our project, had the same requirement since researchers were working with a specific context and population (adults level A1), this project looks for creating a course book that works as the main tool in the development of an English as a foreign language class working on the four skills based on the communicative approach.
4.2. Common European Framework (CEF)

This Project is based on the ASE’s program that students from La Salle University did some time ago that follows the parameters that the Common European Framework (CEF) provides for teaching-learning English as a foreign language. It is important to mention that the CEF bases on the communicative competence and the skills to make it effective, it also defines proficiency levels which measure students language level as it can be adapted depending on the context, that is why this project agrees with the patterns that the CEF follows as this course book seeks the development of a communicative approach taking into account the four skills (listening, reading, writing and speaking) and the topics or subjects that the CEF provides for the level A1 From the Common European Framework this project works on.

The importance of the CEF first lies on the necessity that a student needs to be guided at the moment of learning English as a foreign language; being the teacher the main facilitator to focus on the subjects, time, skills and the level that is required for each stage in the teaching process. Since the CEF shows its importance:

1. **A further intensification of language learning and teaching in member countries is necessary in the interests of greater mobility, more effective international communication combined with respect for identity and cultural diversity, better access to information, more intensive personal interaction, improved working relations and a deeper mutual understanding.**

2. **To achieve these aims language learning is necessarily a life-long task to be promoted and facilitated throughout educational systems, from pre-school through adult education.**
3. It is desirable to develop a Common European Framework of reference for language learning at all levels, in order to:

- Promote and facilitate co-operation among educational institutions in different countries.
- Provide a sound basis for the mutual recognition of language qualifications.
- Assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts.

The CEF describes levels of proficiency and a scheme which make a comparison between different systems of qualifications: these levels refer to two criteria (description and measurement issues); which talks about to adapt the results and activities depending on the context and users need to be sure about developing a reasonable progress which they are capable to make for each level.

### 4.2.1. CEF Levels

The Common European framework worked in a wide consensus in the number of levels and what users need to achieve in each one of them; that is why the CEF is divided into six levels of proficiency adequate for teaching learning English as a foreign language in any context. These levels are classified in a hypertext branching principle, starting from an initial division into three broad levels: A, B and C. Being the A the basic level; B the intermediate and C the advance level.

(Figure: Marco Común Europeo Para las Lenguas: Enseñanza, Aprendizaje, Evaluación P. 25)
In the CEF, the levels are a global representation about what students need to learn, working as an orientation to teachers too; besides, every single English level offers certain goals based upon its complexity taking into account each different skill to develop.

This project works on the development of the level A1 according to the Common European Framework; the level A1 refers to a person who “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. He/she can introduce him/her self and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provide the other person talks slowly and clearly and is prepared to help”. 

4.2.2. Level A1 table CEF

The following table provides all the parameters related to the level A1 according to the common European Framework, in order to work as a guide showing what a learner of English as a foreign language located in this level must work on and learn. This table shows too, the general knowledge that every single student must achieve ending this level.

---

2 The common European Framework reference for languages, Cambridge University press, 24 pp
<table>
<thead>
<tr>
<th>Understanding</th>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Spoken Interaction</strong></td>
</tr>
<tr>
<td>I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td>
<td>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</td>
<td>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or very familiar topics.</td>
</tr>
</tbody>
</table>

<p>| Table 2. Common Reference Levels: self-assessment grid P26 Level A1 |</p>
<table>
<thead>
<tr>
<th>Range</th>
<th>Accuracy</th>
<th>Fluency</th>
<th>Interaction</th>
<th>Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL ORAL PRODUCTION p 58</strong></td>
<td><strong>SUSTAINED MONOLOGUE:</strong> Describing experience 59</td>
<td><strong>SUSTAINED MONOLOGUE:</strong> Putting a case (e.g. in a debate) p 59</td>
<td><strong>PUBLIC ANNOUNCEMENTS p 60</strong></td>
<td><strong>ADDRESSING AUDIENCES p 60</strong></td>
</tr>
<tr>
<td>Can produce simple mainly isolated phrases about people and places.</td>
<td>Can describe him/herself, what he/she does and where he/she lives.</td>
<td>No descriptor available</td>
<td></td>
<td>Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</td>
</tr>
<tr>
<td><strong>OVERALL WRITTEN PRODUCTION p 61</strong></td>
<td><strong>CREATIVE WRITING p 62</strong></td>
<td><strong>REPORTS AND ESSAYS p 62</strong></td>
<td><strong>OVERALL LISTENING COMPREHENSION p 66</strong></td>
<td><strong>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS p 66</strong></td>
</tr>
<tr>
<td>Can write simple isolated phrases and sentences about themselves and imaginary people, where they live and what they do.</td>
<td></td>
<td>No descriptor available</td>
<td></td>
<td>No descriptor available</td>
</tr>
<tr>
<td>LISTENING AS A MEMBER OF A LIVE AUDIENCE p 67</td>
<td>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS p 67</td>
<td>LISTENING TO AUDIO MEDIA AND RECORDINGS p 68</td>
<td>OVERALL READING COMPREHENSION p 69</td>
<td>READING CORRESPONDENCE p 69</td>
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<tr>
<td>No descriptor available</td>
<td>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</td>
<td>No descriptor available</td>
<td>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</td>
<td>Can understand short, simple messages on postcards.</td>
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<th>IDENTIFYING CUES AND INFERRING (Spoken &amp; Written) p 72</th>
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<td>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</td>
<td>Can get an idea of the content of simpler informational material and short simple descriptions especially if there is visual support.</td>
<td>Can follow short, simple written directions (e.g. to go from X to Y).</td>
<td>No descriptor available</td>
<td>No descriptor available</td>
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<th>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR p 75</th>
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<td>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</td>
<td>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</td>
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<th>GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event) p 79</th>
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<td>Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</td>
<td>No descriptors available</td>
<td>No descriptors available</td>
<td>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.</td>
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<td>TRANSACTIONS TO OBTAIN GOODS AND SERVICES p 80</td>
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<tr>
<td>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o’clock.</td>
<td>Can reply in an interview to simple direct questions spoken very slowly and clearly in direct nonnonidiomatic speech about personal details.</td>
<td></td>
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<th>CO-OPERATING p 86</th>
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<tr>
<td>Can ask for or pass on personal details in written form.</td>
<td>Can write a short simple postcard.</td>
<td>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.</td>
<td>No descriptor available</td>
<td>No descriptor available</td>
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<th>VOCABULARY RANGE p 112</th>
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<tr>
<td>No descriptor available</td>
<td>No descriptor available</td>
<td>Can copy out single words and short texts presented in standard printed format.</td>
<td>Has a very basic range of simple expressions about personal details and needs of a concrete type.</td>
<td>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</td>
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<tr>
<td>No descriptor available</td>
<td>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</td>
<td>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</td>
<td>Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.</td>
<td>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</td>
</tr>
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| COHERENCE AND COHESION p 125 | SPOKEN FLUENCY p 129 | PROPOSITIONAL PRECISION p 129 |
As it was mentioned before, this project is based on the FASE’s program that follows the parameters of the CEF provided at level A1; for that reason the table above shows which and how concepts and topics must be included and carried out at this level taking into account the four skills (listening, speaking, reading and writing) covering different aspects in each of the skills, although this level (A1) focuses on basic topics as personal information, description: physical and personality, family, etc., it is important to add these factors because they allow students perform several situations that can be placed not just in the classroom contexts, but why not, in a “real” context and encourage the communicative ability this project aims to achieve.

The goal in this project is to design seven units where it is possible to develop the four skills (reading, listening, writing and speaking) based on the communicative approach in order to promote practice in each of the skills in the classroom context; since the CEF and the program seeks the develop them too.

### 4.3. Communicative Approach

#### 4.3.1. Communication

Before talking about communicative competence, the importance of communication is crucial and it can not be taken for granted as Arconada, M. (1997) states: communication is the exchange and negotiation of information between at least two people through the use of verbal and non-verbal
symbols, of oral and writing/visual manner and comprehension and production processes which involve a continuous evaluation and a negotiation of the meaning from the participants.

Communication is also defined as a process in which we allocate and put into words meaning in an attempt to create shared understanding. This process is developed by a huge range of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating.

José María González Serna states in his book Lenguaje y Comunicación “Communication is an essential part of interpersonal relationships and is based on a social / cultural interaction with creative and unpredictable characteristics in which a message is transmitted. Its goal is to establish and preserve the relationship between participants and make them satisfy their own necessities”\(^3\). The effectiveness in communication is seen when the speaker transmits a message to one or many recipients being sure that they understand what the speaker says. Effective communication is the result of the ability to transmit and receive the information in a proper way.

This project allows students communicate in the target language, where they can express information about themselves (personal information), family, friends, neighbourhood, etc, to interact with others being agreed or disagree in so how; of course, at the moment of communication as Arconada (1997) mentions it is useful not just the use of verbal symbols, but non-verbal too, as gestures move of hands or body, writing short histories, writing small sentences, writing description of people, because these kinds of symbols help

\(^3\) José Mª González Serna Sánchez. Lenguaje y Comunicación.2004
students communicate what they want to express; even clarify the meaning they want to give. Non-verbal symbols are commonly used in the mother tongue, then in the target language it will be quite normal to use them at the moment of performing the activities both spoken and written that the course book of this project proposes (talk with your partner..., discuss with your classmate..., write about your daily routine and share with a partner, etc).

Although students are not in the “real context” of the target language it is important that they realize that communication makes part of the relationships they can create or establish in any culture or society when interacting with someone as José María González Serna (2004) proposes, because the best students transmit a message, the most effective is going to be what they want to mean and their performing in that culture without doubt will be significant; students notice this importance in communication because the activities they develop in the classroom context from the course book simulate situations that happen in real life.

4.3.2. Communicative Competence

The idea with this project is to design material in this case the course book to promote communication between students from Alianza Social Educativa in adults program level 1 in order to establish a real way to communicate every single idea that they can have and want to share with others but as it is seen, this is a process which every student needs to develop using the four skills (listening, speaking, reading and writing).

This project is based on the communicative approach, although it focuses on the communicative part of the language; this method allows, as LLOBERA, Miguel states, “the inductively approximations, obviously without excluding the deductive ones, as these allow the comprehension of the learning
objectives through the rules that work easily for understanding”. That is why this method proposes students to work with some activities in which they can take into account their own world and activities that are interesting for them, but no just developing activities related to the oral part; also the learning objectives cannot be defined in the control or the handling of phonology, morphology, syntax and lexicon of the language, since it is not enough to say that somebody has a good handling of the target as it cannot either be said that learning the grammar of a language is not useful, taking as an excuse that the most important is to communicate.

As Chomsky proposed in his book *the aspects of the theory of syntax* 1964: “The language cannot deny the importance of the written communication, if it brings up the structuralism tradition that defended the entering of the articulate system of the language and not each one of its real manifestations”, it means that the matter of the structuralism was just the formal part of the language in a perfect way, and not how a speaker can use it.

> “Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech-community, who knows its language perfectly… this seems to me to have been the position of the founders of modern linguistics, and no cogent reason for modifying it has been offered”

So far the communicative competence that this project aims has showed us the importance of grammar and the formal part of a language; in which many occasions is not taken into account because people seldom believe that the communicative competence is only related to talk or to the oral part, but this method allows and teaches us to communicate in the second language

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learning in an appropriate and eloquent way; using its rules and adequate structures, because the goal is not just to talk with any meaning or coherence, but giving sense to what a person wants to express and always tries to use the correct and proper language; maybe as Chomsky proposed is a way of always being better, “from mastery of language use to mastery of language structure” (Brumfit y Johnson, 1979)

Referring to communicative competence and according to Hymes (1972), the communicative competence is the capacity that a person has to use the language taking into account the knowledge and the ability to use it. It means that the learner necessarily needs to know the language (grammar structures) in order to use it well depending on the context. That is why Hymes gives four types of judgments when using the language:

1. Si (y hasta qué punto) algo es formalmente posible.
2. Si (y hasta qué punto) algo es factible en virtud de los métodos disponibles para realizarlo.
3. Si (y hasta qué punto) algo es adecuado (apropiado, feliz, efectivo) en relación a un contexto en el cual es usado y evaluado.
4. Si (y hasta qué punto) algo es en realidad hecho efectivamente realizado y lo que esta acción supone. (Hymes 1972:281)

Possibility refers to everything is possible starting by the linguistic system of a person (knowledge on phonology, morphology, lexicon, syntax, semantic and pragmatics of the language when speaking); feasibility refers to everything is possible depending on the psycholinguistic capacity of a person (memory and perception); suitableness refers to everything that is convenient depending on the nature of the situation. It means the characteristics of the place/scene,
participants, ends, act sequence, key, instrumentalities, norms and genre. (Hymes 1972: 286)

Scene
Participants
Ends
Act sequence
Key
Instrumentalities
Norms
Genre (Hymes 1974: 53-62)

This shows that a person can not use the grammar structures (knowledge) without taking into account the context (ability) as Hymes (1974) states, because in many contexts there are many possibilities to express ideas. What the learner needs to know is when, where and how to use each expression being coherent and logic. The communicative competence describes the knowledge and the ability of a person to use in a proper way the language in communicative situations of a speaker community (Hymes, 1974).

Canale and Swain (1980) propose a framework of three components and later four (Canale, 1983) to describe the communicative competence thus:

1. **Grammatical competence**: related to the grammatical rules as vocabulary, formation of words and sentences, pronunciation, orthographic and semantic; it means the possibility to make the linguistic performance a reality.

   Related to the linguistic code, makes reference to the characteristics and rules of the language as the vocabulary, creation of words and sentences, pronunciation, orthography and semantic.
2. **Sociolinguistic competence**: when the expressions are produced and understood in a proper way in different sociologic contexts. It includes socio-cultural rules depending on the contextual factors as the situation of participants, proposes of interaction and norms and conventions of interaction.

This competence refers to the ability to use the expressions (produced and understood) in a proper way according to the context, the suitability of wordings is related to the appropriateness of meaning and form.

The appropriateness of meaning refers to the characteristics of a communication where the attitudes and ideas are judged as a quality of a specific situation. The accuracy of form refers to how a meaning is represented by verbal or non-verbal form according to the characteristics of a sociolinguistic context.

3. **Speech competence**: related to cohesion and coherence. How to combine the grammatical forms and meanings to achieve written and speaking texts unified in different genres. Refers to the combination of grammatical forms and meanings to achieve a speech or a written text in different genres (kind of text: narration, argumentative essay, scientific article, commercial letter, etc). The unity of a text is accomplished by cohesion (form) and coherence (meaning).

4. **Strategic competence**: compound by the strategies of verbal and non-verbal communication, it can be used for two reasons:
   a. To facilitate the communication due to the limitations in a real communication.
   b. To make possible the effectiveness of communication.
This competence helps people communicate in a real situation taking into account the verbal and non-verbal communication using these as a strategy when they do not know the proper expression to use.

According to Canale (1983) there are four relevant components to describe the communicative competence and the course book designed in this project agrees with those, as it mentions below the first concerns is the grammatical rules and all related to vocabulary, pronunciation, semantic and syntax; because despite of focusing on communication “the formal part” (grammar) of the language it has shown that it cannot be omitted, since this is the one that helps students not just to express or communicate the topics developed on the course book, but to use the target language in a correct and right way; that is why the material has activities and exercises that promote and reinforce language knowledge upon the communicative approach.

The second component that describes the communicative competence is Sociolinguistic Competence in which students have the possibility to learn and use basic and common expressions that are necessary at this level of the course book, (A1 for Adults) in many times are completely different as Canale (1983) mentions, because these expressions can be used depending to their suitability of meaning and form; the first one (suitability of meaning) means that some expressions have specific characteristics and must be used in that way because the context, for instance, ¡By the way! In Spanish the correct meaning of this expression is “¡Por supuesto!” and not “¡por el camino!”; the second one (suitability of form) concerns with some expressions are presented by verbal or non-verbal characteristics depending on the sociolinguistic context too, for instance, How old are you? that means in Spanish ¿Qué edad tiene? And not ¿Qué tan viejo es?. At this point practitioners noticed the sociolinguistic component is to inductively teach
students and they learn and practice many of these kinds of expressions through the course book in the activities and exercises.

Speech competence is the third component and makes reference to the importance of the correct combination of grammatical forms (cohesion) but also that these "right" combinations represent or have the correct meaning or sense (coherence) at the moment of having a conversation or writing a short story in the target language; that is what the course book allows in its explanations, examples, activities and exercises, that students can write and perform some conversations (of the topics seen at this level in this course book) with the appropriate grammar but also achieving meaning and sense about what they want to express or communicate.

The last one is strategic competence and it includes the verbal and non-verbal communication as one of the main and important tools when students want to communicate, since this competence allows students have more than one choice to be able to communicate what they want to express and not only use the verbal communication (speaking), because gestures, movements of hands, body or face and writing can become a good tool at the time of performing a conversation or a role play from the course book in the classroom context; due to this type of non-verbal communication facilitates student’s limitation and makes possible the effectiveness to be understood. As it has said before when defining communication by Arconada (1997), these two factors, verbal and non-verbal symbols play an important role in the communication and as Canale (1983) proposes these factors to be part of the communicative competence and also they cannot be taken for granted.
4.3.2.1. Communicative Competence: Teachers

The role of teachers is to facilitate the students’ learning process, since the main goal of teaching a foreign language is to prepare students to be able to use the language in real situations. This capacity is described as a communicative competence which makes possible the person to interact in real contexts; that is why this project aims practitioners at ASE specifically in English as a foreign language program level 1 develops and works this material with students using the communicative competence because, as it mentions this method allows students perform possible real situations from the beginning in the target language and students not only learn the formal part of the language (grammar) in an isolated way, but this knowledge has a significant meaning at the time of putting it into practice or simulating real situations.

As Miguel Llobera (1997) states the communicative competence seeks teachers work as a knowledge transmitter, consultant, guide and model of the process of learning, this role is related to the functions which are supposed to be developed, the control over the learning process and the responsibility to determine the contents of the program to be developed and the patterns of interaction between students-teacher.

Teachers need to have the adequate vocational training to be able to inculcate students the idea to be part of students who are not following the stereotyped forms. Teachers must be worried about developing the communicative competence in their students and promote a research attitude about this challenging and changeable phenomenon as the language is (Llobera, Miguel, 1997).
The communicative competence enables practitioners create at ASE the most favourable conditions to make the students develop mental activity; the goal of the practitioners’ role in this project is to work as the mediator between the student and the culture of the target language they are learning. The vocational training of the teacher must cover the conceptual, reflexive and practical levels. The conceptual level covers the acquisition of a theoretical framework upon the individual, interpersonal and social groups’ processes which take part in the classroom developing a meaningful learning. The reflexive level covers the critical reasoning of the teaching practicum itself; the critical reflexion provides the analysis of his/her own work in the classroom. The practical level refers to the innovations which allow the intervention of the educative process on students.

4.3.2.2. Communicative Competence: Students

The role of the student depends on his/her contribution in the learning process which means the kind of activities that he/she develops, the control that (s)he has on the contents in the program, the patterns of group interaction which are made in the classroom, his/her ability to process or carry out the information or to face every single problem in the classroom. The role of student is an individualized approach conducted to the learning of a foreign language that establishes the student as a person who plans and assumes everything that he/she starts to make in the classroom, a person who controls his/her own progress, a person who interacts with others, guides the rest of students and learns from the teacher, from students and other teaching sources.

Then, the communicative competence makes students be autonomous and risk takers when developing their language learning and allows them to make inferences about the topics they are studying. Besides, they try to interact
among them, even if they are dealing with basic information as personal information, descriptions, family, etc; of course in the target language and also, they have the ability to process and do some deductions with the information and concepts they are facing in the classroom.

4.4. Material Design
One of the main concerns of designing material, as (Kathleen Graves, 2000) mentions “is to make decisions about what should be taught in each level, in what order, and how”. In this case, these decisions agree with the collective experience of practitioners from La Salle University because when they faced their practicum requirement and they noticed the importance of having a guide in order to give classes having clear what to teach according to the level, what the contents should be and the kind of material would be appropriate for developing each activity.

Designing a language course has several components although there are many models of curriculum design which almost all of them agree with the components to be developed. The main components are directed to accomplish certain ways or forms of assessment; determining contents, materials, methods and evaluation. The model that is going to be described is called “a framework” by Kathleen Graves (Teachers as course developers 1996)

This framework, as the author explains is not a linear list but she considers it as a flow chart; it is a system, since all the components are interrelated and each one of them influences and is influenced by the others.
The idea of designing this framework as a flow chart and not as a linear list is to cover two aspects: the first one refers to the absence of hierarchy in the process and the second one refers the lack of sequence in their accomplishment. Those aspects allow the designer to start in any part of the framework since it depends on the context and what the designer knows about his/her students taking into account their needs (Kathleen Graves, 2000).

With this framework, practitioners from La Salle University can place themselves to design the material addressed to Fundación Alianza Social Educativa in order to analyze what must be the first aspect to start according to their collective experience as practitioners, the students’ needs in the sense of how and why it is important that students have a course book to full fill the objectives proposed at this level of the English program in the Fundación Alianza Social Educativa’s context.
Having these three aspects (collective experience, students’ needs and Fundación Alianza Educativa’s context) practitioners had the possibility of starting to plan how designing the course book into a flaw chart as Kathleen Graves (2000) proposes; the flaw chart for this project is this:

These three aspects were fit to the Kathleen Graves’ (2000) flow chart to find out the way of designing the course book; besides they allow practitioners collect and discover important information about designing material in this case the course book for adults English program level 1 at Fundación Alianza Social Educativa. This information was crucial at the moments of designing the material and working in the following way:

**Collective Experience:** Practitioners worked in adults English program level 1 at FASE for two years to analyze the data collection and find out with the students what the main problem was; where they noticed and realized that the lack of material was an important factor and a weakness that affected the teaching - learning process; that is why practitioners decided to design a course book.
ASE’s program: To design the course book practitioners took as a reference ASE’s program, this program includes 12 units, but to fit them to this project practitioners decided to design 7 units; since it cannot be taken for granted the time this course provides (160 hours) for being developed; practitioners selected the topics properly to keep the linear organization that FASE’s program has according to the level and the objectives this course wants to achieve.

Units designing: Practitioners started to design each one of the units, bearing in mind the topics proposed at ASE’s program at this level, using activities, short stories, exercises and instructions well constructed with the idea students develop the communicative competence and use the four skills (listening, speaking, writing and reading.)

Units assessment: Each of the designed units was tested by practitioners with their students in order to recognize the mistakes or explanations not clear enough. Surveys about the design of the units were done to the students; the results made practitioners do the corresponding and redesigned the course book to accomplish the course objectives.

4.4.1. Teachers as a course designer
The role of the teacher as a course designer must develop the following characteristics set by Zeichner and Liston (1996 p. 6) They wrote that a reflective teacher:
• Examines, frames and attempts to solve the dilemmas of classroom practice.
• Is aware of and questions the assumptions and values he or she brings to teaching.
• Is attentive to institutional and cultural contexts in which he or she teaches.
• Takes responsibility for his or her own professional development.

These characteristics help designers to address the challenges to course design which depends on the context. It means when the designer understands the challenges to accomplish, he or she determines and chooses where to begin the course design process according to the situation.

It is important to mention that “teachers are the best people to design the course they teach because they take charge of the processes rather than playing the role of recipient of the products... They can be active agents in the course they teach if they are clear about what the processes are and how they can take responsibility for them” (GRAVES, Kathleen 2000).

4.4.2. Language Teaching - Learning
To develop this project and to design the course book, it was quite important that practitioners looked for theory about the implications of designing a course book for learning and teaching a foreign language, in this case for English adults level 1 program at FASE, since designing a course book does not only involve the material worked during the classes, instead of that to seek deeper on studies that go beyond on material design, in which practitioners could analyze and take into account the information for designing an accurate course book for teaching-learning a foreign language.
Richards and Rodgers’ (1982) model intends to evaluate language teaching comparatively giving a small number of general principles, with these three categories:

Approach: “a Theory of language and language learning”

Design: “Refers to the specification of actual content and a description of the role of teacher, learner and teaching materials”

Procedure: “Deals with technique and classroom practice”

This model shows the value of developing a completed “structure” for language teaching and the complexity behind of teaching a foreign language; that is why Richard and Rogers (1982) first at all emphasize on the theory (approach) to seeks and depends on how the language works and how people do learn; being this first category an essential aspect when teaching – learning a foreign language; secondly, they accentuate in the designing in the sense of not just what material is used by teachers and learners, but what must be the suitable content and the teacher’s function and responsibility on the teaching learning process of a foreign language and finally the procedure in terms of how the approach and the design is put into practice in the classroom with learners.

With this Richards and Rodgers’ model can be seen into another perspective in the designing of material which involves a range of characteristics or categories that they cannot omit in the learning teaching process of a foreign language; although there are many perspectives or theories as we saw before with “the framework” of Kathleen Graves (2000), almost all of these agree with the concepts and conceptions, giving different names or subdivisions about designing material for teaching-learning a foreign language, for
instance, Jo McDonough (1984)\textsuperscript{5} in his book “ESP in Perspective A practical Guide” he takes as a referent for developing his research in ESP (English For Specific Purposes) Richards and Rodgers’ model but he fits each stage of this model into categories to clarify aspects related with language teaching like this:

- **Collection of initial information**
  Gather the information of the group is focusing on; in this project the initial information was collected through journals and surveys that practitioners used as a tool to know what the problematic situation was at FASE in order to look for a possible solution.

- **Analysis of learner needs**
  According to the collected information and the context established which the principal learners needs are, to apply them during the teaching-learning process; for instance, according to the results that journals and surveys gave to practitioners it was possible to realize that the main problem was the lack of material at this foundation, which is a weakness there; that is why researchers decided to create a course book for adults at FASE as a solution.

- **Approaches to course design**
  To define and choose the accurate approach(es) (how the language works and how students learn), bearing in mind the context and students’ needs. The purpose of this project was to design the course book following the parameters of communicative approach and communicative competence taking into account the FASE’s program since this is based on the CEF and the development and improvement of the four skills as this project wants to achieve, besides it was important too to have different criteria to design a course book having as a model the theory of

\textsuperscript{5} MCDONOUGH, Jo. ESP In Perspective A Practical Guide. The Context of ESP. Background and Development. Collins ELT: London and Glasgow. 1984

- **Specifications of syllabuses and materials**
  Which and how the content is going to be developed. In the course book the content was selected by the FASE’s program that is designed with the parameters of the Common European Framework (CEF) and adapted to this project, developing seven (7) units where learners have the possibility of putting into practice the four skills (listening, speaking, reading and writing) in the explanations, activities, exercises, etc.

- **Testing**
  To assess the effectiveness and the fitness of the material designed for teaching-learning a foreign language in students and teachers. It was possible to assess the units through the classes that researchers gave in their practicum process during one semester from July to November 2009; every Saturday the units were developed and with the students’ help it was possible to find some mistakes and correct them.

- **Role of the teacher**
  To facilitate the students’ learning process, the teacher has certain tasks as a mediator, as a guide and not just as a knowledge transmitter during the material design process.

As Jo McDonough (1984) states these categories will not be followed step by step, on the contrary they must be setting up a foreign language course, depending on the decisions and consequences of the stage the designer is working on; as happen with Kathleen Graves’ (2000) “framework”; since this is a flow chart the designer can start in any part of it; bearing in mind student’s needs and the context.
4.5. The context

Practitioners had the opportunity to participate in the students’ context to know what the main problem was at the moment of the teaching-learning English at Fundación Alianza Social Educativa (FASE); this allowed practitioners comprehend and understand what the students’ need was in the sense of the absence of material to achieve the objectives of the course. The importance of knowing the context by the practitioners (the designers) mentioned above agrees with Kathleen Graves (2000) who says that the designer needs to know how to adapt the course book to gather his or her students’ needs. In this way, she or he will know the respective challenges to understand the context in order to work in a successful way.

Practitioners from La Salle University have a group of students of English as a foreign language for a period of four months, when they start the course all the students have been classified by an exam in levels 1, 2, 3, 4 and 5 being the first one the most basic and the fifth the most advanced. Practitioners and students count with sixteen Saturdays to develop the course in the following way: the first Saturday some students take an exam to be classified and the rest are organized according to the level they passed, the next twelve practitioners develop classes within the students, the fourteenth class students take the final exam, the fifteenth class practitioners give students’ grades and FASE’s staff does registrations for the next semester and the last Saturday students and teachers celebrate the closing course and give the certificates to students who passed the course; during the fourth semester practitioners could analyze and decide what the students’ needs were in order to provide and determine the material and activities to carry out having as a result a good way to face the challenges they have to work in a thriving way since they have known the context.
4.5.1. Importance of defining the context

Practitioners as designers were informed about all the aspects related to the group thus:

Level of the students: English level 1 Adults program
How long the course is: One semester, sixteen Saturdays, three hours per day.
Place for the course: Garcés Navas, Neighbourhood. Engativa, Locality.

Based on the conditions identified above, practitioners started working on designing the course book in order to fit the material according to the level, the population, the time the course takes and choosing the accurate content according to the FASE's context and purposes, since this facilitates what must be included in the learning-teaching process, as Kathleen Graves (2000) mentions “what is the level of the students? How long is the course? Where is the course taking place? Without that information it is difficult to evaluate the appropriateness or effectiveness of the product. Course design, like teaching... is a grounded process. This means that when you design a course, you design it for a specific group of people, in a specific setting, for a specific amount of time; in short, for a specific context. The more information you have about the context, the easier it will be for you to make decisions about what to teach and how”

4.5.2. Factors for defining the context

Practitioners have the responsibility to know the context and the factors that can influence the design process, in which they are teaching in order to design the material to be coherent with the time: how many hours the course takes, how often the class meets, for how long each time, day of week; the population and background: the age, how many people take the course, the
gender, culture, purpose, education, experience; location of school: classroom, size, furniture, light, noise; the aim of the course: mandatory, open enrollment, relation to current/previous courses, required test, prescribed curriculum and the resource for teaching: materials available, the text required, extra material as stereos, cassettes, cd’s and handouts they count with to develop each class. For instance practitioners took into the following factors:

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>SELECTED FACTORS</th>
<th>DESCRIPTION OF ASE’S FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>Hours of the course, how often class meets, how long each time and day of week.</td>
<td>48 hours, once a week, 3 hours on Saturdays.</td>
</tr>
<tr>
<td>Population and background:</td>
<td>Age, how many people, gender.</td>
<td>From 16 to 35 years old, around 25 people, 70% female and 30% male.</td>
</tr>
<tr>
<td>Location of School.</td>
<td>Location</td>
<td>Garcés Navas-neighbourhood. Engativa-locality.</td>
</tr>
<tr>
<td>Aim of the course:</td>
<td>Open enrollment, relation to previous courses. Prescribed curriculum.</td>
<td>Access to cheap courses, improve their English, apply a job, as a alternative of education.</td>
</tr>
<tr>
<td>Resource for teaching:</td>
<td>Materials available, extra material, stereos, cassettes, cd’s and handouts.</td>
<td>Lessons plans and material prepared by practitioners (games, handouts, etc) stereo, dvd.</td>
</tr>
</tbody>
</table>

The information provided in the table, allow practitioners with an important guide to design the material as they know what to do, how to do, what for; it means to be an appropriate and effective material design for students from FASE. That is why the designed material addresses to a specific population for a particular purpose the course intends to achieve, in this case: a course book for teaching-learning English as a foreign language in Adults program level 1 at Fundación Social Educativa (FASE).
Besides, when practitioners know the context, they are able to realize the resources they can use in their designing process, also what limitations they have, so that they can draw up and define the contents, objectives, achievements and purposes related to the course book they designed. As Kathleen Graves (2000) cites “The givens of one’s context are the resources and constrains that guide our decisions. Knowing how long a course is, its purpose, who the students are, and how it fits in with other aspects of the curriculum helps us to make decisions about content, objectives, and so on”

4.6. Learner’s needs

To identify the principal problem of the teaching-learning process at FASE it was necessary that practitioners analyse learners’ needs, in the sense of what was missing during the course students could accomplish the objectives proposed at the end of the course. Jo McDonough (1984) says why is too important to take into account the learners’ needs in material design: “the learner is at the heart of any teaching programme” not just for him, but according to many reports of teaching programmes around the world when they are clear about “relevance” and “suitability” for defining groups of students. Here once again it reflects the relevance of taking into account the learner’s needs, as this aspect allows to prepare and achieve a profile to set up objectives, and make successful judgments about the content of the course; in other words it could not be possible to design a foreign language course for teaching – learning without first analysing what students’ needs it will achieve.
4.6.1. Classification of needs

4.6.2. The end product: according to some analysis of real teaching situations that were made by Jo McDonough (1984) the crucial point in this aspect is that the language learners needs agree with the ends and not the means of learning and to clarify this point he quotes Bowers (1984) “Syllabuses... have been constructed which consider the learner not qua learner but qua user of the target language in defined communicative contexts.” In this project the learner’s needs were analyzed to encourage and promote students communication instead of keeping certain knowledge in their “minds”, where they will be able of using the target language, without matter at this level students deal with based topic as personal information, descriptions, family, etc.

4.6.3. A model for analysing needs: This model focuses on “Communication Needs Processor” (C.N.P) and the learner’s information (Participant) like age, nationality, sex, mother-tongue, etc; the idea is to fit up this information into the CNP and after analysing and evaluating the categories to establish a profile of needs.

\[ \text{PARTICIPANT} \quad \xrightarrow{\text{C.N.P.}} \quad \text{PROFILE OF NEEDS} \]

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6. “The procedures set out by Munby in his Communicative Syllabus Design (1978) are very detailed and representing as they do and attempt to be both explicit and comprehensive... Although the work is heavily based on theoretical assumptions, the techniques proposed in the model have been extensively used, modified and unmodified, in many parts of the world to set up language-teaching programmes”
In the Munby’s system (1978) can be observed the aim of this model which is to make students possible put into practice the language they are learning, just like Chambers (1980) intents with his concept of “Target Situation Analysis (T.S.A)” where he establishes “that the most significant profiles of needs are set out in terms of goals (the end-result of learning) and examined a detailed set of categories for stating goals.”
“The more we know the better we are able to contextualise the objectives of the teaching for which we are responsible”

4.7. Design

4.7.1. Conceptualizing content

To conceptualize content for this course book at FASE it was quite useful what practitioners did and analyze during the process (experience as practitioners, designing and testing the units of the course book) what possible content could be relevant and was necessary to adjust it to the new material, even if it was defined by the FASE’s program, besides that this content agrees with the objectives proposed by this course book.

The procedure of conceptualizing content is versatile, this involves:
- Setting the goals that students are going to achieve in the course, having in mind their needs, who they are, and the reason of the course.
- Defining what to incorporate and what to exclude.
- Putting in order the content in order to see the associations among the elements to make decisions related to objectives, resources, sequence and assessment. (GRAVES, Kathleen investigation with John Kongsvik 2000).
The result of taking into account this procedure above of conceptualizing content is that the teacher will have cleared what to teach. Conceptualizing content which is the same of syllabus design, allows the practitioners to understand how the syllabus is constructed and to become conscious of their own main concerns with respect to their students. The idea is that the process provides a tool to handle and adjust the syllabus instead of the syllabus indicate the practitioners what to do.

Graves Kathleen (2000) shows some questions that work as a guide in order to conceptualize content thus:

1. What do I want my students to learn in this course, given who they are, their needs, and the purpose of the course?
2. What are my options as to what they can learn?
3. What are the resources and constrains of my course that can help me narrow my options?
4. What are the relationships among the options I have selected?
5. How can I organize these options into a working plan or syllabus?
6. What is the driving force or organizing principle that will pull my syllabus together? (there may be more than one organizing principle)

If practitioners analyze and try to solve these questions they will have more options for conceptualizing the content of the course they are going to teach. It is important to take these questions into account since they are going to work as a helpful guide to design the most adequate material for students that it is going to be an important tool for working and developing during the course.
When designing a course book, in this case, practitioners have a number of characteristics to choose and fit them into the content; of course, his or her selection depends on the results and limitations of the specific context, students’ needs, who the students are and why they are taking the course. These characteristics are going to give the designer the parameters to know what to choose because not everything can be done talking about what to teach for each level and how.

### 4.7.2. Focus on materials

The base of designing material is to find and produce solutions to any pedagogic difficulty in a specific context. In this case, Fundación Alianza Social Educativa (FASE) does not have a course book to develop the courses they manage, that is why designers have decided to create this tool in order to give a solution to this problem and make practitioners’ work easier since this is a guide for their classes.

For having success when designing it is important to know that creating is not enough, the idea is to apply what the designer has created in order to validate the product and have an idea about the book, if it works as the tool that learners really need, the provided material is going to be significant, because as Jon McDonough (1984) says, the designer is “dealing with any kind of “pedagogic structuring” of any kind of linguistic material that states or implies a set of “procedural decisions”

Jo McDonough (1984) states that “…teaching materials as an interrelated set of decisions. This is not merely a “shopping-list” of separate items to be ticked off. Such a list might tell us something about the price of the book, the number of units, the number of exercises in a unit, the colour of the visuals, and so on, but it would not show how one factor of organisation affects
another”. Although visual part is a relevant aspect for designing material, it is not the principal since behind this process; there are some decisions to take into account, in order to have as a product an organized and an adequate course book that can fit all the needs that have been discovered by designers and in that way to know what factors can affect others.

4.7.2.1. Criteria for designing material

There are some factors that must be taken into account in the process of designing by Jo McDonough (1984):

1. “Overall organisation...Table of contents of a set of materials can be very illuminating. It can tell us, for example that “Language Structures” are the primary design principle, with “Topics” as secondary; or that “Study Skills” are primary, with both “language function and topics as secondary” Here it is important to take into account what the Common European Framework states for each level in order to know what topics work on or develop in each unit having an order and a sequence that students are going to be carrying out in their learning process.

2. “A useful perspective on our list of criteria is to see them as a series of "snowballing" consequences where the more choices made at one stage, the more constraints there are to make a particular choice at the next stage. For example, having selected a particular approach, and subsequently isolated a skill and located a source of language data, the type of task or exercise that we then design will already carry certain specification in advance". The organization is a crucial aspect for designing a course book, because one decision will have a repercussion on the next one that is why as more organized the designer is the more specific the next step is going to be. Of course, it is important to bear in mind that every single aspect for instance,
the approach, the skills and the activities must be interrelated following the same direction.

In the following picture there is an example about how single aspects must be related in the same direction, starting from the approach and finishing with the activities the designer intends the student achieve.

![Diagram](image)

Picture: MCDONOUGH, Jo. ESP in a Perspective a Practical Guide Page 68.

3 “In any evaluation - or indeed production - of teaching materials and procedures, the question will arise as to how detailed the process needs to be… The scale would range from such statements as these materials are structural to the materials derive from a sociolinguistic analysis of the target situation discourse” The importance here is that the designer needs to know what the aspects to develop are, having a limit and being aware of the structural and functional materials that they can use for his/her product with learners.

4.7.2.2. Criteria for evaluating material

Here, there is a criterion for evaluating material in the contemporary language teaching as Candlin and Breen (1979) state:

The characteristics of the target language
- The nature of learning
- The various roles of learners and teachers
As it shows, there are different ways to evaluate material with different factors according to the context and agreeing with the solutions the designer wants to achieve, this prototype of evaluating material proposed by Candlin and Breen (1979) allow practitioners to put into practice and took into account these factors to verify the principal objective of the course book at FASE and make most valid their project as possible.

4.7.3. Designing a communicative syllabus

4.7.3.1. The needs surveys
A needs survey followed by the production of a description of purpose for the program, are necessary initial steps. These surveys are going to help designer to understand students as much as possible prior to the beginning of the program, in order to establish realistic and acceptable objectives. Until more information is in our hands, defining target levels of communicative ability for academic as well as occupational courses will be a tentative operation.

The success of the design process depends on how the learners' needs are analyzed. Designers have tested all the units are going to compose the course book with a group of adults from Fundación Alianza Social Educativa level 1, which helped designers to create an adequate material for students, they gave their opinion and they filled some surveys in order to work on the product.

4.7.3.2. Description of the purpose
This establishes the foundation for the major decision facing the language course design when arriving to the selection of a syllabus type. Courses may either be for studying in a specific discipline or may be given as a school
subject. The idea of specific purposes implies only that there is a limit of the amount of time that learner can spend on the task and that it is accordingly necessary to select certain aspects of the target language which will be given special prominence in the preparation of the syllabus.

Practitioners had to describe the main purposes of this course book for Fundación Alianza Social Educativa (FASE), in which it was necessary they set these purposes according to the available time students had to spend on the tasks and some aspects agreed with the students’ level.

4.7.3.3. Choice of a syllabus type
To choose a syllabus type, practitioners examined what was the best syllabus that fit and addressed to the aims of the course (FASE’s program), the skills that must be developed by the students (listening, speaking, reading and writing) and the FASE’s context (Adults level 1); that is why they chose a communicative one; which covered all the needs and requirements practitioners wanted to supply in this project.

There are several possibilities, depending on the learner’s objectives, any of those described below might be chosen: all of them as a communicative syllabus.

The importance of a communicative syllabus involves consideration of a number of extra-linguistic factors, having to do with the educational setting in which the course is to be taught, the characteristics of the learners, the circumstances in which the educational institution operates, even the society in which the language-learning and teaching process is to be carried on. This means that it is important to inject a larger number of components into the
make-up of the syllabus: (YALDEN, Janice. The communicative syllabus: evolution, design and implementation, 1983. p 87)

1. As detailed a consideration as possible of the purposes for which the learners wish to acquire the target language.
2. Some idea of the setting in which they will want to use the target language (physical aspects need to be considered, as well as social settings);
3. The socially defined role the learners will assume in the target language, as well as the roles of their interlocutors;
4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academy situations, and so on;
5. The language functions involved in these events, or what the learner will need to be able to do with or through the language;
6. The notions involved, or what the learner will need to be able to talk about;
7. The skills involved in the “knitting together” of discourse: discourse and rhetorical skills”
8. The variety of varieties of the target language that will be needed, and the levels in the spoken and written language which the learners will need to reach;
9. The grammatical content that will be needed;
10. The lexical content that will be needed.

The communicative syllabus means teaching communication through language, the syllabus is designed and focused on a sequence of language, a syllabus which shows what will be taught. This project intends to work on a functional and structural syllabus which will be useful for teachers and
students at Fundación Alianza Social Educativa in order to know what they are going to learn in the course and what the topics, structure grammar and tenses are in each unit.

4.7.4. Exercises as linguistic specifications

“An approach to design based on grammatical structures usually gives an overall design framework consisting of an inventory of these structures... Such inventories have usually been based on frequency of occurrence WITHIN the relevant discipline or profession”
If this is the main criteria by which they come about, then the most important criterion for measuring their effect is that of size – the amount of language data that is used for practice purposes” Examples of instructional material:

1. Fill the gaps in the sentences with a word from the text.
2. Give the opposites of the following words.
3. Put the verbs in brackets into their correct forms (for example into the simple present passive)

The previous examples as Jo McDonough (1984) cites: “deal with units no larger than the sentence, and sometimes with the morpheme structure of words” these kinds of instructions are going to be developed in the course book to reinforce in students the grammar aspect that cannot be forgotten.

These kinds of activities in one hand, allow learners work with isolated sentences and not with the whole structure of a text, although this is not the most important aspect to cover in this course book, it claims for the correct use of grammatical structure and as an essential factor to develop the skills. On the other hand, the designer must be aware that these activities are necessary but not enough for building “adequate” meaning.
“It is clear that functional approaches, with their wider perspective on language analysis, provide the capacity to extend the range of practice material in task and exercises” (Jo McDonough, 1984 p.79). The functional approach of this project intends to increase the oral part that students work in during the course through the different activities that the course book provides them in order to encourage the communicative competence they should develop.

4.7.5. Questions in the design of material
“Comprehension question” implies a psychological process, but it very often engages no more of the learner’s intellect than the ability to recognise language structure” (Jo McDonough, 1984 p.79). The designer must take care of how (s)he is doing each question because it is important to create a question as clear as possible in order to get the “properly” answer being aware that the questions match with the level students are, the idea is to make students understand what they have to do, avoiding all kinds of confusions, that is what practitioners applied when designing the questions in the course book, to make sure students could develop and understand the activities or exercises provided.

4.7.6. Exercises as Learning specifications
There is, of course, no necessary relationship between a functional analysis of language on the one hand, and exercises and tasks which are concerned with how people produce and comprehend language on the other.

Materials which address themselves to the learning process itself. For example:
Jo Macdonough mentions some examples of tasks to make students address themselves to the learning process:
1. selecting main ideas from extensive reading/listening
2. reading and listening for specific information
3. organizing information presented
4. gap - fillers

Some of the above examples of tasks are included in the course book to achieve the purpose this mentions; where students are able to manage and encourage themselves to autonomous learning process. Morrow (1980) has three major elements when students are developing tasks from the course book; they are going to develop explicit procedural descriptions:

1. **Recognition**: of information presented in a text
2. **Structuring**: (i.e. Psychological organisation) of that information into meaningful chunks.
3. **Interpretation**: of material.

Another example is given by James (1977) who proposes physiological categories:

1. **Decoding**: recognition
2. **Comprehending**: structuring
3. **Note-taking**: as basic design features of academic listening materials.

The previous examples are some of the linguistic and psychological criteria which have been used to design exercises and tasks, these examples also show how students inductively make an unconscious process when developing an exercise or activity, that is why the importance of designing and creating instructions on this project that agreed with their level; of course, activities had certain quality of difficulty but with the purpose of allowing students’ understanding and comprehension at the moment of doing them.
4.7.7. Sequencing and Grading
A material or a course book could be organized throughout a textbook, or a succession of lessons, syllabi, or just a unit. Of course, this organization is related and depends on the designing factors and needs. As this course book intends to achieve the parameters that the Common European Framework provides, it is important to know what the demands are and obviously following a sequence adequate for this level (A1), also, it will have to take into account the other factor that this project is working on as the communicative competence.

4.7.8. Matching up language and learning
Jo Macdonough (1984) states the ways in which sequencing and grading can operate in relation to a course, irrespectively from kinds of criteria. Firstly, they can be identified across a whole syllabus, or course, or set of material:

![Diagram](image1)

Beginning of course   end of course

Secondly, we sometimes find a cyclical organisation where each Unit contains a sequencing of its own:

![Diagram](image2)

Unit 1   Unit 2   Unit 3   etc.

Lastly, and more complex, cycle of learning are sometime placed within a wider sequencing principle for the whole course:

![Diagram](image3)

Beginning of course   Unit 1   Unit 2   Unit 3   And so on   end of course
Once again, language teachers will note that ESP makes particular selections within a much more general unified framework.

The picture above by Jo McDonough shows three different ways in which a course book can be organized; by the way, this organization depends, as it mentioned before on the designing factors and needs; in other words, according to the objectives the designer wants to achieve with the course book during or/and at the end of the course. Analyzing this theory, practitioners decided that the best organization of a course book to adapt and adjust to this project is the third one; since this type of course book allows to determine certain numbers of units that are set in a proper and adequate sequence to complete the whole course as this course book was designed.

**4.8. Testing**
Testing is a complex concept that deals with different aspects, there are many kinds of evaluations as students' achievements, evaluating a program, evaluating a syllabus, material evaluation (designed by teachers), text books evaluation, and teacher evaluation.

It is important that the course book provides a part which refers only to test students since it is important for teachers to know if students have learned all they are supposed to learn. There are many reasons why teachers must test their students: first of all, they have to decide how a course should be organized according to their students' language proficiency or language skills, second, they need to identify and establish students’ specific linguistic problems related with what the course and teacher want to work on. (Strengths and weaknesses in particular aspects of grammar and in particular language skills, in order to focus course content as efficiently as possible), third, they need to evaluate how much has been learnt during and at the end
of the English language course…. How closely the course mirrors itself on learner needs and the target situation requirements, since it is the relationship that will specify test content, fourth, they need to be sure about if a particular person accomplishes with certain or enough management of the language to be admitted in a job, position, promotion or place of study, fifth, they have to achieve learners’ prospects. Most learners of a target language are taught in a framework where tests are the standard and the rule. Short courses tests normally gather this demand. “Some learners are “motivated” by the existence of a test, and actually make more progress with this kind of pressure” Jo McDonough (1984)

The evaluation serves to individualise the educational treatment of students to optimise their achievement; is teachers’ responsibility to know what the process of his/her students are, because teachers face the problems that students have everyday, they know what their needs are and in that way, they should find or look for the strategies that might work with the group they have. Course books must provide an evaluation part in which teachers can evidence if students have achieved the goals teachers proposed at the beginning of the course. Testing means finding out what the students have learned with respect to what they have been taught at different parts of the course.

4.8.1. Testing and Needs analysis

In this case, evaluation must be directed to assess an evaluation that measures the communicative competence on students but the four skills as well. There is growing recognition that education calls for the performance of students during the course, that is why teacher can know and identify day by day or class by class each particular situation in order to make decisions about what to do or not, about what the best strategy to assess is, and make
and interpretation about what the needs are. “Needs assessment is a process in which learners participate to make learners reflect on their own learning process, they can be in the capacity to discover their own needs but with teachers’ help too, and to gain a sense of ownership and control of their learning” (designing language courses: a guide for teachers by Jo McDonough, 1984)

The idea when evaluating is to identify the level of proficiency in which students are supposed to be in every single skill in the target language: speaking, listening, reading and writing, and referring to grammar, the course book provides some exercises in vocabulary, pronunciation, functional skill, grammar structures, etc. That is why when designing a course it is important to know what the goals and purposes of the course are, to know what the students are supposed to learn, what topics will students need to be able to communicate about or what content will they need to learn and for what purposes they are learning the language.

Carroll, (1980 p. 9) shows a triangle of relationships among needs, courses and tests in diagrammatic form, where courses and tests derive from the same criterion.

![Diagram of relationships among needs, courses, and tests]

The idea here is to measure the communicative proficiency, to test the end-product of language learning in the four skills and all that respects to grammar, that is why this course book promotes to prepare students on having the capacity to use the target language in any context they are in the real world, that is why it is possible to talk about a direct or an indirect test.
4.8.2. Direct and indirect testing

**Direct test:**

“Based on language proficiency and with diagnostic capacity, would be able to assess whether a person had sufficient English (or any other foreign language) to achieve a job or follow a course of specialist study where the language was critical. If the proficiency level was not adequate, the test would specify what measures should be taken to bridge the gap” (Janice Yalden.1983).

Direct test measures specific skills of the language to determine if a person has the required proficient; in order to develop a specific task or homework as mentioned before. Practitioners at FASE had the opportunity to use the direct test trough the course to determine if the objectives were accomplished or on the contrary there was something to work on and improve it; direct test works to bridge the gap of students; also to improve or notice mistakes from the course book.

**Indirect test:**

It would assess details of performance on an English language course, on the assumption that the course had itself been bases on the analysis of learner's needs. At the same time, it could also diagnose areas of shortfall between optimum achievement and actual performance. The students who are registered in the FASES’s program are supposed to pass the courses they have defined (from 1 to 5), in this part the idea is to assess students in each course in order to know if they are able to pass to the next level, in this case, It refers to pass to the second level.
5. METHODOLOGICAL FRAMEWORK

5.1. Descriptive Action Research

This project is based on the participative action research method, but before mentioning how it was developed, it is important to define action research according to some authors; for instance Elliott (1981) defines action research as “el estudio de una situación social con miras a mejorar la calidad de la acción dentro de ella”, James McKernan (1996) sites that the purpose of the action research is to solve immediate and pressing daily problems about professionals in practice, these definitions make clear the action research’s aim, where professionals in practice intend to improve their own comprehension about facts, situations and problems in order to increase the effectiveness in their practicum.

Another definition is given by Repoport (1970, p 499) “La investigación acción trata de contribuir tanto a las preocupaciones prácticas de las personas en una situación problemática inmediata como a las metas de la ciencia social por la colaboración conjunta dentro de un marco ético mutuamente aceptable” Here in this definition by Repoport he argues that the research action takes into account and involves the participants who are part of the “problems” looking for a solution.

Bogdan and Biklen (1982, p 215) argue that action research seldom undertakes to improve the social environment they say: “La investigación acción es la recogida sistemática de información que está diseñada para producir cambio social” and Carr y Kemmis (1986 p162) propose a deep rooted definition “La investigación acción es simplemente una forma de estudio autorreflexivo emprendido por los participantes en situaciones
sociales para mejorar la racionalidad y la justicia de sus propias prácticas, su comprensión de esas prácticas y las situaciones en que se llevan a cabo”

The process of searching used in the investigation done at Level A1 at Fundación Alianza Social Educativa owns the characteristics granted for Elliot (el cambio educativo desde la investigación acción pag 88) “la investigación acción es el estudio de una situación social para tratar de mejorar la calidad de la acción en la misma. Su objetivo consiste en proporcionar elementos que sirvan para facilitar el juicio práctico en situaciones concretas y la validez de las teorías e hipótesis que genera no depende tanto de pruebas científicas de verdad sino de su utilidad para ayudar a las personas a actuar de modo más inteligente y las teorías no se validan de forma independiente para aplicarlas luego a la práctica sino a través de la práctica” and J. McKernan (investigación acción y curriculum pag 25) “la investigación acción es el proceso de reflexión por el cual en un área-problema determinada, donde se desea mejorar la práctica o la comprensión personal, el profesional en ejercicio lleva a cabo un estudio, en primer lugar, para definir con claridad el problema; en segundo lugar, para especificar un plan de acción –que incluye el examen de hipótesis por la aplicación de la acción al problema-. Luego se emprende una evaluación para comprobar y establecer la efectividad de la acción tomada, por último, los participantes reflexionan, explican los progresos y comunican estos resultados a la comunidad de investigadores de la acción. La investigación-acción es un estudio científico autorreflexivo de los profesionales para mejorar la práctica”.

There are many definitions about action research and it is possible to conclude that this method is an auto reflexive process, in which a specific problem to work on is carried out through a rigorous study in which participants (teachers and students) make and take part in the process and
also in the results to achieve the improvement of the situations want to be
solved taking into account the specific needs and the social context.

5.2. Participatory action research

Peter Park (1989) states that people get together in a participatory action
research not only to find a problem but to act and work on them in an urgent
and effective way. Participatory action research does not end with new
perceptions but continues by means of a commitment in the action, it starts
with a problem, a problem which affects people and needs an urgent solution.
In this sense, the problem might be not exteriorized and proposed
consensually into the community but at the same time it might exist suffer or
frustration. Researchers need to feel as the community does in order to have
a real commitment in getting the solution.

This research is subscribed into the participatory action research.
“Participatory action research is a recognized form of experimental research
that focuses on the effects of the researcher’s direct actions of practice within
a participatory community with the goal of improving the performance quality
of the community on an area of concern”7. In this case, it is going to show a
situational problem considering the lack of material that exists in Fundación
Alianza Social Educativa, there has been a process which consists in data
collection such as observations, units’ tests, annotations, interviews and
journals that they were carried out by the researchers during the practicum
process.

www.wikipedia.com march 29 2010
Kurt Lewin (1994) states that participatory action research is a way of researching which can be bound with the experimental approach of social science with programs of social action... it consists in analysis, data collection, conceptualization, planning, execution and evaluation. As the collected data was analyzed and conceptualized in order to find the main problem at Fundación Alianza Social Educativa, the idea is to design the course book for adults level A1 as a possible solution to the found problem there. He states in the book la investigación acción participativa, inicios y desarrollos: “la investigación requerida para la práctica social puede ser caracterizada como una serie de procesos investigativos que esclarezcan el quehacer del profesional en el manejo de problemas sociales específicos” pag 15. This is an investigation about the conditions and effects of a social class and this is a project that is focused on a social intervention trying to give a solution to a clear problem.

The process of searching used in this investigation done at level A1 at Fundación Alianza Social Educativa owns the characteristics that Elliot (el cambio educativo desde la investigación acción) and and J. McKernan (investigación acción y curriculum). The process started by an investigation in order to find the problem in the mentioned institution, that investigation took three semesters, time in which researches could notice that the repetitive situation in every single course is the lack of a course book in order to develop the course of English as a foreign language at level A1 in adults program. In this research, the main purpose is based on the idea that it is important to have a course book in each level working as an important tool for developing the course and facilitating practitioners’ work.
The intervention here is through the active participation from researches and students from Fundación Alianza Social Educativa, it is about designing a course book in order to fulfill the problematic situation; it is going to support teaching-learning process, the idea with having a course book is that this is going to work as an important tool for teachers and students too since in one hand, they will have the opportunity to work on the four skills through the course book, skills that are necessary to work on in order to achieve the target language. In the other hand the course book they are working with, will be coherent and will have a sequence and an amount of units designed taking into account the duration of the course and the time for developing each one of them. As the course book or all the units have been assessed and corrected, students from adults program level A1 will have the certainty that their process English learning process will have more tools to work on as having their book to support the process. Having a course book is important for teachers and students; the instructions come from the course book, a course book means a created material for a teaching learning process in order to increase students' knowledge and experience. Teachers can teach better if they count with a good course book which can guide them to give a class, teachers and students can develop their competences better if they handle a material that develops the four skills simultaneously.

5.3. Procedure

Stage 1

Needs Analysis:
Practitioners started their practicum process at Fundación Alianza Social Educativa during three semesters, this time was enough to make researchers realize that the main problem was the lack of a course book for developing each class, since in one hand, they had to look for the material to use in each
A COURSE BOOK AS A PROPOSAL

Session they had with their students, this was a problematic situation because practitioners did not have an organized material to support the sequence of topics they taught in their classes in the other hand, students did not have a material to consult for doing homework and review the topics they learned in classes, creating this a problem for teaching-learning process. To analyze and verify this problem, researchers took into account students’ opinion through some instruments such as journals and surveys which gave useful information about the importance of having a course book for adults’ program level 1. (See annex B)

Stage 2
Course book design

As learning English is a necessity that people have to communicate each other, Fundación Alianza Social Educativa promotes the communicative approach. As Hymes (1974) proposes, the communicative competence describes the knowledge and the ability of a person to use in a proper way the language in communicative situations, communicative competence does not refers only to the speaking aspect but other components as Canale (1983) proposes: grammatical competence, sociolinguistic competence, speech competence and strategic competence. (See pages 34 - 38) That is why the course book was designed under the parameters of the communicative approach, all the activities, exercises, examples, etc, that students had to develop are addressed to work on the mentioned approach.

To design the course book, researchers work on Kathleen Graves’ (2000) theory which is about “to make decisions about what should be taught in each level, what order and how”. The topics to be taught in the course book were based on the FASE’s program which follows the parameters established on the Common European Framework level A1.
Stage 3
Course book testing
The course book is made up by seven units which can be developed according to the schedule that the foundation manages per semester. These units were adapted in aspects such as topics and activities according to students’ needs and what this project wants to achieve. As this project is based on the participatory action research, the participation of the students was an important aspect for the course book design since they took part in the process of assessing each unit; they answered a survey at the end of every single unit in order to make researchers know what the mistakes were, if something was not clear enough, if the images were not clear, etc. researchers took into account all this information and made all the corrections in order to improve the material to fit all the requirements at this level. (see annex C).

Stage 4
Results
After making all the corrections through the testing process with student’s help researchers could satisfy the main problem found at the foundation which was the lack of a material to use as a practical and useful tool to develop the level 1 at adults’ program. The course book is called English Alive 1, it counts with seven units which work on the communicative approach following the parameters established by the program of FASE which follows the Common European Framework parameters. Students can practice and improve their communicative competence through all the activities designed in every single unit.
5.4. Population
This Project was developed at Fundación Alianza Social Educativa, a non-profit institution created with the purpose of promoting education to the community that does not count with enough economic resources to have access to formal education in different areas to be competitive in many situation of daily life. Is an intervention that was carried out at level A1, students’ English level was basic; there were students that even did not know anything about English language, that is why they were registered in the most basic level that Fundación Alianza Social Educativa provides.

Thanks to strategic alliances there are opportunities in which knowledge and feedback take place to be a support in an integral pedagogy. The main objective is to improve the quality of life of people creating a healthy and peaceful environment in the community. The mission that this foundation has is to generate social and economic value for social chains; the view is to unleash the potentiality of the social chains to achieve benefit changes to all the community.

This institution belongs to Engativá locality, it is placed in the west of Bogotá city and it has a total extension of 3.556.30 hectares, Engativá is the second locality with the mayor number of habitants. According to the socio economic level, Engativá belongs to 1, 2 and 3 stratum and constitutes the seventh locality of Bogotá with the majority number of out of place people; it means there are important factors of poverty vulnerability.

Engativá is the ninth locality with the major rate of unemployment; this information shows Engativá in a medium level of unemployment according to the rate of joblessness of the other localities. Therefore, the situation is not as critical as the others.
About education, Engativá exceed the demand of educative places. In 2003, Engativá had 32 official institutions (8.3% educative institutions of Bogotá) and 340 private institutions.

5.5. Participants
According to Peter Park (1989), the most obvious aspect that distinguishes participatory action research from others is the active participation from the members of the community in the investigative process. This research was carried out at Fundación Alianza Social Educativa, there were students that came from different neighborhoods of the city, this population was taken the courses that FASE offers as a way to have access to English language for different reasons such as: having a better job, fulfilling the classes as a requirement of major programs, learning English in order to travel to another country, etc. The most important aspects here are, in one hand, that students are conscious about the importance of knowing how to speak English and on the other hand that they go to FASE’s classrooms because they really want to. That is why their participation in this project was so valuable, their help was very important since researchers could notice what the main problem was; they were the guideline to start this project and give a possible solution to it.

5.6. Data collection instruments
During the process of practicum, some instruments were used as resources of data collection, these ones were absolutely helpful since they permitted to define and analyze the main needs and lacks at Fundación Alianza Social Educativa. That is why journals and interviews were important aspects in this research. The instruments that were used in order to support, reflect and know the problem there are:
5.6.1. Journals
According to John Elliot (1991) in his book “El campo educativo desde la investigación acción”, it is important to keep a permanent journal which must contain a narration about the personal “reactions, interpretations, reflections, hypothesis and explanations” (Kemmis and Cols., 1981) anecdotes, accounts, verbal interchanges, manifestations, etc. help to rebuilt what happened at the moment.

During three semesters researches gathered all the information in journals, they helped researches to focus on the main problematic situation found at Fundación Alianza Social Educativa, the lack of a course book. Researchers wrote all that happened in each class during the semesters such as the activities done by practitioners, particular situations that might occurred and after that, a reflection was written about the journal format.

5.6.2. Surveys
According to John Elliot (1991), it is important to interview people which researchers interact with in the classroom. At the beginning it is not easy to get they react in an authentic way. The interviews can be structured (researcher pre-establish the questions to ask); semi structured (the research make the questions but allow participants too to make questions) and no structured (the interviewed person has the initiative and research makes them to extend the answer). The interview that was done in this project was the structured one, because it was done by students (adults level A1) but the questions were already planned. There were open and close questions. Each survey was answered at the end of each unit; there were some questions such as: are the instructions clear? Do you think the unit design is bright? Is the new vocabulary applied during the development of the unit? All
these questions were created in order to know if the units were a useful material for them and the course in general.

5.7. Research feasibility
As practitioners at Fundación Alianza Social Educativa are training to become professional teachers, it was considered that having a course book for this level would make easier teachers and students' role in the development of the teaching learning process. This course book is focused on teachers and students' needs and as the lack of material at this foundation has been recognized as a weakness of this institution and practitioners can strength it by creating the material to work with in this level. The main purpose is to give a helpful tool to teachers and students which they can practice and reinforce their knowledge on English language improving every single skill making possible to achieve the goals proposed for this level at the foundation.

5.7.1. Importance of having a course book
Five aspects are relevant when having a course book:
1. It regulates and times the programs,
2. Without text book, learners think their learning is not taken seriously,
3. Can serve as a syllabus,
4. Is a cheap way of providing learning materials,
5. For novice teachers, a text book means security, guidance and support.

(Universal characteristics of EFL/ESL textbooks: a step towards systematic textbook evaluation, Hassan Ansary and Esmat Babaii)

The course book designed in this project were created taking into account the time the program counts with, that is why seven units were created in order to accomplish the whole course taking into account the days reserved for the
A COURSE BOOK AS A PROPOSAL

classification of levels, final exam and the closing ceremony. The course book has as a goal to make students’ learning process more active and significant, that is why the all units provide activities in which the participation from students is an important and relevant aspect for the development of each lesson, besides, the as the course book was created taking into account the Common European Framework, the program established by some students from la sale university and the communicative approach, it can works as a syllabus and a guide for teachers who are making their practicum at Fundación Alianza Social Educativa, they can be sure that they have a course book which has been created and designed following the parameters that these three aspects previously mentioned have as the topics they can see, the time, the goals for developing in each skill when learning English as a foreign language, the kind of activities students at that level can do, etc. this course book was designed having as a goal to fulfill a necessity at Fundación Alianza Social Educativa, that is why the five aspects mentioned above were covered by this project.

5.7.2. Limitations
The most significant limitation for the project development was that practitioners did not count with the same number of people during the duration of the project which made the interviews variable information and as students had a low level of English, it was difficult for them to know or find some possible mistakes in the units or even give a perspective of pieces of advice of how to improve and design each unit.

5.7.3. Resources
First of all the meetings with all the students every Saturday, the observations made during the three semesters, a helpful tool to find the problem at the foundation.
5.8. Proposal
Taking into account all that has been said about the situation of Fundación Alianza Social Educativa, researchers decided to create a course book for adults at level A1 in this institution in order to propose a solution for this problem. The course book was created and designed based on the communicative approach which is carried out at the foundation by all the practitioners since this is the approach chosen to give classes.

The communicative approach is a method which involves the real use of the target language in a context, in this case, the classroom context. Teachers must be aware about the importance of teaching in a communicative way and so, giving students the opportunity to use the language and make them notice the necessity of developing the oral and writing skill without forgetting the other two abilities. The main goal is to make possible the interaction among people who are learning a foreign language in real situations. That is why all the units and activities created were based on the Common European Framework and the communicative approach since this is what is going to allow students develop their oral and writing ability. Unites develop activities such as work in pairs, dialogues, talk about students’ information, etc. therefore producing an environment in which students are going to feel confident when talking and expressing ideas without being afraid of making mistakes.

5.8.1. Units design and testing process
According to John Elliot (1991), there is a model of action research created by Kurt Lewin and interpreted by Kemmis (1980) which implies a cycle spiral which consists in: identification of a general idea, recognition of the situation, to carry out a general planning, develop the first stage of the action, implement the action, evaluate the action and check the general plan. These
“steps” were followed in the process of creating and testing the units that make up the course book.

The general plan was to create a course book since the main problem at the foundation was the lack of a course book to develop each class during the semester. The plan was to create units in which students were active participants because they let researchers know their point of view about each developed unit, in the action plan, the units were applied and the participant became a helpful tool answering some questions such as: do the images have to do with the content of the unit? Do you think is important the instructions? Do you think the time is enough for developing the whole unit? Etc. when implementing the action, researchers could notice about the mistakes that each unit could contain and in that way check and correct them making that researchers evaluate the design of each exercise and activity and generate a better product. This process was implemented in each unit looking for the best result.
5.8.2. Course book description

Taking into account the Common European Framework, the communicative approach and the institution’s program, seven units were designed to carry out and reinforce the level 1 adults program at Fundación Alianza social Educativa making possible to have a material to use as a practical and useful tool to develop the level A1 at adult program.

5.8.3. Methodology

In order to give a development to each unit, students will need a Saturday and a half to complete each activity such as dialogues, listening, conversations, etc. this time is enough to cover the development of all units including the activities proposed in each one according to the schedule that the foundation manages per semester. Saturdays are classified in the following way: the first Saturday students are organized by practitioners, ones for their level they are passing and the others are classified by a test which is going to specify the level they start their process at the foundation taking into account their age too; the next thirteen Saturdays classes are developed, the fifteenth Saturday exams take place in order to know who fails or pass the course and the final Saturday the end of the courses take place in a ceremony in which some courses make presentations about what they have learned and the certificates for people who passed the course.
6. CONCLUSIONS

- Theories of how to teach English as a foreign language are required for designing a course book.
- There are many categories and steps that can fit the theories in the designing of a course book according to the context and students’ needs.
- The creation of a theoretical framework about teaching and learning English as a foreign language from a communicative approach, showed the importance of the design of a course book.
- A course book is an organization of what and how to teach.
- All the activities carried out into the course book focus in the communicative approach.
- The course book was designed based on the communicative approach, the Common European Framework and let’s enjoy learning English program.
- The course book strengthens the use of the communicative approach in the foundation’s classrooms.
- The course book strengthens the use of the four skills: listening, speaking, reading and writing to encourage the communicative competence.
7. BIBLIOGRAPHY


8. CIBERGRAPHY

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**ANNEX A**

**JOURNAL**  
**MARCH 14/2009**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>REFLECTION</th>
<th>CORRECTION</th>
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<td><em>The warm up was about complete sentences that teacher wrote on the board, the idea was to complete the sentence word by word written by students in lines; we made 6 sentences each one composed by 7 or 8 words.</em></td>
<td>Students were very interested in the activity, the idea to do a competence is good because students always will want to win and work as much and better they can.</td>
<td>We have to make all the students can or have the opportunity to read in order to check and correct the pronunciation, so we have to choose a longer reading and divide it in a way in which all students can participate.</td>
</tr>
<tr>
<td><em>the first activity of the class was about a reading of a sister Mary and Hans, some students read a part of the reading, the idea with this activity was to underline the verbs they found and see the difference between a verb in third person and another with another pronoun. Then, according to the reading they had to complete some information.</em></td>
<td>The pronunciation of most of the students are pretty bad, it's obviously we have to work on vocabulary and pronunciation, besides, their comprehension are not good enough.</td>
<td>We made groups too big, the idea with this game was to make them speak so we have to bring more material in order to make smaller groups (pairs if we can).</td>
</tr>
<tr>
<td><em>Teachers gave students some cards with verbs and places. The idea was to mix the cards and take one of each group in order to create a sentence in third person and add a complement.</em></td>
<td>Games are a good tool to teach and learn, students could solve some doubts they had through the game without feeling afraid of make a mistake.</td>
<td>In some cases teacher participated and gave the answers so, we have to let</td>
</tr>
<tr>
<td><em>the final activity was about say the information</em></td>
<td>This was an excellent activity in which students</td>
<td></td>
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of character that students chose without saying the same in order to make the rest of the group guess who was he/she talking about. The idea was to reinforce the use of verbs in third person.

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<th>ACTIVITIES</th>
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<tr>
<td>* In the warm up students had to say some information about themselves (three aspects were truth and one was a lie) the idea with this activity was to make students able to use and remember present tenses and improve listening skill. The rest of the students had to guess what the wrong aspect was.</td>
<td>This activity was very interesting. Students had to pay attention to their partner while he/she was talking in order to guess the lie. In some cases students had to make questions about the information to confirm the lie and shout it. A good way to make them speak and participate in class.</td>
<td>Some students said things that were so obvious ex: I am from France. The rest of the students didn’t have to make any effort to guess and that was no the idea. We have to clarify that it has to be “difficult for the rest”.</td>
</tr>
<tr>
<td>*the first activity of the class was about an explanation about simple past; regular and irregular verbs, was and were and the grammar structure. After that, students made a reading about Spiderman in which they had to underline the verbs in past and identify the regular and irregular verbs, then we made the reading together and answered some questions orally.</td>
<td>With this activity students could have the opportunity to read about an interesting and at the same time, an easy topic, (it was a movie that most of them knew or had seen). They could see the difference between a regular and an irregular verb and improve their pronunciation.</td>
<td>This was an activity that students finished so quickly, maybe we have to take another reading in case of something like this happen.</td>
</tr>
<tr>
<td>had to talk and in some cases, dramatize what they were saying because the rest of the students didn’t understand anything about they were saying. They could talk more.</td>
<td></td>
<td>All students made</td>
</tr>
</tbody>
</table>
*Next activity was about to create a short text in which they told what they did in their last vacations. They had to tell where they went, who did they go with, where did they stay, etc.*

*the final activity was about to make a comparison between 60 years and nowadays the aspects were about food, music, entertainment, TV programs, and clothes in these epochs.*

| This is a typical activity in which students use all the verbs in past and can understand the grammar structure in simple past. Students felt comfortable and confident at the moment of developing the activity. We couldn’t finish this activity, so we decided to let this activity as homework. | questions and participated pretty well. This is an activity we have to repeat. |
ANNEX B

April 4th 2009.

We teachers and students check the activity about simple present tense, some of students have confused verbs.

After we did the activity (April 11), the idea was they feel more comfortable and relax with the game, besides being aware they had to study and practice.

Students notice the use of simple present in a real context, because the game wanted they use simple present but in a real context, we teachers give a sentence in Spanish and students must rewrite it in English among them, line since the first ones to the last one. This drill will also help students work in a cooperative way but not individual.

Once and for all we couldn't watch the video to students because of the lack of material. In case anyway we made the activity with students.

After we introduced present continuos with two sentences.
A COURSE BOOK AS A PROPOSAL 87

April 18th, 2009

What are you doing right now?

The observation of students using the book.

The students will be used to their coming and going.

The teachers have brought big pictures.

In order to explain the progressive idea, they are

realized the idea of the picture. In other situations,

the new idea of the meeting.

At the end, the teachers explained the new
to practice oral expression. In order to

the students have practiced reading. It is

improve their pronunciation.
ANNEX C
RESULTS OF SURVEYS AT FUNDACIÓN ALIANZA SOCIAL EDUCATIVA
COURSE BOOK UNITS DESIGN
ADULTS PROGRAM LEVEL 1

1. Are the instructions clear?

Yes______ No______

2. Is the material attractive?

Yes_____ NO______
3. Is the grammar clear?

SI______  NO______

4. Is the time enough for developing the whole unit?

Yes______  No______
5. You consider the content of the unit is:
   a) High _____  b) Average _____  c) low_____  

6. Is the unit organized?
   Yes_____  No______
7. Are the images related to the content?

Yes______ No______

8. Do you practice the new vocabulary?

Yes_____ Why?

_____________________________
_____________________________
________No____, which should be?

_____________________________
9. How do you feel developing the unit?


10. Which part of the unit you think must be changed? Or in which way this unit should develop?
ANNEX D

Teachers: Mary Villegas y Melissa Suarez

ENCUESTAS: TESTING UNIT 1 COURSEBOOK ADULTS 1
ALIANZA SOCIAL EDUCATIVA, Septiembre de 2009

De acuerdo con los temas y ejercicios realizados en la primera unidad por favor responda las siguientes preguntas:

1. ¿Las instrucciones son claras?
   SI   NO X

2. En cuanto al diseño de las unidades, ¿es éste llamativo?
   SI X   NO

3. ¿Es clara la gramática que se explica en los “Grammar Boxes”?
   SI X   NO

4. ¿Considere que el tiempo del desarrollo de la unidad fue suficiente?
   SI X   NO

5. El grado de complejidad de los ejercicios fueron:
   a) ALTO X   b) MEDIO  c) BAJO

6. ¿La unidad tiene un orden lógico y adecuado?
   SI X   NO

7. ¿El nuevo vocabulario, se aplica durante el desarrollo de esta unidad?
   SI X   ¿por qué?
   No___, ¿Cuál debería ser?

8. ¿Las imágenes tienen relación con el contenido?
   SI X   NO

9. ¿Cómo se sintió desarrollando la unidad?
   hay cosas que no tengo idea

10. ¿Qué parte de la unidad cree usted que debería cambiarse? o ¿En qué forma debería realizarse?
ENCUESTAS: TESTING UNIT 1 COURSEBOOK ADULTS 1
ALIANZA SOCIAL EDUCATIVA, Septiembre de 2009

De acuerdo a los temas y ejercicios realizados en la primera unidad por favor responda las siguientes preguntas:

1. ¿Las instrucciones son claras?
   SI X NO

2. En cuanto al diseño de las unidades, ¿es éste llamativo?
   SI X NO

3. ¿Es clara la gramática que se explica en los “Grammar Boxes”?
   SI X NO

4. ¿Considera que el tiempo del desarrollo de la unidad fue suficiente?
   SI NO X

5. El grado de complejidad de los ejercicios fueron:
   a) ALTO ___    b) MEDIO X ___    c)BAJO ___

6. ¿La unidad tiene un orden lógico y adecuado?
   SI X NO

7. ¿El nuevo vocabulario, se aplica durante el desarrollo de esta unidad?
   SI X ¿porqué?

   No X. ¿Cuál debería ser?

   ___

8. ¿Las imágenes tienen relación con el contenido?
   SI X NO

9. ¿Cómo se sintió desarrollando la unidad?

   ___

10. ¿Qué parte de la unidad cree usted que debería cambiarse? o ¿En qué forma debería realizarse?
ENCUESTAS: TESTING COURSEBOOK ADULTS 1
ALIANZA SOCIAL EDUCATIVA, Noviembre de 2009

De acuerdo a los temas y ejercicios realizados en las unidades por favor responda las siguientes preguntas:

1. ¿Las instrucciones son claras?
   Sí, NO

2. En cuanto al diseño de las unidades, ¿es éste llamativo?
   Sí, NO

3. ¿Es clara la gramática que se explica en los “Grammar Boxes”?
   Sí, NO

4. ¿Considera que el tiempo para el desarrollo de la unidad fue suficiente, contando el trabajo autónomo en casa?
   Sí, NO

5. El grado de complejidad de los ejercicios fueron:
   a) ALTO  b) MEDIO  c) BAJO

6. ¿Para usted, la unidad tiene un orden lógico y adecuado de acuerdo a los temas que se van desarrollando?
   Sí, NO

7. ¿El nuevo vocabulario, se aplica durante el desarrollo de esta unidad?
   Sí, ¿porqué? Hay explicación previamente?
   No, ¿Cuál debería ser?

8. ¿Las imágenes tienen relación con el contenido?
   Sí, NO

9. ¿En cuanto al diseño de las unidades, que considera usted se debería mejorar o hacer énfasis?
   Sí, NO

10. ¿Cree usted que es importante las instrucciones y la guía del profesor para el desarrollo de las unidades? ¿Porqué?
    Sí, porque una tiene que conocer...
## ANNEX E

### Anexo 1. Barrios de Engativá por UPZ, 2002

<table>
<thead>
<tr>
<th>UPZ</th>
<th>NOMBRE</th>
<th>BARRIOS</th>
<th>CANTIDAD</th>
</tr>
</thead>
</table>
| 26  | LAS FERIAS     | ACAPULCO  
BELLAVISTA OCCIDENTAL  
BONANZA  
BOGOTÁ POPULAR  
CÁRTAGENA  
CIUDAD DE HONDA  
EL DORADO  
SAN JUAN  
EL JEREZ  
EL LAGUNA  
EL LAVO  
ELEGIDO  
ESTRECHO  
LA CABRITA  
LA ESTRELLA  
LA FE  
LA FELICIDAD  
LA FERRÉ  
LA MARIBEL  
LA REINA  
LAS HERAS  
METROPOLIS  
PALO BLANCO  
SAN JUAN  
SANTO DOMINGO | 21       |
| 29  | MINUTO DE DIOS | ANDALUCÍA  
BOCÓN  
CIUDAD BACHUE  
CORREDOR LA TROPICAL  
EL PORTAL DEL RÍO  
LA ESPARAGA  
LA PALESTINA  
LA SERENA  
LOS CERROS  
LOS CERROS  
LUIS CARLOS GALÁN  
MILLONARIO  
MINUTO DE DIOS  
MOROSCO  
PARIS GATAN  
PRIMAVERA NORTE  
QUISQUEÑA | 17       |
| 30  | BOYACÁ REAL    | BOYACÁ  
EL CARMEL  
EL REFUGIO  
FLORIDINA  
FLORIDA BLANCA  
LA ALMENDRA  
LA GRANJA  
LA SOLEDAD NORTE  
LOS PINOS FLORENCIA  
MAMITU  
PARIS  
SANTA CLARA  
SANTA MARÍA DEL LAGO  
SANTA ROSAL  
TABOR  
VERACRUZ  
ZATAMORÁ | 17       |
| 31  | SANTA CECILIA  | EL ENCANTO  
EL LUGAR  
EL REAL  
LOS MONESES  
NORMANDIA  
NORMANDIA OCCIDENTAL  
SAN JOSE  
SAN MÁRQUIS  
SANTA CECILIA  
VILLA LUCÍA | 10       |
| 72  | BOLIVIA        | BOCAHITA II  
BOLIVIA  
CIUDAD DEL SOL SUBSIDIO | 5        |
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<td>LUIS MARÍA FERNÁNDEZ</td>
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<td>TOTAL LOCALIDAD</td>
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</table>
English Alive
Fundación Alianza Social Educativa FASE

Course book for Adults’ English Program Level 1

Melisa Suarez M. – Mary Fernanda Villegas P.
September, 2010
A. READING

WHERE ARE YOU FROM?

Peter and Beth are meeting each other at College. Read the conversation and answer the questions.

Peter: Hello, I'm Peter Popovick: I'm a new club member.
Beth: Hi. My name is Elizabeth Pérez but please call me Beth.
Peter: OK. Where are you from, Beth?
Beth: I am from Mexico, How about you?
Peter: I’m from Russia.
Beth: Oh, I love Russia! It is really beautiful.
Peter: Thanks. So is Mexico!
Beth: Oh, look! Hyunjoo An is over there.

Peter: Who’s Hyunjoo An?
Beth: She's my classmate. We're in the same biology class.
Peter: Where's she from?
Beth: She is from Japan. Let's go and say hello. Sorry, what’s your last name again? Anders?
Peter: Actually, it’s Anderson.
Beth: How do you spell that?
Peter: A-N-D-E-R-S-O-N.

A. According to the reading, answer the following questions.

a. Where is Beth from?

__________________________________________________________
b. Who is Hyunjoo An?

___________________________________

c. What is the common class between Beth and Hyunjoo An.

___________________________________

B. Get in pairs and perform a dialogue based on the previous conversation.

B. GRAMMAR

<table>
<thead>
<tr>
<th>GRAMMAR FOCUS</th>
<th>Contractions of be</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>=</td>
<td>I am</td>
</tr>
<tr>
<td>You’re</td>
<td>=</td>
<td>You are</td>
</tr>
<tr>
<td>He’s</td>
<td>=</td>
<td>He is</td>
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<tr>
<td>She’s</td>
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<td>She is</td>
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<td>It’s</td>
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<td>We’re</td>
<td>=</td>
<td>We are</td>
</tr>
<tr>
<td>They’re</td>
<td>=</td>
<td>They are</td>
</tr>
</tbody>
</table>

A. Peter, Hyunjoo and Elizabeth are talking about their relatives and themselves. Complete the conversation among them using the correct form of the verb to be and possessive adjectives taking into account the context.

E.g. I have a friend his name is Peter Popovick. He’s from Russia. His family is in Moscow. His brother is a university student. His name is Carlos.

a. ____ name is Hyunjoo An. ____ 22 years old. ____ sister ____ a student here too. ____ parents ____ in Korea right now.

b. She’s Elizabeth, but everyone calls ____ Beth. ____ last name is Smith. ____ a student at City College. ____ parents ____ on vacations this week. ____ in Los Angeles.

c. Carlos and John ____ engineers. They work in an important company in the South of California ____ family lives in New Jersey.

B. Based on the previous exercises, introduce your classmate.

WH - QUESTIONS WITH BE

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your name?</td>
<td>My name's Beth.</td>
</tr>
<tr>
<td>Where's your friend?</td>
<td>He's in class.</td>
</tr>
<tr>
<td>Who's Hyunjoo An?</td>
<td>She's my classmate.</td>
</tr>
<tr>
<td>Where're you from?</td>
<td>We're from Mexico.</td>
</tr>
<tr>
<td>How are your classes?</td>
<td>They're really interesting</td>
</tr>
</tbody>
</table>

C. According to the answers given in each of the following questions, write the correct WH question and the verb to be.

E.g. A: Who’s ___ he?
     B: Oh, He is Mr. Anderson.

a. A: _____________ She from?
     B: She is from New York.

b. A: _____________ her first name?
     B: It’s Elizabeth.

c. A: _____________ the two students over there?
     B: They are Carol and Ryan.

d. A: _____________ they from?
     B: They are from Denver, Colorado.

INDEFINITE ARTICLES A AND AN

Use a + singular noun before a consonant sound. E.g. He is a doctor, he is a good teacher.

Use an + singular noun before a vowel sound. E.g. He is an engineer, he is an excellent journalist.

Do not use a or an + plural nouns.

When you are going to give short answers with Yes, Do not use contractions.
D. Read the information of each person then, re-write the paragraph on your notebook adding the article a \ an in the correct place.

E.g. She’s a secretary, she works for a company. She writes letters and answers the phone in an office.

a. Mario has difficult job. He’s cashier. He works in extraordinary supermarket.

b. I am architect, I work in construction, I am building interesting Shopping Center.

c. David and Paul work as teachers, they teach interesting English class. They work in university.

d. Marcos and Elizabeth are engineers. They work in project to build airplane.

e. Mary’s pet are cats, they sleep in big house, they are wonderful company to her.

C. WRITING

WHAT IS YOUR NAME?

A. John and Alice are talking about their nationalities. Complete the conversation with verb to be a WH questions.

John: Hello. What _____ your name?
Alice: I am Alice. _____ is _____ _____?
John: My name _____ John. Where _____ you _____ , Alice?
Alice: I _____ from London. _____ _____ you from?
John: I _____ _____ Australia.
Alice: Nice to meet you John. I have to go.
John: Okay, nice to meet you too. See you later.

B. Time to talk!

Ask five partners about their personal information (Nationality, age, date of birth, name, etc) then, share the information with the class.

C. Choose someone in your family. Write about his or her personal information including his or her occupation.
D. According to the picture and the giving words in the box, complete the information of each character. (Use the pronouns he or she and write the proper form of the verb to be)

E.g.:
I am a security guard. I work in a system company.
I watch out for people security

a. I am...________________________________________
-----------------------------------------------
-----------------------------------------------
-----------------------------------------------
b. We...________________________________________
-----------------------------------------------
-----------------------------------------------
-----------------------------------------------
c. My mother and I...______________________
-----------------------------------------------
-----------------------------------------------
-----------------------------------------------
D. VOCABULARY
Scramble the following professions.

a.  gineener ________________________________
b.  tisdent ________________________________
c.  dcorot ________________________________
d.  igued ________________________________
e.  cids cjkoye ________________________________
f.  euirysct adgur ________________________________

1. VOCABULARY AND GRAMMAR

A. Vocabulary and pronunciation
Match the countries with the nationalities.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>Mexican</td>
</tr>
<tr>
<td>Spain</td>
<td>Japanese</td>
</tr>
<tr>
<td>Russia</td>
<td>French</td>
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<td>The United States</td>
<td>Brazilian</td>
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<td>Mexico</td>
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<td>Brazil</td>
<td>Spanish</td>
</tr>
<tr>
<td>Australia</td>
<td>American</td>
</tr>
</tbody>
</table>

B. Look at the pictures and write the nationalities.

a. E.g. Pierre
I’m from France_

b. Rachel and Ralph
We’re from_________________________

c. Carol and Edison
_______________________________________

d. Hyunjoo An
_______________________________________

e. Elissa
_______________________________________
C. Where’s the stress?

a. Put these two-syllable words into the correct columns, A or B.

b. Put three-syllable words into the correct columns, C or D.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>Iran</td>
<td>Italy</td>
<td>Korean</td>
</tr>
</tbody>
</table>

D. Greetings and farewells.

A pat on the back  A bow  A kiss on the cheek  A handshake  A hug

Which are the common ways to greet and say good bye in U.S.A. and England?

☐ How are you doing?
☐ See you around.
☐ How’s everything?
☒ See you Monday.
☐ Have a good weekend.
☐ Hi there!
☐ Bye.
☐ Good morning.
☐ Good night.
☐ Good bye.
☐ Have a good day.
☐ Hello.
☒ Hey.
☐ Hi.
☐ How are you?
☐ How’s it going?
☐ See you later
☐ See you tomorrow
2. WRITING

Where are you from?
Listen and write the words in the spaces.

Hi! I'm Andrea. I'm from ________
Hi Andrea. ________________ Tomasz.

Where are you ________ Tomasz?

3. READ AND LISTEN

Read and listen to the game show. Who's the winner?

Host: hello, and welcome to WHO’S THE STAR? And your names are...?
Carol: Hello, I’m Carol Wilcox from London
Jonathan: Hi, I’m Jonathan Smith, and I’m from Cambridge.
Host: Carol, star number one, please!

Carol: Ok. Star number one’s a man. He’s a football player.
Jonathan: Is he Spanish?
Carol: Yes, He is.
Jonathan: Raúl González?

Jonathan: star number two’s a woman. She’s American.
Carol: Is she a tennis player?
Jonathan: no, she isn’t.
Carol: is she an actress?
Jonathan: Yes, she is.
Carol: Nicole Kidman?
Host: ok. Six points for Carol. Sorry Jonathan. Only four points for you. Nicole Kidman isn’t American, she’s Australian.
Who are the stars? Match the names with the pictures. Write the names in the spaces then listen and check.

Jennyfer Lopez  Ricky Martin  Kim Clijsters  Luciano Pavarotti
LESSON A

A. GRAMMAR: Verb to be:

<table>
<thead>
<tr>
<th>SHORT ANSWER</th>
<th>QUESTION</th>
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</thead>
<tbody>
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<td><strong>Yes,</strong> I am.</td>
<td>Am I?</td>
</tr>
<tr>
<td><strong>No,</strong> I’m not.</td>
<td>Are you?</td>
</tr>
<tr>
<td>Yes, You are.</td>
<td>Aren’t you?</td>
</tr>
<tr>
<td>No, We aren’t.</td>
<td></td>
</tr>
<tr>
<td>Yes, She is.</td>
<td>Is she?</td>
</tr>
<tr>
<td>No, She isn’t.</td>
<td>Isn’t she?</td>
</tr>
<tr>
<td>Yes, It is.</td>
<td>Is it?</td>
</tr>
<tr>
<td>No, It isn’t.</td>
<td>Isn’t it?</td>
</tr>
</tbody>
</table>

Are you sad?
Yes, I am.

Are you Happy?
Yes, I am.

Are you confused?
Yes, I am.

Are you happy?
No, I am not.

Are you sad?
No, I am not.

Are you okay?
No, I am not.
DESCRIBING PHYSICAL STATES AND EMOTIONS

A. According to each picture fill in the blanks with the appropriate form of the verb to be. Use the negative form when necessary.

a. E.g.: Bill __Isn't__ fine.       b. John _________ tired.     c. Peter ________ exhausted.  
    He___is_____ sick.            He _________ excited.         He _______ sleepy.

d. Marcos _________ angry.      e. He _________ unhappy.       f. Mary _____ hungry.  
    He _________ happy.                   Marcos _________ sad.                    She _________ full.  

  g. They _________furious .     h. David _________ relaxed.   i. Diana ______disgusted.  
    They _________ annoyed.              He _________ worried.             She _________ pensive.
• Identify from the previous exercise, as many adjectives as possible.

[Blank lines for abbreviations]

B. VOCABULARY

PHYSICAL APPEARANCE

E.g.:  STRONG
       OLD
       BALD
       THIN/SLIM
       YOUNG
       BEAUTIFUL
       OVERWEIGHT
       PRETTY

Some Useful nouns to know when describing people.

1. The old man has dark brown eyes.

2. She is a young, beautiful, American girl.

3. The young lady wears glasses.

4. The happy man has a black moustache.

5. The chubby dog has many wrinkles.

6. Boys usually like caps, but grandparents use hats.
Listen to the descriptions of two of the people in the pictures. Tick (✔) the pictures of the people they describe.

Listen and repeat

- White
- Black
- Brown
- Pink
- Grey
- Red
- Green
- Purple
- Beige
- Yellow
- Blue
- Orange
What does Simon look like?

(Appearance)

- Simon is about 38, He is tall and well built.
- His hair is long and brown. His eyes are light brown.
- He is strong.

When you want to ask for someone’s physical appearance you say:

<table>
<thead>
<tr>
<th>What</th>
<th>do</th>
<th>(I, they, we, you)</th>
<th>look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>does</td>
<td>(she, he, it)</td>
<td></td>
</tr>
</tbody>
</table>

WE CAN USE THIS VOCABULARY FOR DESCRIBING PHYSICAL APPEARANCE

**BUILD**
Small, average build, muscular and well build.

**AGE**
Around 30, in his/her 50,

**HEIGHT AND LENGTH**
Short, tall, long, average /medium weight

**HAIR**
Straight, wavy and curly
Blond, brown and black

**EYES**
Round, big, small

**COLORS**
Green, blue, brown,

**GENERAL**
Pretty, handsome, good looking,

**FACE**
Square, round,
B. WRITING

WHAT DO THEY LOOK LIKE?

Look at the pictures and use the spaces below to describe them.

C. READING, GRAMMAR AND VOCABULARY

WHAT DO THEY LOOK LIKE?

Look at the pictures and use the spaces below to describe them.

What is Simon like?

(Personality)

He’s friendly, polite and intelligent.
He’s outgoing. He isn’t bad-tempered.
He’s cheerful, optimistic and funny.
He isn’t aggressive. He’s very nice.

When you want to ask for someone’s personality you say: **What is** (she, he, it) /**are** (they, you, we) **like**?
WHAT DO THEY LOOK LIKE?

FRIENDLY
BAD
TEMPERED
NICE
HELPFUL
SHY
HARD-WORKING
AGGRESSIVE
TALKATIVE
BAD
POLITE
FUNNY
INTELLIGENT

Add more from what you know.
Create a personal profile to each of the following images. Use negative forms when necessary. Follow the example given.

E.g.: Emma and her daughter are from Denver, Colorado. They live with their family and Emma works in a big company as an engineer. Her daughter Diane is pretty, she is short and thin, she is shy, but she is not bad temper. Emma and Diane are nice and intelligent.

A

B

C

D

E
F. VOCABULARY

A. Match the following pictures to the adjectives. Write the letter in the space provided.

- a. Bored
- b. Confused
- c. Depressed
- d. Surprised
- e. Thirsty
- f. Pleased, glad, delighted
- g. Frustrated
- h. Shocked
- i. Nervous
- j. Scared/afraid
- k. Proud
- l. Embarrassed
- m. Jealous

TIME TO SPEAK!

HOMEWORK

Bring a picture of a famous person and describe the physical appearance and personality to a classmate. Do Not mention the name of the character; let him/her guess.

Example:
Your classmate asks: What does your character look like?
Your Answer: My character is old and chubby
His hair is white and he has a beard....
# Unit 3

**How do you spend your day?**

<table>
<thead>
<tr>
<th>Linguistic Objective</th>
<th>Communicative Objective</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To identify the correct use of verbs in simple present.</td>
<td>• To use the verbs in a proper way according to the context.</td>
<td>• Verbs</td>
</tr>
<tr>
<td>• To identify the rules to use plural nouns and verbs in third person.</td>
<td>• To speak in a proper way when talking about third person in a conversation.</td>
<td>• Plural nouns</td>
</tr>
<tr>
<td>• To recognize the structure when making a short answer using the auxiliary do/does.</td>
<td>• To be able to make short answers when asked yes/no question.</td>
<td>• Time expressions</td>
</tr>
<tr>
<td>• To know the use of time expressions.</td>
<td>• To know, express and use the correct time expression when speaking in a specific situation.</td>
<td>• Adverbs of frequency</td>
</tr>
<tr>
<td>• To recognize adverbs of frequency and its use.</td>
<td>• To express the frequency of activities that a person does.</td>
<td></td>
</tr>
<tr>
<td>• To understand the use of simple present in statement, negative and question form.</td>
<td>• To express in proper way when giving information about daily life in statement, negative and question form in simple present.</td>
<td></td>
</tr>
<tr>
<td>• To recognize and know how to make a WH question in simple present.</td>
<td>• To be able to create a question in order to get extra and specific information when using WH questions in simple present according to the context.</td>
<td></td>
</tr>
</tbody>
</table>

## LESSON 1

### 1. Simple present Wh questions and statements

<table>
<thead>
<tr>
<th>I/you/we</th>
<th>He/She/it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Works</td>
</tr>
<tr>
<td>Go</td>
<td>Goes</td>
</tr>
<tr>
<td>Study</td>
<td>Studies</td>
</tr>
<tr>
<td>Teach</td>
<td>Teaches</td>
</tr>
<tr>
<td>Do</td>
<td>Does</td>
</tr>
<tr>
<td>Have</td>
<td>Has</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you do?</th>
<th>I’m a student, and I have a part time job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you work?</td>
<td>I work in a library.</td>
</tr>
<tr>
<td>Where do you go to school?</td>
<td>I go to the University of Denver.</td>
</tr>
<tr>
<td>Where does Diane work?</td>
<td>She works in an</td>
</tr>
<tr>
<td>What does she do?</td>
<td>She’s a secretary.</td>
</tr>
<tr>
<td>How does she like it?</td>
<td>She loves it</td>
</tr>
</tbody>
</table>

These rules for plural nouns work in the same way for verbs in third person in simple present.
### SPELLING RULES FOR PLURAL NOUNS

#### a) RULE 1.

<table>
<thead>
<tr>
<th>Regular Nouns + s</th>
<th>Verbs + s</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A book</td>
<td>five books</td>
</tr>
<tr>
<td>• A boy</td>
<td>six boys</td>
</tr>
<tr>
<td>• A puff</td>
<td>two puffs</td>
</tr>
</tbody>
</table>

#### b) RULE 2.

<table>
<thead>
<tr>
<th>Consonant + y = consonant + i + es</th>
<th>Verbs + i + es</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A secretary</td>
<td>Two secretaries</td>
</tr>
<tr>
<td>• An opportunity</td>
<td>Four opportunities</td>
</tr>
<tr>
<td>• A company</td>
<td>Ten companies</td>
</tr>
</tbody>
</table>

#### c) RULE 3.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ch</td>
<td>a watch</td>
</tr>
<tr>
<td>• Sh + es</td>
<td>one dish</td>
</tr>
<tr>
<td>• S + es</td>
<td>a boss</td>
</tr>
<tr>
<td>• X</td>
<td>one box</td>
</tr>
<tr>
<td>• Z</td>
<td>a buzz</td>
</tr>
</tbody>
</table>

2. This is the Peter’s restaurant. Put the verbs in brackets into the present simple.

**a)** This restaurant is called “McBurger” fifteen people 1) **Work** (work) there. Peter Anderson is the owner. He 2) _______ (go) to the restaurant at 3 o’clock in the afternoon. The waiters 3) _______ (arrive) at half past three. They 4) _______ (set) the tables and 5) _______ (tidy) the kitchen, Mrs. Fellon 6) _______ (wash) the dishes. The chef, John Lewis 7) _______ (come) at 4 o’clock. He 8) _______ (prepare) the food for the evening and he 9) _______ (use) his collection of 10) _______ (knife). The restaurant 11) _______ (open) at six o’clock. Many people 12) _______ (eat) there because the food is so delicious. The restaurant 13) _______ (close) at 2 O’clock in the morning, and at half past two Peter, 14) _______ (try) to go home early, but the chef and the waiters 15) _______ (go) home at 4 am.

In short answers we only use Yes or No, the subject pronoun (I, you, he, she, etc.) and the auxiliary verb do/don’t or does/doesn’t. We do not repeat the main verb.

<table>
<thead>
<tr>
<th>Do you ....?</th>
<th>Yes, I/we do. No, I/we don’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does he/she/it ....?</td>
<td>Yes, he/she/it does. No, he/she/it doesn’t</td>
</tr>
</tbody>
</table>
b. Imagine you are interviewing Peter Anderson. Use the prompts given to make questions and answer them.

<table>
<thead>
<tr>
<th>1) E.g.: You / go to the restaurant/ at four o’clock?</th>
<th>Do you go to the restaurant at three? Yes, I do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) The waiters / arrive at four o’clock?</td>
<td></td>
</tr>
<tr>
<td>3) You /set the tables?</td>
<td></td>
</tr>
<tr>
<td>4) The waiters / tidy the kitchen?</td>
<td></td>
</tr>
<tr>
<td>5) John /come / at half past four?</td>
<td></td>
</tr>
<tr>
<td>6) The chef / prepare the food?</td>
<td></td>
</tr>
<tr>
<td>7) The restaurant / open/ at five o’clock and close / at two o’clock?</td>
<td></td>
</tr>
<tr>
<td>8) Many people / eat here?</td>
<td></td>
</tr>
</tbody>
</table>

c) Now, let’s make the following nouns plural.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Blouse</td>
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<td></td>
<td></td>
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<tr>
<td>3) Wife</td>
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<tr>
<td>4) Wolf</td>
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<tr>
<td>5) Person</td>
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<tr>
<td>6) Box</td>
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<tr>
<td>7) Whiff</td>
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<tr>
<td>8) Dinner</td>
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<tr>
<td>9) Watch</td>
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<tr>
<td>10) Night</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>11) Country</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. CONVERSATION.

Marcos and Jessica are talking about themselves, they are giving information about their jobs and what they do.

Marcos: Where do you work, Jessica?
Jessica: I work at Tomahawk Travel.
Marco: Oh, really? What do you do there?
Jessica: I’m a guide. I take people on tours to countries in South America, like Chile.
Marco: How interesting!
Jessica: Yes, it’s a great job, I love it. And what do you do?
Marco: I’m a student, and I have a part-time job too.
Jessica: Oh, where do you work?
Marco: In a fast food restaurant.
Jessica: Which restaurant?
Marco: Hamburger Hot.
According to the previous conversation between Marcos and Jessica, answer the following questions.
1) Where does Jessica work?
E.g. She works at Tomahawk Travel.

2) What does she do?

3) Does Jessica like her job?

4) What does Marco do?

5) Does he study?

6) Where does he work?

7) What's the restaurant's name?

4. TIME EXPRESSIONS

We use prepositions of time to say when something happens.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get up</td>
<td>at 7:00</td>
</tr>
<tr>
<td>I go to bed</td>
<td>around ten</td>
</tr>
<tr>
<td>I leave work</td>
<td>early</td>
</tr>
<tr>
<td>I get home</td>
<td>late</td>
</tr>
<tr>
<td>I stay up</td>
<td>until midnight</td>
</tr>
<tr>
<td>I wake up</td>
<td>after noon</td>
</tr>
<tr>
<td>In the morning</td>
<td>On weekdays</td>
</tr>
<tr>
<td>In the evening</td>
<td>On weeknights</td>
</tr>
<tr>
<td>In the afternoon</td>
<td>On weekends</td>
</tr>
<tr>
<td>At night/Midnight/Noon</td>
<td>On Fridays</td>
</tr>
<tr>
<td>On Saturdays</td>
<td>On weekends</td>
</tr>
<tr>
<td>On Sundays</td>
<td>On the winter/spring/summer</td>
</tr>
</tbody>
</table>

a) How does Thomas spend his weekends? Complete this paragraph with the words from the list.

Everyone knows Tom at the hospital. He works at night on weekends. On Saturdays and Sundays, Tom sleeps most of the day and wakes up ___________nine__________ the evening, usually at 8:45 or 8:50. He has breakfast very late, ___________9:30 or 10:00 PM! He watches television ___________eleven o’clock, and then starts working__________midnight. ___________in the morning, usually around 5:00 AM, he leaves work, has a little snack, goes home, and goes to bed and sleeps___________. It is a perfect schedule for Tom. He is a pre-med student on weekdays at a local college.

b) Write your own daily routine of a weekday, since you wake up until you go to bed. Use the time expressions seen.

____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________.
5. Time to talk!

Ask your partner about his/her routine on Saturday. Write the main ideas on your notebook and share the information with the class.

Do not use prepositions of time:
a) With the word: today and tonight.
b) Before the words: this, every, all, some, each, one or any.

LESSON TWO
1. Adverbs of frequency

We use adverbs of frequency with the present simple. They show us how often something happens.

How often do you exercise?

- I lift weights every day.
- I go jogging once a week.
- I play soccer twice a month.
- I swim about three times a year.
- I don’t exercise very often/much

Do you ever watch TV in the evening?

- Yes, I often watch TV after dinner.
- I sometimes watch TV before bed.
- I usually watch TV before bed.
- I seldom watch TV.
- No, I never Watch TV.

Listen to an interview about TV. How often does the woman watch TV? _______________________
_______________________________________________________________________________

Listen again and tick the correct adverb.

<table>
<thead>
<tr>
<th>NEVER</th>
<th>HARDLY EVER</th>
<th>SOMETIMES</th>
<th>USUALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. COMEDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. DOCUMENTARIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SOAPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. THE NEWS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E.g.:
• I usually study English on Saturdays.
• My mother and my sister never drink tea.

a) Put the adverb in the correct place as in the example.

1) I drink a cup of coffee in the morning. (always)
   I always drink a glass of milk in the morning

2) Karol goes to bed late at night (hardly ever)

3) My twin sister listens to music (seldom)

4) You can see starts in the sky. (sometimes)

5) Tom takes lunch in a restaurant (usually)

6) Children are late for school. (often)

7) Mary doesn’t wake up early. (almost never)

b) Unscramble the sentences.

1) I//have/always/weekends/on/ breakfast
   E.g. I always have breakfast on weekends.

2) School/I/marshmallows/eat/at/seldom

3) Drink/for/wine/dinner/sometimes/I

4) Take/I/lunch/with/often/family/my

E.g.:
• It is often hot in summer.
• Cesar is always late for the meeting.

b) Unscramble the sentences.

1) I//have/always/weekends/on/ breakfast
2) School/I/marshmallows/eat/at/seldom
3) Drink/for/wine/dinner/sometimes/I
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E.g. I always have breakfast on weekends.

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E.g.:
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E.g. I always have breakfast on weekends.

E.g.:
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3) Drink/for/wine/dinner/sometimes/I
4) Take/I/lunch/with/often/family/my

E.g. I always have breakfast on weekends.

E.g.:
• It is often hot in summer.
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3) Drink/for/wine/dinner/sometimes/I
4) Take/I/lunch/with/often/family/my

E.g. I always have breakfast on weekends.

E.g.:
• It is often hot in summer.
• Cesar is always late for the meeting.

b) Unscramble the sentences.

1) I//have/always/weekends/on/ breakfast
2) School/I/marshmallows/eat/at/seldom
3) Drink/for/wine/dinner/sometimes/I
4) Take/I/lunch/with/often/family/my

E.g. I always have breakfast on weekends.

E.g.:
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4) Take/I/lunch/with/often/family/my

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E.g.:
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2) School/I/marshmallows/eat/at/seldom
3) Drink/for/wine/dinner/sometimes/I
4) Take/I/lunch/with/often/family/my

E.g. I always have breakfast on weekends.
d) Look at Jill’s schedule and see how many times she does some activities, then write sentences about her using adverbs of frequency. Complete the information in a proper way.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to parties</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Listen to music</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
</tr>
<tr>
<td>Read the newspaper</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
<td>✔</td>
<td>X</td>
</tr>
<tr>
<td>Watch soap operas</td>
<td>X</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eat fast food</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
</tr>
<tr>
<td>Wear jeans</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
</tr>
<tr>
<td>Go to the beach</td>
<td>X</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
<td>✔</td>
<td>✔</td>
<td>X</td>
</tr>
</tbody>
</table>

E.g.:
1) Jill never goes to parties
2) _________________________
3) _________________________
4) _________________________

5) _________________________
6) _________________________
7) _________________________

2. I study on weekdays.

We use the simple present for things that are true in general, or for things that happen sometimes or all the time, also to describe what we do daily (routines).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Eat</th>
<th>Go</th>
<th>Play</th>
<th>Sing</th>
<th>Work</th>
<th>Sleep</th>
</tr>
</thead>
</table>

a) Complete the sentences about the people in the pictures. Use the verbs in the box.

1) He sings rap music in the theater
2) They ______ the violin in the symphony orchestra.
3) Diane ______ in a laboratory.
4) The monkey ______ a lot of banana.
5) Tom and Sarah ______ to the cinema a lot.
6) My parents ______ hours at night.

b) Write sentences about yourself. Use adverbs of frequency (always, sometimes, never, etc). Share the information with a partner.

1) (Listening to music) _________________________
2) (Read magazines) _________________________
3) (Get up before 6 o’clock) _________________________
4) (Go to work/school by taxi) _________________________
5) (Drink beer) _________________________
3. I don't work at weekends.

She doesn't like her job.

They don't study for the exam.

a) Write the negative form of the following sentences.

1) I play the guitar very well
   E.g. I don't play the guitar very well
2) Sandra plays tennis very well
3) Peter and John know my phone number.
4) People work very hard.
5) He takes a shower every day.
6) You do the same thing at night.

b) Write about yourself. Use: I never, I often, I don't… very often.

1) (Listen to music) I never listen to music
2) (go to the cinema) ______________________________________
3) (ride a motorcycle) ______________________________________
4) (eat fast food) ______________________________________
5) (travel by airplane) ______________________________________
6) (drink juice for breakfast) ______________________________________

b) Write about yourself. Use: I never, I often, I don't… very often.

I never listen to music

<table>
<thead>
<tr>
<th>Subject</th>
<th>Negation</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>do not.</td>
<td>Work</td>
</tr>
<tr>
<td>we</td>
<td>(don't)</td>
<td>Study</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>Sing</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>Run</td>
</tr>
<tr>
<td>He</td>
<td>does</td>
<td>Write</td>
</tr>
<tr>
<td>She</td>
<td>not</td>
<td>Clean</td>
</tr>
<tr>
<td>It</td>
<td></td>
<td>Play</td>
</tr>
</tbody>
</table>

c) According to the given information put the verb into the correct form, positive or negative.

1) Alison  **speaks** four languages – English, French, Korean and Spanish. (**speak**)
2) I  **like** my job. It is very boring. (**like**)
3) Where’s my little brother. I’m sorry. I  **know**. (**know**)
4) Susan is a very quite person. She  **talk** very much. (**talk**)
5) Jimmy  **drink** a lot of soda. It’s his favorite drink. (**drink**)
6) She is a beautiful woman. I  **like** her very much (**like**).
4. What do you do at weekends?

a) Write questions. Use the word in brackets do or does.

1) (where/your/husband/work?)
2) (What/you/do/on weekends?)
3) (when/she/travel/to/USA?)
4) (What/we/eat/for breakfast?)
5) (when/your/father/arrive?)
6) (where/they/do/the homework?)

E.g. where does your husband work?

b) Conversation: I start working at five

Daniel: Do you usually come to the gym in the morning?
Helen: Yeah, I do.
Daniel: Really? What time do you go to work?
Helen: I work in the afternoon. I start working at five.
Daniel: Wow, that’s late. When do you get home at night?
Helen: I usually get home at midnight.
Daniel: Midnight? That is late. What do you do, exactly?
Helen: I’m a TV announcer. I do the weather report on KNTV. Don’t you recognize me?
Daniel: Oh! You’re Helen Black. I love your show! By the way, I’m Daniel…..

c) Answer the following questions according to the previous conversation.

1) What time does Helen start working?
2) What time does Helen arrive home?
3) What does she do?
4) When Does Daniel recognize Helen?
5) Does he really like her show?
6) Why is Daniel interesting in Helen at the end?
**LESSON 1**

**A WAY TO EXPRESS QUANTITY**

1. **IN THE AUDITORY**

   There are many chairs

2. **IN MY OFFICE**

   There is a chair

---

**There is...** | **There are...**
---|---
A sofa | Many pictures
A chair | Many doors
A television | Few tables

---

**GRAMMAR FOCUS**

<table>
<thead>
<tr>
<th>There is =</th>
<th>Singular nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are =</td>
<td>Plural nouns</td>
</tr>
</tbody>
</table>
LOOK AT THE FURNITURE IN MY HOUSE...

Sofa  Stove  Curtains  Watch  Pictures  Desk
Clocks  Lamps  Bed  Refrigerator  Microwave  Table
Bookcase  Chairs  Mirror  Rugs  Television  Closet

a) According to each piece of furniture above, place them where you think they best go.

<table>
<thead>
<tr>
<th>Kitchen</th>
<th>Dining Room</th>
<th>Living Room</th>
<th>Bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a stove</td>
<td></td>
<td>There are two pictures</td>
<td></td>
</tr>
</tbody>
</table>

b) Complete the sentences using there is / there are according to the quantity.

1) There is a red chair in the living room.
2) __________ two green lamps in the bedroom.
3) __________ four rugs on the floor.
4) __________ a big sofa in the corner of the living room.
5) __________ a silver refrigerator in the kitchen.
6) __________ many beautiful pictures in the dining room.
2. THERE ARE NOT MANY THINGS IN MY HOME

<table>
<thead>
<tr>
<th>NEGATION</th>
<th>GRAMMAR FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>There isn’t...</td>
<td>There isn’t =</td>
</tr>
<tr>
<td>A sofa</td>
<td>Singular nouns</td>
</tr>
<tr>
<td>Any pictures</td>
<td>There aren’t =</td>
</tr>
<tr>
<td>A chair</td>
<td>Plural nouns</td>
</tr>
<tr>
<td>Any doors</td>
<td></td>
</tr>
</tbody>
</table>

a) Answer the following questions according to your own information.

1) Is there a big sofa in your living room?
   E.g. Yes, there is a big sofa in my living room.
   No, there isn’t a big sofa in my living room.

2) Is there a mirror in your bathroom?

3) Is there a coffee table in your living room?

4) Is there a table in your kitchen?

5) Are there many lamps in your bedroom?

6) Are there pictures in your dining room?

b) According to the picture write if there is/ isn't or there are/ aren't

1) E.g. There aren’t two women in the kitchen

2) _________ many dishes on the picture.

3) _________ a rug in the house.

4) _________ a dish on the stove.

5) _________ four closets on the books.

6) _________ three clocks in the wall.
c) Draw a picture of your living room and kitchen. Then write some sentences using there is/are or there isn’t/aren’t

1) __________________________________________________________________________________

2) __________________________________________________________________________________

3) __________________________________________________________________________________

4) __________________________________________________________________________________

5) __________________________________________________________________________________

6) __________________________________________________________________________________

**QUESTION**

<table>
<thead>
<tr>
<th>Is there ...?</th>
<th>Are there ...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sofa</td>
<td>any pictures</td>
</tr>
<tr>
<td>A chair</td>
<td>any doors</td>
</tr>
<tr>
<td>A television</td>
<td>any tables</td>
</tr>
</tbody>
</table>

**GRAMMAR FOCUS**

We use any with negatives, statements and questions in general with singular and plural nouns “There aren’t/isn’t and Is/Are there?”
I am from Miami, Florida. It is a beautiful city with many interesting places. There are amazing buildings in downtown, but the best place in the city is my house. There are two living rooms and inside them there are two home theaters. There is also a big kitchen; there is a stove, a refrigerator and a microwave. Next to the kitchen there is my bedroom; it is big and it has a beautiful view, I can see the sea and in the afternoon I can see the sunset.

There are many nice things in my bedroom; there is a play station 3 and a huge television. My favorite place in my house it's the bathroom because it has a lot of space. That's why I believe that's the best place in the city. I really like it here!

Ralph.

a) Read Ralph's text about Miami. Choose the correct answer.

1) The text talks about Ralph's neighborhood
2) The text talks about Ralph's living room
3) The text talks about his house

b) Write a short text about your house. Use Ralph's text to help you.

4) Time to talk!

Work with a partner. Make questions about your house or your favorite place.

E.g.:
A: Is there a stereo in your living room?
B: Yes, there is. Are there any books of Harry Potter in your bookcase?
1. Identify the prepositions in the reading

2. Complete the sentences using the prepositions according to the pictures.

1) The bird is **in** the cage.
2) The balls are **on** the people.
3) The paintbrush is **above** the paint can.
4) The bottle is **beside** the chair.
5) The man is **near** the cars.
6) The girls **in front of** the television.
7) The seller is **behind** the counter.

Write the names of the places under the pictures. Then listen check and repeat.

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>PARK</th>
<th>BOOKSHOP</th>
<th>NEWSAGENT</th>
<th>CHEMIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST OFFICE</td>
<td>BANK</td>
<td>RAILWAY STATION</td>
<td>SUPERMARKET</td>
<td></td>
</tr>
</tbody>
</table>
a. Two people are asking for directions. Read the conversation and write the names of the places.

Tourist 1: excuse me, where is the Raindy station?
Man: it’s in high street next to the restaurant
Tourist 1: and is there a post office near here?
Man: yes, there is. Go down high street and turn right. There is a post office on Rogers street, next to the school.
Tourist 2: excuse me I’m looking for a bank, is any near here?
Man: yes, there is. Turn right into Grey street, there is a bank next to the grocery store, in front of the church.
Tourist 2: thanks for your help.
Man: you’re welcome

b. Look at the map, say where the things are.

3. This is Ashley’s living room.
Describe it with a partner using the prepositions and the expressions for quantity. Take into account the words in the box.

<table>
<thead>
<tr>
<th>Umbrella</th>
<th>Glass of juice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>Mirror</td>
</tr>
<tr>
<td>Computer</td>
<td>Glasses</td>
</tr>
<tr>
<td>Camera</td>
<td>Wallet</td>
</tr>
</tbody>
</table>

E.g.:
There is an umbrella behind the sofa
Read the article and listen. Check your answers.

Would you like our special?

Read and listen
Look at the pictures. Where do some people eat these things?
Match the pictures with the countries. Write a – f in the boxes

You are in the USA and you are hungry, so you go into a restaurant. Your waiter says, “Would you like our special today? It’s rattlesnake”. What do you say?
Perhaps you think rattlesnake is a really strange thing to eat.

But in the USA some people eat it and they think it’s delicious.
All around the world, people eat things that perhaps you think are strange. In Australia, kangaroo meet is very popular, and some people in Brazil eat alligator steak. In France, some people love snails, and in Mexico, some people really like grasshoppers. Of course, people who eat grasshoppers don’t think they are strange. In fact, grasshoppers are good for you, but burgers and chips are not! In Britain, some people eat their chips with vinegar but in Holland, they eat chips with mayonnaise.
So, when you eat a meal stop and think. Perhaps people from other countries think that your food is really strange!
LESSON 1

1. MY HEALTHY FOOD

a. Match the nouns to the appropriated picture; write the number in the provided space.

1) Cheese  16) Chocolate
2) Tomato  17) Oil
3) Candy  18) Broccoli
4) Eggs  19) Crackers
5) Apples  20) Butter
6) Strawberries  21) Yogurt
7) Beans  22) Chips
8) Cereal  23) Orange
9) Bread  24) Nut
10) Carrots  25) Rice
11) Milk  26) Hamburger
12) Chicken  27) Fish
13) Mango  28) Hot dog
14) Bananas  29) Meat
15) Lettuce  30) Noodles
b. Which of the previous food products can be categorized as:

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g.: tomato</td>
<td>E.g.: bread</td>
</tr>
</tbody>
</table>

2. SOME TIPS ABOUT THE USE OF QUANTIFIERS:

<table>
<thead>
<tr>
<th>COUNTERABLE NOUNS</th>
<th>UNCOUNTABLE NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOME</td>
<td>I want some potatoes.</td>
</tr>
<tr>
<td>ANY</td>
<td>Do you want any sandwich?</td>
</tr>
<tr>
<td></td>
<td>No, I don't want any. Thanks!</td>
</tr>
<tr>
<td>MANY</td>
<td>I want to eat many peaches.</td>
</tr>
<tr>
<td>MUCH</td>
<td>I want to eat much meat.</td>
</tr>
</tbody>
</table>

a. Complete the sentences with a /an, some/ any or many/much.

1) Do you have **any** ham?
2) I want to eat _______ sandwich, is there _____ ___ lettuce?
3) We have _______butter but we don't have ___ ____ cheese.
4) I cook _______pasta with _______ eggs.
5) They eat _______ hot dog with _______ mayonnaise.
6) Mary doesn't like _______ meat.
7) I eat _______ apple with _______ caramel.
8) There are _______ people in this concert.
9) There is _______ onion on the table.
10) I don't have _______ cash, but I have _______ credit cards.

b. What's the rule about?

1. With singular countable nouns, we use a or ___
   With plural countable nouns, we use some.

2. Uncountable nouns are always singular, we use some and any with them.

   There's some coffee.
   There isn't any bread.
   We use _______ with uncountable nouns in affirmative sentences.
   We use _______ with uncountable nouns in negative sentences and in questions.
3. TIME TO TALK!

In pairs, ask and answer questions about the food you have in your kitchen.
E.g.: A: *How many* potatoes are there in your kitchen?
    B: There are *some* potatoes.

4. Countable and non-countable nouns

<table>
<thead>
<tr>
<th>COUNTABLE NOUNS</th>
<th>UNCOUNTABLE NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words for people</strong></td>
<td><strong>Words for liquids</strong></td>
</tr>
<tr>
<td>Person, man, woman, boy, girl,</td>
<td>juice, soda, beer,</td>
</tr>
<tr>
<td>baby, secretary, boss, etc.</td>
<td>water, etc.</td>
</tr>
<tr>
<td><strong>Words for animals</strong></td>
<td><strong>Words for meat and fish.</strong></td>
</tr>
<tr>
<td>Cat, elephant, donkey, etc.</td>
<td>meat, ham, tuna,</td>
</tr>
<tr>
<td></td>
<td>beef (roast) chicken</td>
</tr>
<tr>
<td><strong>Words for places</strong></td>
<td><strong>These food items</strong></td>
</tr>
<tr>
<td>Gas station, city, house, palace,</td>
<td>mayonnaise, mustard, food,</td>
</tr>
<tr>
<td>castle, Bakery, etc.</td>
<td>bread, cheese,</td>
</tr>
<tr>
<td><strong>Words for events or times.</strong></td>
<td><strong>Other nouns</strong></td>
</tr>
<tr>
<td>Monday, Friday, night,</td>
<td>News, money,</td>
</tr>
<tr>
<td>birthday, etc.</td>
<td>medicine, music.</td>
</tr>
<tr>
<td><strong>Words for some food.</strong></td>
<td></td>
</tr>
<tr>
<td>cracker, potatoes, hamburger,</td>
<td></td>
</tr>
<tr>
<td>pineapple, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Words for some objects.</strong></td>
<td></td>
</tr>
<tr>
<td>bed, television, phone, board,</td>
<td></td>
</tr>
<tr>
<td>marker, etc.</td>
<td></td>
</tr>
</tbody>
</table>

5. SOME CONTAINERS

We can use containers to quantify and describe some uncountable nouns.

- A jar of juice
- A glass of water
- A piece of cake
- A slice of bread
- A tube of toothpaste
- A bar of chocolate
- two bags of garbage
- two pounds of fruit
6. Some nouns can be both count and non counts:

I want a piece of cake

I don't like eat much cake.

a. Change the countable nouns into non-countable nouns and viceversa.

E.g.:
I like to drink a glass of water.
I like to drink some water.

I want to eat some cake.

I like to drink some orange juice.

I like to eat a slice of pizza.

I like to eat a box of Chinese food.

I want to drink some soda.
b. Answer the questions with your own information

a) What's your favorite food?
__________________________

b) What is your favorite place to eat?
__________________________

c) What do you usually eat when you go out?
__________________________

d) Do you usually cook for your family?
__________________________

e) What is your favorite snack?
__________________________

7. Time to talk!

What do you have for lunch when you eat out? Use the vocabulary and expressions learned.
E.g.:
When I go out I like to eat potatoes, soda, ships, fast food.
I don't like to eat broccoli and vegetables.

8. Think about your favorite dish and write about its ingredients. Make its preparation recipe.

____________________________________________
____________________________________________
____________________________________________
____________________________________________

9. Read aloud the following conversation

CONVERSATION: My favorite food

Lizz: Excuse me can I ask you some questions?
Jane: Yes! Tell me. What do you want to know?
Lizz: I am making an interview about food habits. Let's start!

Lizz: What do you usually take for breakfast?
Jane: Well…. It depends; I usually have tea and cookies, but I sometimes have coffee.

Lizz: What about lunch?
Jane: I sometimes have sushi or I go to a Mexican restaurant and I eat a delicious taco there!

Lizz: And what about dinner?
Jane: Mmm, my husband doesn’t eat meat; he is vegetarian. We often have vegetables as carrots, broccoli, and fruits. It is very healthy.

Lizz: And what is your favorite meal?
Jane: That’s easy. Snacks and chicken.

Lizz: That’s all. Thank you so much.
Jane: You’re welcome.
Lizz: bye

a. According to the previous reading complete the gaps with the appropriate information.

1) Lizz is making an interview about ________________
2) Jane has for lunch a ________________
3) Her husband doesn’t eat ________________ because he ________________
4) Jane and her husband often eat vegetables ________________
5) Jane’s favorite meal is ________________

b. Correct the following sentences according to the previous reading.

1) Lizz is asking information about Jane’s eating time.
   Lizz is asking information about Jane’s food habits.
2) Jane like chocolate and bread for breakfast.
   __________________________________________
3) Jane sometimes has fast food for lunch.
   __________________________________________
4) Jane’s husband loves meat.
   __________________________________________
5) Jane’s favorite meal is fish and rice.
   __________________________________________
LESSON 2

1. I LIKE THE RED JACKET

Write sentences according to the pictures. Use that, these and those.

1) Ana: This is a dress.

2) Laura: _________________

3) Suzanne: _______________  

4) Joe: _________________

GRAMMAR FOCUS

- We use "This" for singular nouns that are close to the speaker.
- We use "That" for singular nouns that are far from the speaker.
- We use "These" for plural nouns that are close to the speaker.
- We use "Those" for plural nouns that are far from the speaker.

Chart Review

**This/that/these/those questions and statements**

<table>
<thead>
<tr>
<th>This is a cap.</th>
<th>That’s a scarf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s this? It is a cap.</td>
<td>What’s that? It is a belt.</td>
</tr>
<tr>
<td>There are pants.</td>
<td>Those are socks.</td>
</tr>
<tr>
<td>What are these? They’re pants.</td>
<td>What are those? They are socks.</td>
</tr>
</tbody>
</table>
2. I love to use these shoes!

1. Joe
2. Harry
3. Rosy

a. Look up the picture, make sentences saying where the clothes are, taking into account their distance from the speaker.

1) Joe

E. g: This is my tie.

<table>
<thead>
<tr>
<th>E. g: This is my tie.</th>
<th>That is my pajamas.</th>
<th>These are my heeled shoes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>____________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>_____________________</td>
<td>____________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>_____________________</td>
<td>____________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

READING: MY CLOTHES!

Sophie lives in Chicago, her favorite season is summer because she can use her swimsuit and many T-shirts, she loves to use short pants and she doesn't have to wear socks. When fall is coming, she has to wear coats, scarves and jeans; the wind is pretty hard.

Sophie and her best friend Laura, enjoy winter too. They always make a snowman and put on it gloves, scarves and big boots. To make his face, they use a carrot as the nose and sticks as the arms.

The best season is spring, the flowers are so beautiful and they really like it because they can use shirts, jackets and sometimes caps. Clothes are really fun!
b. Based on the reading say if the following statements are true (T) or false (F).

1) Sophie lives in New York _______

2) Laura is Sophie’s best friend _______

3) In winter she uses swimsuits and many T-shirts _______

4) Sophie likes summer _______

5) In winter, Sophie and Laura use coats and scarves _______

c. Complete the following sentences according to the reading.

1) Sophie’s favorite season is _______________.

2) In summer Sophie doesn’t wear _______________.

3) The wind in pretty hard in _______________.

4) In winter Sophie and Laura make _______________.

5) For making the snowman’s nose and arms they use _______________.

3. Time to talk!

Taking into account the previous activity, talk with a partner about the clothes you wear, during summer and winter.

E.g.:
A: I wear socks in summer and I use this jacket on winter.
B: I don’t wear socks in summer, it is really hot. I only use these shoes.
Unit 6
Where are you going?!

1. I AM PLAYING SOCCER

I am practicing basketball

We are training soccer

Are you dancing now?
Yes, I am. I’m celebrating my husband’s promotion.
No, I’m not. I’m eating in a restaurant.

Is your father sleeping in his bed?
Yes, He is. He’s very tired.
No, He isn’t. He’s watching TV.

Are your cousins playing soccer?
Yes they are. They’re playing in the park.
No they aren’t. They’re singing karaoke.

A) What are they doing right now? Write positive and negative sentences. Then compare with a classmate.

1) E.g.: They’re playing soccer.

   They aren’t playing soccer.

2) __________________________________________
   __________________________________________
Listen and read the dialogue.

Kate: oh, hello Ben!
Ben: Hi Kate! How’s your holiday?
Kate: Great thanks.
Ben: what are you doing today?
Kate: well, at the moment I’m reading on the roof! It’s really sunny and we’re having a great time. Dad’s playing cards with Jess in the dining room.
Ben: you’ve got a dining room?
Kate: well, there’s a table in the kitchen, two bedrooms, a shower and a toilet! Mum loves it. She’s taking pictures.
Ben: Hmmm. I’m looking after Jamie.
Kate: is the weather nice there too?
Ben: It’s ok. I’m sitting in the garden, but I’m not having a great time. I hate babysitting.
Kate: oh well, sorry I can’t help!
Ben: yeah well… have a good time! See you.
Kate: bye

Listen to the dialogue again and match the people with the activities.

1. Kate
   a. is baby sitting
2. Kate’s dad
   b. is taking pictures
3. Kate’s mum
   c. is reading
4. Ben
   d. is playing in the garden
5. Jamie
   e. is playing cards
b) READING

Carl and his family are practicing sports on the beach! I really like extreme sports. The day is windy and I’m with my friends; we’re practicing sailing. My family likes sports too; they’re in the beach practicing their favourite ones. My father is surfing in the ocean, my mother loves the sun; she is swimming and my sister Diana is playing volleyball with my cousins. They really love that sport. Bruno is my dog, he is running very fast next to the sea; he is having fun!

C) According to the reading, make a draw in which you represent the activities of Carl and his family on the beach.

Ask your partner what his/her family is doing right now.

E.g.: What is your mother doing?
My mother is watching television.
2. Conversation! On the phone!

Vicky: Hello Ron! It’s Vicky!
Ron: Hi Vicky how are you?
Vicky: Fine and you? What are you doing?
Ron: I’m doing the homework of course. What about you? Are you doing it?
Vicky: Yes, of course! I’m on internet searching for information. I’m with Heather, she is reading some books. She’s sitting next to me.
Ron: Really? Then I’m going to your house. See you later!
Vicky: Ok! See you bye
Ron: bye

1. Make questions according to the information in the previous conversation.

E.g.: What is Annie Doing?

1) What / Vicky doing?
2) What / Ron doing?
3) Where / Heather doing?
4) What / Heather doing?
5) What / They doing?

Time to talk!

With a partner, ask and answer the questions above.

E.g.: 
A: What’s Vicky doing?
B: She is doing the homework!

LESSON 2

1. WHAT TIME IS IT?

It’s ten to twelve
It’s ten-ten
It’s ten past ten
It’s six-fifteen
It’s a quarter past six
It’s twelve thirty  
It’s half past twelve

It’s five-forty five  
It’s a quarter to six

It’s four o’clock

a) Time to talk!
Look at these clocks and ask your partner what time is it!

E.g.:  
A: What time is it?  
B: It’s two o’clock!

b) READING. Andrea is writing a letter

Dear mom and dad.

At the moment I’m thinking about you, I’m wondering how are things there!  
The weather here is great! It’s really hot. I really love Brazil, it’s fantastic.

We are visiting the Niagara’s waterfall this afternoon, I’m really excited! This evening we are going 
to a famous restaurant; it’s called Porcao; people here say that the food is delicious there.
Tomorrow 9:00 we are shopping I’m going to buy a t-shirt and some shorts and at 4:00 we are 
going to the cinema.

See you soon

Love

Andrea
c) Answer the following questions according to the previous reading

1. What's Andrea doing at the moment?
   ___________________

2. What's she doing this afternoon?
   ___________________

3. Is she busy tomorrow?
   ___________________

4. What's she doing tomorrow?
   ___________________

5. What's she going to buy?
   ___________________

6. What is she doing tomorrow at 4:00 pm?
   ___________________

Put the word in the right order and make sentences

1. Going/take/pictures/photos/to/some/they/are
   they are going to take some pictures

2. Make/I/to/cookies/going/am/to
   ___________________

3. Study/She/going/to/is/tonight/English
   ___________________

4. Going/am/to/I/Miami/travel
   ___________________

5. You/what/going/are/to/tomorrow/do/?
   ___________________

6. Where/she/is/the/doing/practicum/?
   ___________________

Listen. Write the numbers in the boxes. Then listen again and repeat

Listen to the four conversations. Write the times you hear.

1. ________  2. ________  3. ________________  4. ________
Unit 7
How was your trip!

LESSON 1

1. I was in a business trip!

a. Let's read the conversation between Mike and Loren; they talk about Loren's trip to Paris.

Mike: Hi Loren, it's glad to see you again!
Loren: It's glad you see you too.
Mike: Where were you last week?
Loren: I was in Paris.
Mike: Was it fun?
Loren: Actually I was in a business trip I was the sales representative of my company; anyway it was amazing I was in opera concerts and in some cathedrals.
Mike: And what about the weather and the food?
Loren: The weather was great because it wasn't raining it was warm, but the food wasn't good, the soup was always too hot and there wasn't any salt on the meat.
Mike: How was your flight?
Loren: There weren't any problems on the flight, it was perfect.
b. According to the previous conversation mark the following statements T (true) F (false) or no information (N.I)

1) Loren was with her mother in Paris.  
2) Loren represents her company in Paris.  
3) She enjoyed operas concerts and visiting the cathedrals.  
4) The food Loren tried in Paris was delicious.

---

**GRAMMAR BOX**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes/ no questions.</th>
<th>Information questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The weather was perfect.</td>
<td>Was your boss angry? Yes, he was. / No he wasn’t</td>
<td>Where were your parents? How was the weather? Who was she?</td>
</tr>
<tr>
<td>People were so nice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My boss wasn’t in a business trip.</td>
<td>Were children on time? Yes, they were. / No, they weren’t.</td>
<td></td>
</tr>
<tr>
<td>There weren’t any problems on the flight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/ He/ She/ It was</td>
<td>We/ You were</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Constructions**  
Wasn’t = was not  
Weren’t = were not

---

**Read the article and listen.**

**There was a man at the door**

On December 1980, ex-Beatle John Lennon and his wife Yoko Ono were in New York. In the afternoon, they were on their way to a recording studio to work on a new song. There was an American called Mark Chapman in the street. In his hand, there was a piece of paper and a pen. “Mr. Lennon” he said. “Can I have your autograph?” John Lennon signed his name and Chapman went away.

In the evening, John and Yoko were in front of their apartment building. There was a man at the door. It was Mark Chapman. This time, there wasn’t a pen in his hand but a gun. —Mr. Lennon! — He said. Suddenly, there were five shots and John Lennon was dead. He was only 40 years old.

Three minutes later, the police were at the apartment building. Mark Chapman was still there. His only words were: “I shot John Lennon.”
Mark the statements T (true) or F (false).

1) Yoko Ono was John 'Lennon's wife.  
2) Mark Chapman was English. 
3) There were two shots from the gun. 
4) The police were there in five minutes.

2. How was the trip?

Complete the following conversation with the past tense of be.

1) A: Did you just arrive?  
   B: Yes. The cruise ______ a little late. 
   A: Well, how ______ your holiday trip? 
   B: It ______ incredible.

2) A: Welcome back! How ______ the drive?  
   B: Not so good. The traffic ______ terrible!  
   A: Too bad. ______ you with somebody else?  
   B: Yes. My sister ______ with me.

3) A: Where ______ you last month?  
   B: Me? I ______ at my parent's farm.  
   A: Oh. How long ______ you there?  
   B: About three weeks.

4) A: So, how ______ your husband's trip?  
   B: It ______ awful. He ______ so upset.  
   A: ______ his bus on time?  
   B: No, it ______. It ______ very late.
3. Vocabulary and Writing - Time expression

a. Complete the chapter with the words from the box.

<table>
<thead>
<tr>
<th>evening</th>
<th>morning</th>
<th>afternoon</th>
<th>month</th>
<th>weekend</th>
<th>week</th>
<th>night(x2)</th>
</tr>
</thead>
</table>

Last

__________

__________

__________

Yesterday

morning

night

__________

__________

b. Write about your last vacations. Use the expressions from 3a.

4. Time to talk!

Work with a classmate. Ask and answer questions about what you did yesterday. Use the time expressions in the box and in the previous exercise (3a). Write your classmate’s answers and share them to the class.

<table>
<thead>
<tr>
<th>7 am</th>
<th>10 am</th>
<th>2 pm</th>
<th>3 pm</th>
<th>7 pm</th>
<th>10:30 pm</th>
</tr>
</thead>
</table>

E.g.:  
A: Where were you yesterday night at 7 pm?  
B: I was in my house reading a book.

Tell the class about your classmate’s day.  
E.g.: Carlos was at home, he read a book.
1. When I was young!

I studied at university when I was about 20, I remember I had too many friends, we went to parties and sometimes we drank some beers next to the university, in that epoch I lived with my parents Ralph and Anny and my little sister Suzanne, my father Ralph worked too hard to pay my university, my mother didn't work, but in the afternoon I helped her to look after my little sister, we fought many times because she took my things from my bedroom; anyway I love her. I graduated and I found a job in a small company as an auxiliary in system engineer; five years later I got married with my girlfriend Catalina and I changed my job. I started working in a big company as a system engineer and my wife and I had a beautiful baby, her name is Tania and she's now two years old.

Jeremy Charles!

• According to the reading, complete the gaps with the appropriate information.

1) When Jeremy was in the university he sometimes drank _________________.

2) He lived with his _________________ and his _________________.

3) When he graduated he found a job in _________________.

4) He got married with _________________ and they had a _________________.

5) Now, he works in a big company as _________________.

---

**GRAMMAR BOX**

**The simple past tense**

<table>
<thead>
<tr>
<th>I worked</th>
<th>I didn't work</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
</tr>
<tr>
<td>She</td>
<td>She</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

**Did you take** vacations last year?
What **did** Patty **do** yesterday?
Where **did** you **travel**?
When **did** your parents **come**?

No, I **didn't**. / Yes, I did.
She **went** to a party.
I **traveled** to Las Vegas.
They **came** last month.
A. Read the text below. Complete the sentences with the past simple form of the verbs.

Dear mom:

We’re here in the hotel. The trip was fine. I ________ the whole time.

Yesterday, my friends and I ________ swimming. We ________ fresh 

seafood and ________ some delicious coconut cocktails. In the evening we 

_______ an amazing dinner.

After the meal we ________ very nice people. We ________ after 

(midnight. We ________ such a good time! This morning we ________ 

(into town and I ________ some beautiful presents for the family.

(buy)

I’ll see you soon.

Sincerely yours, Sarah Random

B. Rewrite the following statements into negatives sentences

1) I went to the party yesterday.

____________________________

2) Carlos bought a laptop.

____________________________

3) I and my boyfriend watched a film.

____________________________

4) My brothers travelled to Denver, Colorado last year.

____________________________

5) Your cousin visited their grandparents.

____________________________

C. Write the questions of the following sentences.

1) Children went to a concert.

____________________________

2) Karol bought an elegant dress.

____________________________

3) My husband and my daughter ate pizza last night.

____________________________

4) My boss studied Korean.

____________________________

5) They studied in Miami.

____________________________
3. Write

a. Read Mike’s letter to his friend and answer the questions.

Last month I went to visit my uncle Tom, he lives in a village farm far away; when I arrived, I saw a strange tree that moved from side to side, I thought that was because of the wind. The next morning I woke up and I felt scared because the same tree was next to my window I run away and I talked to my uncle, he told me the story about a farmer who lived there a long time ago, the farmer loved nature so much, specially trees, that while alive, he spent a lot of time taking care of them and also, as some people said, he enjoyed talking to them. It’s said that after his death his soul stayed there and became a tree. One that freely moves from one place to another around the farm.

Questions

1. Where did mike go last month?
   ____________________________

2. Why did mike feel scare the next morning?
   ____________________________

3. What did the farmer enjoy?
   ____________________________

4. What did the farmer’s soul became?
   ____________________________

B. Write a story about a strange place you visited. Use Mike’s letter and the words in the box to help you.

<table>
<thead>
<tr>
<th>Ghost</th>
<th>Castle</th>
<th>Big house</th>
<th>Scream</th>
<th>Afraid</th>
<th>Darkness</th>
</tr>
</thead>
</table>


A. Match the verbs and the nouns. Write the nouns in four lists.

<table>
<thead>
<tr>
<th>a party (x2)</th>
<th>sports (x2)</th>
<th>the piano (x2)</th>
<th>breakfast-lunch-dinner</th>
<th>dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a shower</td>
<td>sleep</td>
<td>a tea</td>
<td>the movie</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>study</td>
</tr>
</tbody>
</table>

B. With a partner. Use questions words what, when and where to ask and answer questions.

E.g.: A: What did you do yesterday?
      B: I studied English in the morning.

C. Read Betty’s article for her school.

Celia Cruz was born on October 21st 1924 in Santo Suarez, La Habana; since she was a girl, she sang to her brothers and cousins while taking care of them, sometimes when she sang, people paid her with shoes and Celia used them for she and her brothers. Her father wanted Celia becomes a teacher, but at the end of the career she left the college and started to study music at the National Conservatory; she worked with different groups of music and 1962 she moved to USA, then she got married with Pedro Knight; on July 16th 2003 she died.

D. Correct the following sentences according to Betty’s article.

1) She didn’t take care of her brothers.

2) Her father wanted her to study music.

3) She got married in Cuba.

4) She studied music at National College.

5) She died on September 16th 2003.

6) Celia Cruz left the university and started to work.
E. Write a paragraph about a famous person, use the Betty’s article to help you.

5. Speak

A. Work with a partner. Talk about how you spent your free time during holidays. Use the past time expressions.

This vocabulary can help you

<table>
<thead>
<tr>
<th>The zoo.</th>
<th>A baseball game</th>
<th>a movie</th>
<th>a museum</th>
</tr>
</thead>
<tbody>
<tr>
<td>The beach</td>
<td>Travel</td>
<td>go out with</td>
<td>restaurant</td>
</tr>
<tr>
<td></td>
<td>Eat out</td>
<td>Hang around</td>
<td></td>
</tr>
</tbody>
</table>

E.g.: I travel to Miami and I went to the beach with my family…

Listen to the dialogue and mark the statements t (true) or F (false)

1) John Lennon was Mum’s favorite singer.  

2) You never hear Beatles songs on the radio now

3) Miss you was a famous Beatles song

4) The Beatles were still together in 1969