GUIDED WORK

THE USE OF LEXICAL ITEMS TO AN EFFECTIVE COMMUNICATION
AT THE TOURIST POLICE UNIT

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THE USE OF LEXICAL ITEMS TO AN EFFECTIVE COMMUNICATION AT THE TOURIST POLICE UNIT

Presented by:

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Valerie Cornejo Espejo

For the academic degree of Licenciatura in Linguistics and Languages mention English

Note numeral: ..........................................................

Note literal: ..........................................................

Has been: ..........................................................

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Tutor: Mg. Sc. Maria Eugenia Sejas Ralde ..........................

Tribunal: Mgr. Mirka Rodriguez Burgos ..........................

Tribunal: Lic. Evelyn Molina Peñarrieta ..........................
I want to dedicate this work to all my family, but especially to my dearest mother Nemecia Vargas Funes who has been very supportive, has believed in me, and has influenced greatly in my life.

To my dear cousin David Abel Rojas Huanca to whom I love infinitely, since he is a great person.

Ninfa
DEDICATION

This paper is dedicated to my family especially to my mother Gladys Espejo C. who has been supporting me in every step and moment of my life, because she believes in me.

To my younger brother Eduardo Cornejo E. who has been my friend, my confident, my counsellor and my support throughout my life.

Valerie
ACKNOWLEDGEMENTS

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We are also grateful to the Academic Tutor, Mg. Sc. Maria Eugenia Sejas Ralde for having directed and supported the present guided work until the end of the project, and for her infinite patience.

We would like to thank as well to the Institutional Tutor, Lieutenant Christian Mencia Quiroga for all his dedication and supporting along the process of this ESP Course for the Tourist Police Unit.

It is also relevant to express our sincere acknowledgement to both Institutions; “MARISCAL ANTONIO JOSÉ DE SUCRE” UNIVERSITY (UNIPOL) and THE TOURIST POLICE DEPARTMENT OF LA PAZ CITY for having welcome and helped with the development of the ESP Course for the Tourist Police Officers.

Finally, we would like to remark our sincere gratitude to our families and friends that collaborated with this guided work.
Abstract

The present guided work is an ESP course (English for Specific Purposes) carried out at the Tourist Police Department of La Paz City. The objective of the guided work “The use of Lexical Items to an Effective Communication at the Tourist Police Unit” is to teach lexical items in the tourism field, the course is addressed to Tourist Police Officers, taking into consideration that those officers are in contact with tourists from different nationalities. Therefore, for Tourist Police Officers, it is relevant that they learn specific knowledge in the tourism field in English, so that they could communicate effectively with tourists that visit our city.

The ESP course was designed in three modules. The 1st module covers meeting tourists in the streets. The 2nd module is about tourists’ items and places to go for tourists. The 3rd module covers police officers in the streets meeting tourists in trouble. The course was developed applying mainly the Communicative Approach, it means the participants learned lexical items in context. The classes were developed simulating monologues and short dramas about tourism. Besides, ESP material was designed for tourism, considering specific subjects that Tourist Police Officers need in English.

At the conclusion of the guided work, the Tourist Police Officers were able to put into practice the lexical items learned in the ESP course. They could communicate effectively with tourists in real life situations, such as: asking and giving personal information, asking and giving directions, and reporting robberies. Therefore, the present guide work about ESP teaching was useful not only for the Tourist Police Officers but also for the society.
El presente trabajo dirigido es un curso de ESP (inglés para usos específicos) realizado en la Unidad de la Policía Turística de la Ciudad de La Paz. El trabajo dirigido: “Uso de Términos Léxicos para una Comunicación Efectiva en la Unidad de la Policía Turística” tiene por objetivo la enseñanza de términos léxicos en el campo de turismo, dirigido a Oficiales de la Unidad de la Policía Turística. Teniendo presente que, dichos oficiales están en contacto con turistas de diferentes nacionalidades. Por tanto; como oficiales de turismo es pertinente que adquieran conocimiento sobre términos específicos sobre turismo en el idioma inglés para así comunicarse efectivamente con turistas que se encuentran en nuestra ciudad.

El curso de ESP fue diseñado en tres módulos. El 1er modulo comprende encuentros con turistas en las calles. El 2nd modulo es sobre artículos de turismo y lugares turísticos que visitar. El 3er modulo es acerca de policías asistiendo turistas en problemas en las calles. El curso se desarrolló aplicando principalmente el Método Comunicativo; es decir que, los participantes aprendieron términos léxicos en contexto. Las clases se desarrollaron simulando diálogos y dramatizaciones cortos sobre turismo. También se diseñó material de ESP para turismo, tomando en cuenta temas específicos en los que el Oficial de Turismo necesita el idioma inglés.

Al culminar el trabajo dirigido, los Oficiales de la Policía Turística fueron capaces de aplicar los términos léxicos aprendidos en el curso de ESP; pudiendo expresarse efectivamente con extranjeros en situaciones reales como ser: dar y pedir información personal, dar dirección de lugar y reportar denuncias sobre robos. Por tanto, el trabajo dirigido de enseñanza de ESP fue beneficioso no solo para los Oficiales de la Unidad de la Policía Turística si no también para la sociedad.
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THE USE OF LEXICAL ITEMS TO AN EFFECTIVE COMMUNICATION AT THE TOURIST POLICE UNIT

Introduction

English language has become an essential tool and absolutely important, in every single subject that has to do with knowledge. Every new discovery, new research, or invention is firstly published in this language. This language is used widely by professionals in terms of communication. In our society this language has a vital role in every academic field. In La Paz city, the academic units of San Andres University are in constant interaction with the society through projects and different kind of researches. The Linguistics and Languages Department teaches this language to many different institutions that require this language. However, the Linguistics Department does not reach to give this service to all institutions; this is because of funds among other facts. Therefore, we proposed the project “The Use of Lexical Items to an Effective Communication at the Tourist Police” We provided the Tourist Police lots of lexical items that have to do with tourism. “A lexical item refers to the single word that belongs to a group of words that is used for the communication by the members of a linguistic community” ¹

The Tourist Police Department is an important Institution in the National Police in La Paz city. Some of their duties are to guide, keep the order, and assist the tourists. Another duty of this Institution is to keep the security against the crime such as: robberies, attacks, assaults or any kind of situation in which the tourist is exposed to the crime. Then, to accomplish their mission English language is imperative for the Tourist Police.

However, the Tourist Police Officers do not always provide the accurate aid to the tourists because they cannot communicate effectively in the same language. As a result, sometimes some inconveniences arise at the moment of interacting. Therefore, English language with specific purposes is essential for them. The proposal of the present guided work is to work with the Tourist Police Department especially with the Police Officers of this Institution in order to provide them with specific lexical items related to their field.

The main purpose of this guided work is to provide the Tourist Police with a set of Lexical Items, applying the Communicative Approach. The Tourist Police Officers need communicative classes because they need to be in contact with tourists at the moment of assisting them. Then, ESP classes have been developed with many different strategies according to the context of the material based on tourism.

The English course for Police Officers has been designed in three modules. The 1\textsuperscript{st} module is about introductions and personal information. The 2\textsuperscript{nd} module is about tourists’ items and places they need to go. The 3\textsuperscript{rd} module is about how to travel to tourist places and how to report robberies. The participants had to approve the three modules compulsory. We have applied the summative and quantitative evaluation to measure their performance and competence. The present guided work started in November 2011 and it concluded in July 2012, each module had a length of time of two months and a half.

Therefore, the present guided work is divided into four chapters. Chapter one has to do with the description of the Institution and the needs analysis of this, chapter two deals with the literature review in the field of teaching-learning ESP, chapter three is the proposal of the guided work, and chapter four describes the results and conclusions of the ESP course. This project attempts to strengthen the Tourist Police and contribute this Institution with knowledge of lexical items and technical words in English related to tourism.
CHAPTER I

1.1 Identification of the Institution

The Tourist Police is a Department mainly preventive that is in charge of patrolling the streets in different places in La Paz City. They have elaborated a preventive program in different languages to provide cooperation and information to the local and foreign tourists. The Tourist Police has been created under the Resolution n° 28/75 on July 19th in 1975 of General Command of the National Police with the purpose of: preventing any kind of crime that has to do with tourism, protecting not only the tourist and the tourist belongings but also the Tourist Natural Cultural Heritage of Bolivia.  

The Units of Tourist Police have their regional headquarters in each Department of our country; they are dependent on the Prefectures in each city. On January 28th in 1973 the Bolivian Government has created the Bolivian Institute of Tourism under the Supreme Decree N°10702 with its own legal normative and own patrimony. The Tourist Police Department has to be dependent on the Industry Trade and Tourism Ministry (Ministerio de Industria Comercio y Turismo), the Ministry is in charge of making plans, development, coordination, and promotion of tourist activities in Bolivia. On July 26th in 1989, the National Direction of Tourism (DINATUR) has been created under the Supreme Decree N° 22268. At present, The Tourist Police Department is dependent on the Vice Ministry of Tourism.  

1.1.1 Mission of the Institution

“The mission of the Tourist Police Department is to decrease gradually the committed crimes against the tourists that visit our country such as: robberies, assaults and kidnappings. The Tourist Security looks forward to improving and guaranteeing the image of the National Tourist offering an excellent public service.”  

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3 Policía Turística. (2010) “Fasto Anual de la Policía Turística” La Paz: La Paz, Bolivia (p. 6)
1.1.2 Vision of the Institution

“The Tourist Police Unit is truly committed to the public service, essentially to help tourists and prevent crimes against them; they efficiently attempt to contribute to the security of tourism, promoting Bolivia as a safe tourist destination for any tourist.”  

1.1.3 Functions of the Institution

The Tourist Police Department is an entity that is assigned to protect the National Cultural Heritage and the foreign visitors; they have to provide safety and assistance in different tourist activities. The Tourist Police Officer functions are the following:

- To accomplish and act out in accordance with what is established in the Tourism Normative about the promotion and development of Tourism in Bolivia. Preventing any kind of crime against the tourist that is the duty of the National Police.

- To help tourists with the authorities and the tourism enterprises in our country watching and controlling the tourist safety.

- To guard against any tourist irregularities protecting the Natural Cultural Attractiveness in our country.

- To control that tourism enterprises accomplish with what is established in the Tourism Normative in contracts with tourists in general.

- To be part in any Tourism Congresses and tourism issues with the purpose of guaranteeing the security of people, accomplishing effectively with their roles and duties.

- To contribute effectively the promotion and development of Tourism in Bolivia.

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• To cooperate with some control and supervision with tourist guides giving the conformity with what is established in the Tourism Law.

• To accomplish with all what is established in the Tourism Normative, and to be submitted to the Organic Law and the National Police Rules.  

1.1.4 Objectives of the Institution

➢ To improve the operative capacity of tourism in the Tourist Police Department in order to create preventive conditions of plenty security, without prejudices or violence for the tourist activities.

➢ To train constantly the Tourism Staff in the different tourist issues.

➢ To face up the crime and delinquency with more and better resources.

➢ To react immediately with proper help in favor of the tourist.

➢ To give preventive information and help the local and foreign tourist in La Paz City through the patrolling service.

➢ To distribute brochures about preventive information for the general tourists in different languages.

➢ To reinforce the tourism in La Paz, patrolling all touristic areas (thought to be dangerous) decreasing this way the crime against the tourists. 

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1.2 Objectives

1.2.1 General Objective

- To provide the Police Officers at the Tourist Police Unit a set of lexical items for an effective communication with the foreign people.

1.2.2 Specific Objectives

- To teach lexical terms based on tourism through pictures according to the tourism context.

- To apply different kinds of teaching learning methods so that the Tourist Police Officers can communicate better with tourists.

- To apply language learning activities that encourage the Tourist Police Officers to internalise the learned contents.

1.3 Justification

The Tourist Police Officers have an important mission, since they have to control and guide foreigners. Then, when they contact foreigners they face up lots of misunderstandings, because most of the time tourists do not speak Spanish Language. The purpose of this guided work is to provide the Tourist Police Officers with specific lexical items related to tourism in English language, so that they can contact foreign people better. We strongly believe that the Tourist Police needs English language for many purposes. What is more, there is an agreement signed between the Linguistics and Languages Department of San Andres University UMSA and the Police University Mariscal Antonio Jose de Sucre UNIPOL in which both Universities compromised to develop academic progress in benefit of the society. ²

The Tourist Police Officers are in constant interaction with local and foreign tourists. Most of the foreigners that visit our country speak English as a second language, so they

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² Convenio Interinstitucional de Cooperación Suscrito (2011) entre La Universidad Policial “Mcal. Antonio José de Sucre” y la Carrera de Lingüística e Idiomas, Facultad de Humanidades y Ciencias de la Educación, Universidad Mayor de San Andrés. La Paz: La Paz, Bolivia
communicate in this language around the world. Then, when they require some assistance from the Tourist Police Officers they usually deal with some difficulties. Although, most of the tourists have their own guide book in their own language, but they always need some kind of guidance in different situations. For instance, when tourists suffer both accidents and robberies they can hardly communicate with the Tourist Police, sometimes they do it only with body language or gestures. Therefore, we think that it is imperative that The Tourist Police as Institution learn English language to communicate effectively with the tourists as part of their job.

However, Tourist Police Officers do not only have to communicate with the tourists to assist them, but they also have to make them act in accordance with what is established in the Tourism Normative in our country. Then, Tourist Police Officers have to communicate with the visitors through many difficulties. These are some of the reasons that the Tourist Police Officers need to learn English Language. Another truth about this Institution is that the Tourist Police do not have access to this language by themselves, because they do not have resources nor funds, moreover; they have neither seminars nor workshops based on tourism. This guided work attempts to contribute teaching them lexical terms based on tourism, training members of the Bolivian Police, and working with the Institution in benefit of the society.

1.4 Needs Analysis
The Needs Analysis is very important in the teaching of English for Specific Purposes. It gives us the specific students’ needs about English. The Needs Analysis reveals the methodology, techniques that should be applied in the teaching of an ESP course. The Needs Analysis answer the question: Why does this learner need to learn a foreign language? What exactly students have to do with the English language? Then, through the needs analysis questionnaire we were conscious about the main objectives for teaching ESP to the Tourist Police Staff. We also described the obtained results from the Needs Analysis questionnaire applied to Tourist Police Officers.

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1.5 Data Collection Technique
The data collection is very important in every guided work. It helps to collect information about the Institutions´ needs. There are different kinds of data collection techniques such as: the survey, interviewing, observing, written information, questionnaires, etc. To gather information on the Tourist Police Officers, we used the written questionnaire and the interviewing, which facilitated us to gather the institution’s necessities about English language.

We applied a questionnaire to Police Officers with thirteen questions (with open-ended and multiple choice questions) and an interview to the Commander of the Tourist Police Unit. The results of the questionnaire and the interview allowed us to make sure about the contents, the objectives, the activities, and the material to be used in this guided work regarding to the English course for the Tourist Police.

1.5.1 Data Collection and Interpretation
1.5.1.1 The Interpretation of the Questionnaire Applied to Tourist Police Staff
We applied a questionnaire to the participants, because we were really interested in getting data about their work experience and what they need about English language. We applied a questionnaire with thirteen questions, with open-ended and multiple choice questions in order to get a precise need of the Institution. (See appendix A)

All the stated questions were about their job. For instance, how the Tourist Police communicate with tourists that do not speak Spanish. 70 % of the participants said that they use body language. We also wanted to know the frequency in which they help tourists who speak only English. 50% of them said that they frequently help tourists who speak only English. We also asked if they face up problems when they contact any tourists. 45% have sometimes problems when they communicate with tourists. Then we wanted to know the most common problems they have, in order to focus the project to these. 60% of them have understanding language problems. (See appendix B)
We were also interested in other aspects about the Tourist Police job like: How they ask the tourist’s identification if they do not have enough knowledge of English. 75% of them said that they just uttered the word “passport” and the tourist gives them it or their personal identification. We also wanted to know how they give direction to a tourist who speaks only English. 57% said that they use body language. Then we asked what the Tourist Police do when they do not understand what the tourist says. 75% said that they tried to understand what the tourist says while 25% put in contact the tourist with another police officer who can help them.

Another important thing to know about the Tourist Police was whether a translator was necessary in their job or not. 47% of them said that they sometimes need a translator, while 35% said that they frequently need a translator. Another question we stated was what the Tourist Police do when a tourist suffers a robbery. 75% said that they took the tourist to the tourist police office, while 20% help the tourist. We also asked how the Tourist Police report a robbery in English knowing the fact that they do not speak English. 70% answered that they put in contact the tourist with someone who can help them, while 25% said that they try to understand what the tourist says.

One important thing to know about the Tourist Police Officers was whether they could take the chance to learn English in order to accomplish a better daily job. 100% thought that English may help them a lot. Then we wanted to know the amount of English knowledge they could like to learn. 50% thought that they need enough English, while 30% thought that they need a little English. Finally, we asked what they would like to learn about English. With this question we wanted to know whether they were interested in specific English or in general English. 68% answered that they would like to learn some expressions about Tourism, while 27% would like to learn vocabulary about tourism.

The analysis of the questionnaire revealed the needs of the Institution related to English Language. The lack of English knowledge causes lots of communication problems between the tourist and the Tourist Police Officer. The questionnaire also showed that they need to learn specific English that has to do with tourism. Tourist Police Officers need to learn
English for Specific Purposes (ESP) to perform better as Tourist Police. Then, we concluded that they really need to learn specific lexical items about tourism. The present guided work attempts to fulfil this need.

1.5.1.2 The Interpretation of the Interview
The interview was applied to the Commander of the Tourist Police Unit in La Paz City, the Colonel Maria Elena Escobar Mejia. The purpose of the interview was to know both the Commander’s perception and opinions about the development of the guided work, since she was the Commander of the Tourist Police Unit. (See appendix A) We wanted to know her viewpoints about the importance of English for the Institution. She said that English was very necessary not only for Tourist Police Officers but also for every professional. She also said that the Tourist Police truly needed to learn English because she was conscious that the Tourist Staff deal every day with foreign tourists. Moreover, she thought that Tourist Officers have many problems and misunderstandings at the moment of interacting with tourists. Finally, she said that the Tourist Staff should get some knowledge of English to perform better their duties inside the Tourist Police Unit; she believed that English knowledge could help a lot with efficiency and quickness.

The analysis of the interview showed us that the Commander agreed with us in the sense that English is very necessary, especially for the Tourist Police because they are a Unit in the National Police that is in charge of patrolling, protecting, helping, and interacting daily with tourists. Then, the Commander supported the development of the guided work from the beginning; which benefited the participants and the development of the English course.

1.6 Population
In order to identify our population, we applied a questionnaire to get the data about them. Currently the Tourist Police Staff is composed by 70 Tourist Police Officers; only 60 of them are in charge of patrolling and working with tourists on the streets. To develop this guided work we have given English classes to 30 Police Officers divided into two groups. In each group we had 15 students with different police ranks such as: First and Second Sergeants, Second Lieutenants, but most of them were Policemen and Corporals.
1.6.1 The Interpretation of the Population

In the first part of the questionnaire, we gathered information about: age, genre, place of birth, the school where they studied, either public school or private, and the place where the participants live. The results of the applied questionnaire showed that their ages were between 20 to 40 years; about the genre we found out that 70 % of the participants are women and 30 % are men. All of them were born in La Paz. The 95 % of them studied in public schools in El Alto and 5 % studied in private schools, all of them live in El Alto City. (See appendix A)

On the second part of the questionnaire, we asked five multiple choice questions; we wanted to know information about their mother tongue, what languages they speak. We also wanted to know their opinion about English, if they know some vocabulary in English; finally, whether they would take the English course. The analysis showed us that Aymara was the mother tongue of the 64% of them; Spanish was the mother tongue of the 36% of the students. 34% speak only Spanish, and 66% speak Aymara and Spanish. However, all of them thought that English was an important language. The questionnaire also revealed that 94 % of them did not know anything about English and 6 % knew a little vocabulary in English. Finally, 100 % of them were interested in taking the English course.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Patrol Staff</th>
<th>Staff</th>
<th>Total No. of Participants</th>
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</thead>
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<tr>
<td>Second Lieutenant</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>First Sergeant</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Second Sergeant</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Corporal</td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Police Officers</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>1</strong></td>
<td><strong>30</strong></td>
</tr>
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</table>
1.7 SWOT ANALYSIS

The purpose of the Swot Analysis is to gather information related to the Strengths, Weaknesses, Opportunities and Threatens in order to identify the situation of the Institution, in this case The Tourist Police Unit.

<table>
<thead>
<tr>
<th><strong>STRENGTHS</strong></th>
<th><strong>WEAKNESSES</strong></th>
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<tbody>
<tr>
<td>• There is a positive attitude towards the English language.</td>
<td>• The Tourist Police does not have funds for the English course.</td>
</tr>
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<td>• The Institution has a good predisposition to continue with the project.</td>
<td>• They do not have assigned places for the English classes; they do not have either a bathroom inside the building.</td>
</tr>
<tr>
<td>• The majority of the Police Officers are interested in the English class.</td>
<td>• They do not have equipment such as: desks, boards, markers, CD player,</td>
</tr>
<tr>
<td>• The Commander shows a positive attitude to follow the agreement signed.</td>
<td>• The Tourist Police Officers do not have an adequate availability of time.</td>
</tr>
<tr>
<td>• They have contact with foreign people.</td>
<td>• They do not show enough sense of responsibility and consciousness towards the English course.</td>
</tr>
<tr>
<td>• The authorities show support to the project.</td>
<td>• The participants’ vacation causes many absences in the classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OPPORTUNITIES</strong></th>
<th><strong>THREATENS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Tourist Police Officers will be able to communicate with the tourist.</td>
<td>• To cancel the signed agreement by The UNIPOL and UMSA.</td>
</tr>
<tr>
<td>• They will be able to understand lexical items about Tourism.</td>
<td>• All the opportunities could be lost.</td>
</tr>
<tr>
<td>• The Tourist Police Officers will enhance in the Tourism field.</td>
<td>• The possibility that the guided work could not be carried out.</td>
</tr>
<tr>
<td>• They will reach a better attitude towards their job.</td>
<td>• The parades and social protests affect the evolution of the project.</td>
</tr>
<tr>
<td></td>
<td>• The participants’ new destination to different Units or branches makes students drop out the English class.</td>
</tr>
</tbody>
</table>
1.7.1 The SWOT Analysis Interpretation

The purpose of the SWOT (strengths, weaknesses, opportunities, and threats) Analysis is to gather and collect data information about the Institution, in this case The Tourist Police Unit. We have realized that inside the analysis there are some internal and external aspects, some of them are positive and some are negative. We took into account all the aspects: About the internal characteristics we found the Strengths and Weaknesses.

1.7.1.1 Strengths: Inside the strengths, we found that the Tourist Police Unit as Institution including the UNIPOL, the Police officers, The Commanders all of them had a positive attitude towards the English language. The University “Mariscal Antonio Jose de Sucre” (UNIPOL) showed a good predisposition to continue with the agreement signed with San Andres University (UMSA). Most of The Tourist Police officers were truly interested in learning English language. The Commander of The Tourist Police Unit also showed a positive attitude to continue with the guided work.

1.7.1.2 Weaknesses: Among the weaknesses, we found that there are no funds in The Tourist Police Unit. They did not have places for the daily English classes; they did not even have a bathroom inside the building. Furthermore, they did not have equipment such as: board, markers, cd player, audiovisual devices, paper, photocopies, etc. About the participants, The Tourist Police officers did not have an adequate availability of time for the English course. They did not show enough sense of responsibility and consciousness towards the English course. Mentioning more weaknesses, we also noticed that any extra activity organized by the Institution or vacations caused many students’ absences in the English classes.

1.7.1.3 Opportunities: About the external characteristics, we found some opportunities like: Tourist Police Officers would be able to communicate with tourists in English that is a big advantage for them. They would also be able to understand lexical items about Tourism, since the purpose of this guided work is to provide them with a set of lexical items needed by them in this area. Moreover, Tourist Police Officers would enhance in the Tourism field. The ESP course could help them how to communicate in English, it
would give them more prestige as Tourist Police Officers. Finally, they would reach a better attitude towards their job. Thus, it was totally positive to have the English course in the sense that it would benefit them.

1.7.1.4 Threatens: In this analysis, we noticed that the agreement signed by The UNIPOL and UMSA could be cancelled, then all the previous opportunities mentioned before would be lost, and the guided work would not be carried out. We also noticed that the parades, social protests, strikes, folkloric parades, and football matches affected the development of the English classes, since they are police officers they have to control different kinds of events. The participants’ new destination to different Units or branches caused often class absences as well; since they are subordinated to their Superiors they have to follow their destination.

Once we have mentioned all the strengths, weaknesses, opportunities, and threatens; we want to add one last detail. Despite the negative facts mentioned above and after many talks and meetings with the Commander, Lieutenants, and the Chief of University UNIPOL we were gently attended and they helped us a lot in all the possible senses, and all the difficulties have been overcome along the guided work from the beginning to the end.

Concluding the first chapter, it can be mentioned that the mission and vision of the Institution is to provide safety and assistance to the tourists; then, the Tourist Officers need to learn lexical items in the tourism field to contribute with the security of the tourists in La Paz City. The questionnaires and SWOT analysis also gave us the entire Officers’ needs about English language. Thus, the objectives were stated in order to satisfy the English language needs, so that the Tourist Police Officers could communicate better with tourists.
CHAPTER II
Literature Review

In the teaching English as a second language, many theories and concepts come to our mind, in fact along the time and the history many of them have been developed. Nowadays, teaching English involves many of those theories, perhaps it is a combination of almost all of them. During this whole chapter we mention briefly most of them, in order to summarize all the process of teaching-learning a foreign language. In this guided work we considered many authors, mentioning the most relevant concepts and features for the ESP teaching for the Tourist Police.

2.1 Lexicology

“Lexicology is a branch of linguistics; it is the scientific study of vocabulary” 10 Lexicology is part of linguistics dealing with the vocabulary of the language and the properties of words as the main units of language. The term vocabulary is used to denote the system formed by the sum total of all words and word equivalents that the language possesses.11

Lexicology is the study of a language lexicon. Lexicon is the vocabulary of a language (technically it is lexical items or lexemes), especially when these are listed in a dictionary as a set of lexical entries, also called lexis. A network of semantically related lexical items such as the words for color or fruit is a lexical field (or semantic field) in generative grammar. The lexicon is the component containing all the information about the structural properties of lexical items. Lexical syntax is an approach which incorporates syntactic rules within the lexicon. Lexical phonology is an approach where the same of the phonologically rules are transferred to the lexicon.12

2.1.1 What is a Lexical Item?

“The definition of lexicon refers to the group of the units that makes the language of a community through which the community communicates” 13 Dubois points out that the community communicates by lexical items. Then, a lexical item is the word, vocabulary, phrase that makes the language of a community.

In Linguistic terms, lexical item is a unit of language consisting of one or more written words, or occasionally just a part of a written word, that maintains a constant semantic element in its various forms. For example, the words: buys, buying and bought are variant forms of the lexeme buy. 14

Lexical items
This can be loosely defined as a word or group of words with a meaning that needs to be learnt as a unitary whole-that would, for example, need a separate entry in a dictionary. It is useful to think of new lexical items, rather than new words, as the things the student must learn. There are two reasons for this. First, some lexical items consist of more than one word: for instance, a phrasal verb is a single lexical item, although it can consist of several words: take in, put up with, etc. Second, some superficially identical words represent more than one lexical item: for instance, the spelling saw represents several lexical items, among them the past tense of see and the word that means a tool for cutting wood. It is enough to stress that what readers have to deal with are units of meaning. Students need to be aware that these may be packaged as one word or several, and that some words that look alike have different meanings. 15

2.2 What is Communication?

Human communication occurs on the interpersonal and public levels. Interpersonal communication refers to communication that takes place between two or more persons who establish a communicative relationship. Forms of interpersonal communication include face-to-face or mediated conversations, interviews, and small-group discussions. Public

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14 Lexical-Definition. From:ht://www.merriam-webster.com
communication is characterized by a speaker's sending a message to an audience. It may be direct, such as a face-to-face message delivered by a speaker to an audience, or indirect, such as a message relayed over radio or television.  

2.2.1 The Importance of an Effective Communication

A skillful communicator must be able to identify the emotions or intent expressed by the other person and make sophisticated judgments about the form and timing of the appropriate response. In this definition, the skilled communicator uses accurate perception and good judgment to understand the interactions and know how to make appropriate adjustments. It may be that all of these factors are part of the skills of a good communicator.  

2.3 Language-Learning Objectives

Learning-objectives must be geared towards learners needs. This means that before defining an objective we must define the group of learners whose needs we wish to cater for, the target-group, (The Tourist Police Officers in our case). Then, we must determine what they will need to do with the foreign language. It depends on the kind of situations in which the learner may use the foreign language. It means stating and setting the situations in which the learner will have to play the roles and the topics they will have to deal with. Then we have to specify what they will have to be able to do in those situations.  

Another thing we have to do is to specify the language activities the learner will engage in. Then, we have to specify what general purposes the learner will have to use the foreign language for, what language functions, forms (structure, words and phrases) they will have to fulfil. For instance, they will need the ability to refer to things, to people, to events etc. to do so they will have to be able to handle a large number of notions (topic-related) in the foreign language. What notions they will need depends on a large extent on the topics they

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16 From Web:htp://www.thefreedictionary.com
17 From Web:htp://www.thefreedictionary.com
will deal with. In this case they will have to deal with notions of tourism matters in different situations.\textsuperscript{19}

2.4 **Methodology in the ESP Teaching Process**

Method is a set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student’s roles and behaviours, and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. The method should be selected by teachers according to the students’ needs. According to Brown, every learner is unique, every teacher is unique, every learner-teacher relationship is unique, and every context is unique.\textsuperscript{20} Therefore, “Methodology is concerned with the selection of learning tasks and activities. Methodology matters for how the units, the contents will be taught”.\textsuperscript{21}

2.5 **Syllabus Design for the Tourist ESP Course**

In the process of English teaching for Specific Purposes the teacher should use a different methodology than it is used in the teaching of general English. The methodology should be based all the time in the disciplines of the profession. Moreover, the activities in the class, the homework, and the role plays everything has to be related to the specific area. The teacher is the advisor of the language and the students have to contribute their job experience and knowledge about their occupation.\textsuperscript{22} Considering all these aspects, we have developed the entire guided work in the tourism field. The activities, homework, role-plays, dramas, etc. every activity was based on our students’ disciplines and profession. And the students (Tourist Police Officers) contributed with their work experience in every topic.

2.6 What is a Definition of an ESP Course?

An ESP course means that words, sentences to be learned, the subject matter discussed, everything is related to a particular field of discipline. An ESP course makes use of vocabulary and tasks related to the field. The entire program should be designed to meet the specific professional or academic needs of the learner. “ESP should reflect the Fact that much ESP teaching especially where it is linked to a particular profession or discipline; it makes use of a methodology that differs from that used in general English teaching”.

“ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” ESP is a way to teach a language, the main purpose of it is to teach specific vocabulary. Then, the contents and methods should be according to the participants’ reason for learning any language.

“ESP is normally goal-directed, and that ESP course develops from needs analysis”. The ESP teaching process in a particular field should be according to the necessities and those necessities must be based on the participants’ needs.

2.6.1 What is the Difference between ESP and EGP?

On the one hand, Dudley-Evans and St. John say that all ESP teaching should reflect the methodology of the disciplines and professions. They also say that ESP is designed to meet specific needs of the learner; for them the teacher is the language consultant and the students contribute their experience and knowledge about their field on the different topics. Then the language learning activities, in the ESP course, the homework, and all activities developed in classes should reflect the student’s professions in which they specialize. In our case, the classes were developed in the tourism field. Therefore, all the language learning activities were based on tourism.

On the other hand, Hutchinson and Waters say that ESP does not involve a particular kind of language teaching material or methodology. ESP is not a matter of teaching specialised varieties of English. The fact that language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. For example, ESP is not just a matter of science words and grammar for scientists, Hotel words and grammar for hotel staff and so on. There is no an ESP methodology merely methodologies that have been applied in ESP classrooms. Although, there are some features which can be identified as typical of a particular context of use and which the learner is more likely to meet in the target situation, ESP must be seen as an approach not as a product.27

The author means that ESP is an approach to teaching languages or a specific way of teaching a language in a specific field. An ESP course does not need to follow any pre established rules or a particular kind of methodology, the ESP teaching process in any field must take any method and technique in the classroom as long as the ESP course fulfils the students´ specific needs.

Robinson says that a communicative methodology for both ESP and EGP does not present any significant difference. She says that all classroom activities should be based on students’ specific purposes and the students’ needs which are determined by the real situation in which the learner will use the English language.28 As instructors, we also thought that the methodology should be based on the students´ learning necessities; we had to take into account the students´ target needs in which they have to use English language to communicate, we selected the appropriate methods and techniques for them. The ESP teacher is not supposed to be an expert on the students’ field; however, the teacher should know about the context and concepts about this specific field.

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2.7 English Language Teaching (ELT) Methods

2.7.1 The Communicative Language Teaching

This method emphasizes learning through communicative interaction in the target language, in which the learner communicates effectively and appropriately in the various situations. It provides opportunities for learners to focus, not only on the language but also on the learning process; CLT makes use of real-life situations that necessitate communication. The teacher can focus the teaching of the foreign language in the classroom in such way that students can communicate in a conscious way taking into account their real experiences to provide opportunities in the classroom for students to engage in real-life communication in the target language. ²⁹

In order to carry out all our objectives stated in this guided work, we applied the Communicative Language Teaching in almost all our teaching process. Since our main objective is to develop an effective communication between the Tourist Police Officer and the foreign visitor. With this method students (the Tourist Police Officers) had the opportunity to develop the language functions required for them in real-life situations like: giving directions, talking about personal information, offering assistance, giving advice, and so on.

2.7.2 The Total Physical Response in the ESP Teaching

We considered the TPR to be an appropriate method to reach our purpose. This method involves lots of listening and acting. Children learn language mainly by listening. First they listen, then they speak, and their listening is accompanied by physical responses, actions like moving, grabbing, reaching, looking, running etc. Asher points out that this method is very effective at the beginning levels of language proficiency. Nowadays this method is used widely as a type of classroom activity in teaching English. TPR provides both auditory input and physical activities. ³⁰

In the TPR, learners make lots of listening before they speak; and so did our students, they did lots of listening and pronunciation exercises in the process of learning every lexical

item. Our students did not only responding commands but also they performed role plays in tourism contexts. The TPR techniques helped us to develop successfully our classes.

2.7.3 The Natural Approach in the ESP Course
This method is aimed at the learning of vocabulary. According to Tracy Terrell and Stephen Krashen the learners listen to the teacher and develop interpersonal communication skills in which the teacher stimulates a variety of classroom activities like commands, games, role plays, dialogues, and small-group works. At an early stage teachers encourage students to talk in the target language. They communicate with the target language from the very beginning. Teachers are focused on the meaning rather than on the rules and forms; therefore, students are not corrected during oral production. Students are pushed to develop their oral skill freely.31 In the Natural Approach, language learning is an interactive process in which students use all the time the target language from the very beginning; therefore, we believed that the Natural Approach techniques could help us to accomplish our purpose with the Tourist Police Officers.

2.7.4 The Direct Method in the ESP Teaching
In the DM the second language should be learned spontaneously like the first language. This method includes lots of oral interaction between the teacher and the students. In this method teachers are focused on the oral production rather than on the students’ mistakes. There is little analysis of grammar rules. In the DM the students learn the target language through direct association and actions of words and phrases by looking, touching the objects without the use of the first language or any translation between the first and second language.32

Some premises about this method are: classroom instruction should be given in the target language; oral communicative skills should be built up including the everyday vocabulary, grammar should be taught inductively, concrete vocabulary should be taught through

association of objects and ideas, correct pronunciation should be emphasized. The Direct Method techniques were very helpful for us in teaching vocabulary related to tourism. Tourist Police officers were asked to name each item by looking at the pictures and holding realias like: camera, passport, I.D. cards, driving license, sunglasses, backpack, maps, watches, and so on. Emphasis was put on correct pronunciation. Students did lots of repetition in order to pronounce properly, they were asked to repeat after the teacher. The techniques of this method were very useful for us.

2.7.5 The Audiolingual Method in the ESP Course
The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. The techniques of this method were also very useful in the teaching ESP to Tourist Police Officers. Students were asked to repeat and imitate the words and expressions after they had listened to them. Correction of mistakes of pronunciation or grammar was immediate; students listened to some dialogues, repeated them and memorized some expressions.

2.8 Learning and Acquisition of a Second Language
Acquisition of the first language is done in a natural and spontaneous way while learning the second language implies learning rules through a method; therefore the methodology has to be adequate to the students’ situations. The expression “Language Learning” implies two different concepts about what is learning or acquiring a second language. Learning involves receiving information about the second language studying it through memorization. Acquisition is the unconscious way of learning a language, while learning a language is the conscious way to learn a language, which implies to learn grammar rules, pronunciation, memorization of vocabulary, and more.

We taught ESP to Tourist Police Officers. It implied that the participants learned consciously the rules of a language (English in this case). The participants received

33 Brown, H.D. (2000) “Principles of Language Learning and Teaching” Longman: San Francisco State University (pp. 73 – 74)
information about English studying it through different techniques of some methods that we considered useful for them. They learned some grammar rules, pronunciation, and vocabulary following the principles of the Communicative Approach specially; although, grammar was taught inductively. They had to memorize lexical items and information about tourism consciously within the tourist and tourist police situations, since they need ESP for it.

2.9 What is Learning and Teaching?
Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction, it is retention of information. Retention implies storage systems, memory, and cognitive organization. Learning involves active, conscious focus on and acting upon events outside or inside the organism. Brown also points out that teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand”. It is facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style your approach, methods, and classroom technique.

2.10 The Evaluation for the ESP Course
“Evaluation in ESP situation is concerned with the effectiveness and efficiency of learning; with achieving the objectives.” Has learning been maximised? Have resources been optimally employed?

2.10.1 Formative Evaluation
This evaluation takes place during lifetime of an activity (a course). Formative evaluation is typically undertaken at intervals. It consists of a series of mini-evaluations.

2.10.2 Summative Evaluation

Summative evaluation takes place at the end of an activity. It refers to the results of teaching evaluation regularly scheduled at the end of the academic term, for durable courses. 38

2.10.3 Qualitative Evaluation

It provides answer to: How well did students do? What did students learn? How well did the students use their new knowledge? 39

2.10.4 Quantitative Evaluation

This evaluation refers to the tests and objective-question questionnaires which provide numbers and percentages for individual items. It also takes into account the number of students who completed the course. 40

2.11 What is a Lesson Plan in the ESP Course?

Lesson plan is like having a complete and clear visualization of how a learning session is to take place and how students are able to grasp and retain lesson concepts. Without a lesson plan, this visualization process is blurred and the learning outcomes will be far from ideal. Educators simply need to visualize daily lessons in advance and build the most appropriate teaching strategies into a comprehensive lesson plan. Having a lesson plan is like having a guide for daily teaching. 41

2.11.1 The PPP Framework

To develop this guided work we applied the PPP framework. This framework facilitates the presentation (teacher-centric) of new language concepts, the practice (joint participation of teacher and students) of the new language concepts, and the production (student-centric) of new language concepts. 42

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41 English Teaching Methodology From : htt://www.englishraven.com/methodology.html
42 English Teaching Methodology From : htt://www.englishraven.com/methodology.html
Presentation: In this period the lecturer or the teacher introduces the new language items, explains the lesson concepts. During this time, the teacher teaches the language in context making meaning clear by using realia, drawings, and flashcards. The teacher also may discuss grammatical issues, spelling, and common use of the new language concept. The teacher also raises concept appreciation, checks to verify the students' understanding of the new concepts. In this phase the teacher does most of the talking.

Practice: The teacher encourages students to participate more through orchestrated conversation and graded recitation. Students need to have plenty of activities to help them practice the new language by listening, repeating, writing, and reading the new language. Ideally, this phase should allow students to articulate 60 to 70 percent of the time, with the teacher assuming a secondary role as moderator. Written activities and drills should both be used with varying intensities depending on the new language concept. In this phase the teacher control what the students do.

Production: In this phase, the teacher only monitors the class dynamics and just gives feedback as the lesson ends. By this time, students should be adequately comfortable with the new language concepts that they can accurately and fluently use it to communicate.

2.12 A Definition of Tourism for the Society
Tourism means a particular way to use the available time as an activity related with pleasure, rest, cultural development and entertainment. Tourism is doubtless an activity during the free time, in leisure time and it helps the quality of people’s life. 43

At the present time tourism is not considered anymore as a simple way to entertainment instead it has become an acquired right for the society to its moral, intellectual, physical expansion. The society’s active participation in tourism helps in different areas such as: transportation, lodgings, food, hobbies which have a good benefit in the environment in which they are developing it. These effects especially the economic ones during the last years have come to promote the tourism activity. Through the positive attributes of tourism

it can be produced a national development in regions with less impact in order to help in economic, social, cultural even police fields.  

In conclusion, it is necessary to mention that the literature review process takes into account authors’ way of considering, but their viewpoints are relevant to complement this guided work. Their viewpoints gave us the required and explicit information addressed to the ESP course. The theories in the field of teaching and learning English language are wide. However, it has been emphasized what is important and essential to this study. Then, it has been chosen specific authors, theories, methods, and techniques that have been used along the whole guided work.

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CHAPTER III
Proposal Section, ESP for Tourist Police

3.1 Introduction
Nowadays, English Language is very relevant in the field of communication. Then, it is crucial that The Tourist Police as Institution accesses to this language to be in contact with tourists as part of their daily work. The Needs Analysis revealed that when tourists who speak only English ask for assistance to the Tourist Police, they cannot help or guide them properly, because Tourist Officers do not speak English, and they are conscious that they need to learn English. However, the process of teaching-learning Lexical Items that have to do with tourism in English is a delicate issue that demands careful selection of material, methodology, and teaching-learning techniques about English language for this field.

3.2 Objectives

3.2.1 General Objective
- To develop three modules to teach accurate lexical expressions about tourism to Tourist Police Officers in different situations.

3.2.2 Specific Objectives
- To teach English for Specific Purposes taking into account the different contexts in which the students need the language.
- To train students on the use of Lexical Items in the tourism field.
- To teach phrases and short dialogues within the tourist and the police context.

3.3 Justification
The Tourist Police have to control the foreign visitors in different contexts. The Needs Analysis revealed that the participants needed to learn specific expressions and vocabulary to assist the tourists. Then, the guided work took into account lexical items as a main subject. The Needs Analysis also revealed that the participants needed to develop their communicative competence, which involved developing the speaking and listening skills. Thus, the ESP course has been focused on the teaching lexical items based on tourism applying the four skills, but especially the speaking skill according to the needed situations,
so that the Tourist Police Officers could contact to tourists through lexical items and specific expressions in different situations. The syllabus has also been designed to teach lexical items about tourism.

As it has been mentioned, during the whole process of the guided work, we applied the four skills in an integrative way. However, the most important skill developed was speaking. According to the Needs Analysis, it has shown the relevance to give them vocabulary. Since, The Tourist Police Officers patrol during all day long in real life and different situations; they are in direct contact with foreigners. So to have a real and effective communication, they need English to support them effectively, but this would not be possible if they do not have an appropriate vocabulary in the tourism area.

3.4 The Role of the Classroom Teacher
According to Nunan, the teacher should only monitor the students’ performances, let students involve themselves in activities and develop them by themselves. As facilitators, we identified our students’ communicative needs, selected and created materials and learning activities. What is more, we presented accurate and current contents, we tried to hold the learners’ interest, supporting and guiding the students, and we also used different kinds of teaching strategies, and made corrections when it was necessary. As guides, we monitored the development of the activities using appropriate teaching methods. Through the project we detected the students’ strengths and weaknesses in order to support and help them.

We considered all the aspects about the teacher’s role mentioned above. We selected the right material and used the appropriate methods in order to satisfy our students’ communicative needs.

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3.5 The Students’ Role in the ESP Course

In the communicative approach, the students’ role is active. According to Dudley-Evans and St. John the learners contribute with their experience and knowledge about their profession, and so did our students. As teachers, we set up situations and the students performed the activities. The activities were always based on the learners’ needs.

3.6 Syllabus Design for the ESP Tourist Course

“The syllabus has been concerned essentially with the selection of contents” “what units will be taught” Considering Nunan’s point, we selected accurately the specific units, contents, materials that have to do with tourism. Every unit, every topic, every activity was directed to the students’ target needs, the syllabus planning was elaborated in order to accomplish the objectives stated in this guided work.

3.6.1 Content

The contents are the topics that cover every unit that was developed during classes. The length of the course was divided into three modules. The first module took place from November 2011 to February 2012. In this module, we covered three units. In which we taught lexical items about elementary vocabulary for tourism such as: introductions, nationality, occupations, Formal and informal greetings, personal information, place where people come from, countries, and cities. We also taught the numbers, and the people’s age. The Tourist Police Officers need to talk about these topics when they assist to tourists in different situations.

The second module took place from March to May 2012. In this module, we taught lexical items that have to do with direction of places, like: agencies, airports, banks, museums, squares, churches, and tourist places in La Paz City. Students gave and asked directions using lexical terms about directions. We also taught how to travel to some common towns and places to go sightseeing in our department like: how to travel to Copacabana, Tiwanaku, the Moon Valley, and Los Yungas. Students asked and gave information about

how to get to a certain tourist town whether by bus or any kind of transportation. We also taught vocabulary about travelling such as: luggage, backpack, boots, sweater, passport, etc. All these contents were taught in tourism contexts, students worked in pairs using tourist maps and brochures of places.

The third module took place from May to July 2012. In this module, we provided lexical items related to emergencies, crime, robberies, etc. The lexical terms and functions were about what a tourist can do when he or she suffers a robbery, where they should go, and how the Tourist Police may help or what they should say in these situations. In this module, students also learned what tourists have to do, when they arrive to our city. What is more, they learned warning expressions for the tourists. This kind of drills motivated students’ participation.

### 3.6.2 Competence

It refers to the students’ ability to apply basic communication skills\(^{48}\) (listening, writing, reading, and speaking). The Needs Analysis revealed that the participants needed to learn expressions to communicate with tourists. Therefore, we developed mainly the speaking skill in which the students developed their speaking ability in real-life situations, in contexts where the students need the target language. For example, the participants talked about occupations, transportation, robberies, etc.

### 3.6.3 Function

The language function refers to the purpose of speaking, the topics in which the speaker needs the language.\(^{49}\) Some tourists’ functions are: offering help, giving direction, etc. For instance, “hello” its function is greetings. In this guided work the functions and the notions were about tourism; the participants talked about guiding tourists, reporting robberies, etc.

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3.6.4 Grammar
It is the study of rules of language forming or joining words together in sentences. In this guided work, we taught grammar inductively, that means that we taught lexical expressions and sentences according to the needed situations in different contexts, we did not teach grammar separately rule by rule.

3.6.5 Methodology
This guided work has been developed applying mainly the Communicative Approach; since, the Needs Analysis revealed that the participants needed communicative classes. However, there has been also used the techniques of the Direct Method, the Total Physical Response, the Natural Approach, and the Audio-lingual Method in the teaching of ESP for the Tourist Police Officer.

3.6.6 Resources
It refers to the items used to facilitate the learning process including: blackboard, CD player, markers, pictures, and so on. We also used realia to teach the different lexical items about tourism.

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# SYLLABUS DESIGN

### 1ST MODULE: GETTING ACQUAINTED WITH TOURISTS

**COURSE:** ESP Course for the Tourist Police Officers.

**OBJECTIVE:** To learn how to ask and give personal information to tourists.

**COMPETENCE:** Students talk about tourist’s personal information.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENT</th>
<th>COMPETENCE</th>
<th>FUNCTION</th>
<th>GRAMMAR</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Alphabet.</td>
<td></td>
<td>Spelling a word aloud.</td>
<td>Yes/no questions with be.</td>
<td>The Natural Approach.</td>
<td></td>
<td>Use of vocabulary.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Following the teacher’s commands</td>
<td>Imperatives.</td>
<td></td>
<td></td>
<td>Auditory understanding.</td>
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<td>Make formal and informal introductions.</td>
<td>Information questions with be.</td>
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<td>Numbers 1-20</td>
<td>Count the Numbers from 1-20</td>
<td>Using number words.</td>
<td>Information</td>
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<td>Auditory understanding.</td>
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<td>Numbers 20-100</td>
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<td>Days of the week</td>
<td>Talking about ages.</td>
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<td>Using number words.</td>
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<td>Following the teacher’s commands</td>
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<td>Telling the time.</td>
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<td>Naming the days of the week.</td>
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<td></td>
<td>Count numbers until 100.</td>
<td>Using indefinite Articles a/an.</td>
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<td>Using nationalities and countries.</td>
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<td>questions with be</td>
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</tbody>
</table>

The contents and the topics for the Tourist Police Officers were selected according to their needs.
**2nd MODULE**  : PLACES FOR TOURISTS  
**COURSE**  : ESP Course for the Tourist Police Officers.  
**OBJECTIVE**  : To learn how to ask and give directions to tourists.  
**COMPETENCE**  : Students talk about directions and how to travel to sightseeing places in La Paz.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENT</th>
<th>COMPETENCE</th>
<th>FUNCTION</th>
<th>GRAMMAR</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tourist’s items.</td>
<td>Talk about what they need, want, and have</td>
<td>Naming the tourist Items.</td>
<td>Yes/no questions</td>
<td>The Direct Method.</td>
<td>Flashcards.</td>
<td>Oral expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Name the tourist items.</td>
<td>Identifying the tourist Items.</td>
<td>Do/does.</td>
<td></td>
<td>Pictures. CD.</td>
<td>Use of vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask information about the tourist Belongings.</td>
<td></td>
<td>This/that, These/those</td>
<td></td>
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<tr>
<td></td>
<td>Expressions to give directions</td>
<td>Talk about location.</td>
<td>Asking and giving directions politely.</td>
<td>Next to, between.</td>
<td>The Natural Approach.</td>
<td></td>
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<td></td>
<td></td>
<td>Give directions.</td>
<td>Asking repetitions for directions.</td>
<td>Across from,</td>
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<tr>
<td></td>
<td></td>
<td>Give information about tourist places.</td>
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<td>Expressions of direction</td>
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<td>Go straight ahead.</td>
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<td>Go down, go up.</td>
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<td>Turn to the right.</td>
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<td>Turn to the left.</td>
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<td>at the corner</td>
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</table>

35
<table>
<thead>
<tr>
<th>6</th>
<th>Tourist places In the city. Travel to tourist places. In La Paz</th>
<th>Communicate with tourists Ask questions about tourist places. Help tourists.</th>
<th>Continue for two blocks.</th>
<th>Understanding Second written quiz.</th>
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</thead>
<tbody>
<tr>
<td>The contents and the topics for the Tourist Police Officers were selected according to their needs.</td>
<td></td>
<td></td>
<td>Second written partial about the 2nd module. Oral exam for the 2nd module</td>
<td></td>
</tr>
</tbody>
</table>
### 3rd Module: Tourists’ Problems

#### Course: ESP Course for the Tourist Police Officers.

#### Objective: To learn how to report a tourist robbery.

#### Competence: Students talk about tourist robberies and warning expressions for the tourists.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Content</th>
<th>Competence</th>
<th>Function</th>
<th>Grammar</th>
<th>Methodology</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
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<tbody>
<tr>
<td>Parts of the body.</td>
<td>Students:</td>
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<tr>
<td>Ask personal questions.</td>
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<tr>
<td>Describe how the robbery happened</td>
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<tr>
<td>Describe parts of the body.</td>
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<tr>
<td>Talk about the body.</td>
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<td>Talk about pains.</td>
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<td>Warn about thieves and false policemen</td>
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<td>Talk about dos don’ts for the tourist in our city.</td>
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<td>Give some advice.</td>
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<td>Talking about parts of the body.</td>
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<tr>
<td>Talking about warnings.</td>
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<tr>
<td>Things to do and not to do when a tourist travels.</td>
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<td>Possessive nouns with the body.</td>
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<td>My arms, etc.</td>
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<td>Imperatives for tourism.</td>
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<td>Don’t talk to strangers.</td>
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<td>Ask for help to tourist police officers, etc.</td>
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<td>The Communicative Approach.</td>
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<td>The Total Physical Response</td>
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<td>The Natural Approach.</td>
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<td>The Audio-lingual Method.</td>
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<td>Auditory Understanding.</td>
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<td>Third written Quiz.</td>
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<td>Oral expressions.</td>
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<td>Use of vocabulary</td>
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<td>Final written Examination.</td>
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</table>

The contents and the topics for the Tourist Police Officers were selected according to their needs.
3.7 The Methodology in the ESP Tourist Course

“The learning-objectives must be geared towards learners needs. Teachers must know the situations in which the students will need the foreign language”. “The roles a language-user has to play, the settings in which they will have to play these roles, and the topics they will have to deal with”. Taking into account all these facts, we analyzed the characteristics of the different kinds of language teaching methods. Then, we selected carefully the techniques of the methods which have fulfilled our students´ learning necessities. We also took into account our students´ target needs in which they have to use the English language to communicate. In this case our students (the Tourist Police Officers) need the target language to communicate better with tourists.

As pointed out the teacher has to examine each situation and apply the methodology according to the students´ needs. Then, we considered not only the communicative language teaching approach, but also the techniques of the total physical response, the direct method, the audio-lingual method, and the natural approach, in order to fulfil all our students´ communicative needs.

3.7.1 The Total Physical Response

This method has been used to improve the students´ (the Tourist Police Officers) listening and their responding to commands like: stand up, sit down, raise your hand, look at the picture, open your books, go to the board, make a circle, etc. Applying the TPR students were able to follow the teacher’s commands and they were also able to give commands to their partners. This method helped us to develop successfully our classes.

Example: 1  
Teacher: Stand up!!

Students: Stood up at once.

Teacher: Raise your hands!!

Students: Raised their hands at once.

---

Students performed police commands. Some students acted as tourists and some as tourist police officers in the target language in real life situations.

Example: 2  **The Police Officer:** Stop Sir, wait a minute!!  
**The Tourist:** Yes, Police Officer. What’s the matter?  
**The Police Officer:** Give me your passport please.  
**The Tourist:** Of course, Police Officer. What is wrong?

### 3.7.2 The Natural Approach

In the NA, Language learning is an interactive process, in which students use all the time the target language from the very beginning. With this method we developed some games, dialogues from the very beginning of the course. We also taught our students to communicate in the class using the target language. Then, when they needed help, they asked it in English. Thus, students communicate in the classes using classroom useful expressions from the beginning.

Example 1:  **Student 1:** Can you repeat please?  
**Student 2:** I have a question.  
**Student 3:** Can you help me? I do not understand.  
**Student 4:** What page?

With this method, our students made lots of role play activities in natural situations. The NA helped us to accomplish our purpose with the Tourist Police Officers.

Example 2:  **Student 1:** Hello, I’m Ruben. What’s your name?  
**Student 2:** Hi Ruben, I’m Ruzena.  
**Student 1:** Nice to meet you Ruzena.  
**Student 2:** Nice to meet you too, Ruben.
3.7.3 The Direct Method
This method was very helpful for us, since we were teaching vocabulary related to tourism. Tourist Police Officers were asked to name the different tourist items by looking at the pictures and holding real objects like camera, passport, I.D. cards, driving license, sunglasses, backpack, maps, watches, etc. Emphasis was put on correct pronunciation. Students did lots of repetition in order to pronounce properly, they were asked to repeat after the teacher. This method was very useful to reach our objectives.

Vocabulary: Students were asked to match the pictures with its names on their textbooks. Then after checking the exercise they were asked to repeat after the teacher.
Example: 1  Teacher: Repeat after me. Repeat airport.
   Students: Airport.
   Teacher: Repeat bus station.
   Students: Bus station.

Realia: We taught the tourist vocabulary showing students real objects. Students hold the items and then they named them. One by one, the students ask the names of the items to their partners holding some tourist items like: guide books, passport, sunglasses, etc. the rest of the students answered the questions.

Example: 2  Student 1: What’s this?
   Students: This is a camera.
   Student 2: What’s this?
   Students: This is a credit card.
   Student 3: What are these?
   Students: These are sunglasses.

3.7.4 The Audiolingual Method
This method was also very useful for us. Students did lots of listening activities during classes, they were asked to repeat or imitate the words and expression after they had listened to them. Correction of mistakes of pronunciation or grammar was immediate;
students listened to some dialogues, repeated them and memorized some expressions, then they could apply the expressions in different situations.

Example:  **The Tourist: **Good afternoon Police Officer.

  **The Police Officer: **Good afternoon. May I help you?

  **The Tourist: **Where can we get a map of the city?

  **The Police Officer: **You can get it at the Tourist Office.

3.7.5 The Communicative Language Teaching Approach

In order to reach all our objectives stated in this guided work, we have mostly applied the Communicative Language Teaching Approach in almost all our teaching process. Since our main objective is to develop an effective communication between the foreign visitor and the Tourist Police Officer. With this method students had the opportunity to develop the language functions required for them in real-life situations like: giving directions, talking about personal information, offering assistance, giving advice etc.

Example 1:  **The Tourist: **Excuse me, Police Officer.

  **The Police Officer: **Yes, Sir. May I help you?

  **The Tourist: **Excuse me, where is the Bank?

  **The Police Officer: **Go straight one block, the Bank is next to the Hotel.

In this example, students performed a situation in which the Tourist Police Officer is making a report about a robbery.

Example 2:

  **The Police Officer: **Good morning Sir. What is the problem?

  **The Tourist: **Good morning police officer. I have been robbed.

  **The Police Officer: **What have you been robbed?

  **The Tourist: **My camera, my wallet, and my credit card.

  **The Police Officer: **Where have you been robbed Sir?

  **The Tourist: **In a taxi. Yesterday afternoon.

  **The Police Officer: **Calm down Sir!! I will help you.
In this example, students performed a situation in which the police officer gives direction and information about the Witches Market.

Example 3:

**Tourist 1:** Excuse me. Where is the Witches Market?

**The Police Officer:** It is on Jimenez Street. Go down one block, the market is right there.

**Tourist 1:** What can we buy there?

**The Police Officer:** You can buy souvenirs, handicrafts made in Bolivia.

**Tourist 2:** Can we buy clothes?

**The Police Officer:** Yes. You can buy wool and Alpaca clothes.

**Tourist 1:** What else can we buy there?

**The Police Officer:** You can buy silver jewellery, and Bolivian musical instruments.

We developed this guided work through the communicative approach. With this method students had the opportunity to satisfy their communicative needs.

### 3.8 Materials for the ESP Tourist Course

The materials were carefully selected to reach the purpose stated in this guided work. All the materials such as: audiovisual, written material was directed to the tourist area.

#### 3.8.1 Written Material

We elaborated ESP material for the Tourist Police. The material consisted of handouts in different topics directed to tourism according to the Tourist Police Officers´ needs (See Appendix C). To reinforce the activities in the classes, we used some units from the textbooks *In Contact I* second edition and *World View 1-A* first edition. Additionally, we also used newspapers, magazines, and brochures.
3.8.2 Audiovisual Material
We used the CDs from the In Contact I and World View 1-A textbooks, Flash cards, pictures, photos, maps, songs, and tapes. We worked with selected material in order to fulfil our students’ necessities.

3.9 The Evaluation in the ESP Tourist Course
3.9.1 Qualitative Evaluation
We evaluated our students simultaneously taking into account the summative, qualitative, and quantitative evaluation. That means we measured: What have the students learned? How well have the students learned the Lexical Items based on tourism? How well they put into practice the new Lexical Items?

3.9.2 Summative Evaluation
We measured our students’ learning process regularly through the development of the course applying some instruments, these instruments consisted of quizzes and written examinations (See appendix D). We also evaluated separately the oral production in every module, taking into account the pronunciation of the new lexical items, the fluency of the students, and the use of the new lexical items learned in real-life situations. The results were analysed and graded gradually at the end of every module. (See appendix E)

3.9.2.1 Attendance
20% was assigned to attendance, because we considered that if the students attended to classes they might be able to develop better in the target language.

3.9.2.2 Participation and Activities in the Class
30% was assigned to participation and activities in the class. Since we developed the classes mainly through the communicative approach, we emphasised participation. Lexical items and pronunciation have been taught and checked progressively, the way the participants put into practice the new lexical items in different role-plays. Then, the classes were very active, students performed activities in pairs, in small groups of three or four students, and dramas in real-life situations.
3.9.2.3 Oral Production
25% was assigned to oral production. Since the objective of this guided work is to develop an effective communication between the tourist and the Tourist Police Officer, we evaluated separately the speaking skill. To measure the oral production of the students, we took into account some parameters such as: confidence, accuracy, security, fluency, pronunciation, vocabulary, and non verbal communication gestures. However, the use of new lexical items, pronunciation, and fluency has been mainly graded, because we needed to check the stress and rhythm as well as the speed of talking, the hesitation before and while the speaking, the body gestures, and facial expression. So that they could communicate with foreigners as natural and spontaneous as they do in their mother tongue. Students took oral examinations about the learned topics at the end of every module.

<table>
<thead>
<tr>
<th>ORAL PRODUCTION COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF LEXICAL ITEMS</td>
</tr>
<tr>
<td>15%</td>
</tr>
</tbody>
</table>

3.9.2.4 Written Evaluation
25% was assigned to written production. We administered written exams to our students in the middle and at the end of every module about the learned contents (See appendix D).
Student’s Evaluation

Course: ESP Course At the Tourist Police  
Schedule: 07:00 – 09:00  
Starting Date: November 28th, 2011  
Ending Date: July 27th, 2012  
The Minimum Passing Grade is 51%

<table>
<thead>
<tr>
<th>No</th>
<th>Rank</th>
<th>LAST NAME / NAME</th>
<th>Attendance 20%</th>
<th>Participation &amp; Activities 30%</th>
<th>Oral Production 25%</th>
<th>Written Evaluation 25%</th>
<th>Final Grade 100%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sbtte.</td>
<td>Aguirre Limpias Giuliana</td>
<td>15</td>
<td>22</td>
<td>22</td>
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<tr>
<td>2</td>
<td>Pol.</td>
<td>Anaya Chachahuayna Silvia</td>
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<td>3</td>
<td>Cbo.</td>
<td>Apaza Quispe Alfredo</td>
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<td>19</td>
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<td>Sgto. 2do.</td>
<td>Aquise Mamani Delfín Cesar</td>
<td>20</td>
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<td>Condori Callisaya Orlando</td>
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<td>23</td>
<td>21</td>
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<td>15</td>
<td>16</td>
<td>20</td>
<td>66</td>
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</tbody>
</table>

**NUMBER OF STUDENTS WHO:**

| PASS | 26 |
| FAIL | 0 |
| DROP OUT | 4 |
| TOTAL | 30 |

**FINAL EVALUATION, OBSERVATIONS & RECOMMENDATIONS**

Four students have dropped out the course by the end of the last module. As police officers they are subordinated and they have to follow their new work place in the National Police.
3.10 Lesson Plan for the ESP Tourist Course

3.10.1 The PPP Approach to Communicative Language Teaching

The lesson plan was directed to our students´ needs. It involved the use of the right resources through the teaching strategies. The lesson plan was designed thinking of what students will reach learning specific lexical items by the end of every unit. How the teacher will interact with the whole class through the different activities. Then, to accomplish our objectives we followed the PPP framework (Presentation, Practice and Production), (See appendix F) applying at the same time techniques of different teaching methods such as: The Direct Method, the Communicative Method above all. The use of the PPP framework was very useful to develop the classes since it has three sequential stages.

3.10.1.1 Presentation: The presentation was the introduction to the lessons; it required the creation of a realistic situation, requiring the target language to be learned. For this stage, we used short dialogs, pictures, imagination or actual classroom situations all of them had to do with tourism. As teachers, we checked that students understand the nature of the situation. Students were given the language model, and then they were engaged in choral drills to learn lexical items about tourism. Mistake correction was important in this stage.

3.10.1.2 Practice: It usually started with what is termed mechanical practice or drillings. Students performed open and close pair-works. Students were gradually moved into more communicative practice involving them in created dialogs, controlled role-plays. Practice was seen as the frequency device to create familiarity and confidence with the new language. At this stage, as teachers we directed and corrected mistakes and the classroom was becoming more and more learner-centred.

3.10.1.3 Production: It is the product of the language learning process. At this stage, our students started to become independent users of the language. As teachers, we facilitated real-life situation activities, where the students instinctively felt the need to actively apply the language they have practiced. As facilitators, we did not correct or interrupt the students’ performances unless students directly appeal us to do so.

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### 3.11 Sample Lesson Plan for the Tourist Police.

**INSTITUTION**: Tourist Police  
**COURSE**: ESP for the Tourist Police, 2\textsuperscript{nd} Module  
**No. OF STUDENTS**: 15  
**SCHEDULE**: 07:00 – 09:00  
**UNIT**: 5, Directions  
**LINGUISTIC OBJECTIVES**: To learn how to give directions. Use the expressions turn to the Right/left, go down/up; go straight ahead, at the corner, block/s.  
**FUNCTIONAL OBJECTIVES**: Talking about giving directions about tourist places.  
**SKILLS**: Integrated Skills  
**MATERIALS**: Board, CD player markers, text book, etc.

<table>
<thead>
<tr>
<th><strong>Unit 5 Directions</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>WARM UP</strong></td>
</tr>
<tr>
<td><strong>TIME</strong></td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MAIN ACTIVITY</strong></th>
<th><strong>PURPOSE</strong></th>
</tr>
</thead>
</table>
| **TIME** | **Presentation**: Tell students that the lesson is About directions.  
**Listening & Pronunciation**  
Use elaborated handout. Tell students to look at the vocabulary. Tell students to listen and repeat the expressions.  
Go straight ahead.  
Go down, go up.  
draw on the board drawings explaining the meaning of the vocabulary. | **To introduce the topic.** |
| **TIME** | **Tell students to listen to the second part of the vocabulary. Tell students to listen and repeat.**  
**Turn to the right.**  
**Turn to the left.**  
**ask students raise their right hand, left hand to explain the meaning of the expressions.** | **To learn the right and the left.** |
| **TIME** | **Provide students more expressions. Ask students to repeat after the teacher.**  
**At the corner**  
**Continue for two blocks.**  
draw on the board drawings showing the meaning of the expressions. | **To learn more expressions about directions.** |
TIME 5 min  Ask students to repeat the new vocabulary and correct the pronunciation.  

**Practice**

**Writing**

TIME 10 min  Tell students to look at the map. Ask students to answer the questions on their handout:

- How do you get to the Hotel?
- How do you get to San Francisco Church?
- Where is the nearest restaurant?
- Where is Sagarnaga Street?

TIME 5 min  Tell students to compare their answers and check the answers.

**FUNCTION**

**PURPOSE**

TIME 15 min  **Speaking**  
Role plays in pairs in real-life situations. tell students to work in pairs, one student is the tourist, the other is the Tourist Police.

tell students to change partners until they perform with everyone, asking and giving directions politely, using maps.

TIME 12 min  **Production**  
Tell students to present short dramas in real-situation context in front of the class two by two.

**HOME WORK**

**PURPOSE**

TIME 5 min  Ask students to study the new vocabulary ask students to put into practice the new Lexical items learned.  

To check, correct pronunciation.

To read and write the answers to the questions.

To work on writing.

To let students share, cooperate each other.

To interact each other.

To have students put in to practice the new language learned.

To make students produce new language.

To speak in real-life situation.

To review.
3.12 Lesson Plan Procedure

3.12.1 Objectives

A) Linguistic Objective
To teach students directions, the use of expressions about directions “turn to the right/left, go down/up, go straight ahead, at the corner, one block, blocks”.

B) Functional Objective
Giving directions about tourist places.

C) Skills: Integrated skills.

D) Material: whiteboard, markers, CD player, maps, students’ book, handouts, etc.

3.12.2 Warm up (beginning the class)
Write questions on the board. Ask students’ experience giving directions. Ask students to think about how they give direction to an English speaker tourist. Let students discuss about the questions, listen to students’ experiences.

3.12.3 Main Activity

3.12.3.1 Presentation: explain students the topic of the lesson. Make students read the instructions, ask students to read the vocabulary, tell them to listen to the vocabulary and repeat it. Listen as many times as possible, check the pronunciation. Draw on the board pictures showing the meaning of the expressions; make sure that students understand the meaning of the new lexical items. Show the students how to use the expressions in giving directions. Ask students to look at the map and answer the questions in the handout. Answer students’ questions about any vocabulary that they do not understand, check the exercise.

3.12.4 Practice: Ask students to read the model conversation in pairs in their handouts. Ask students to work in pairs using maps giving and asking different directions. Make sure that students use lexical terms of directions. Ask them to change partners until they practice with everyone. Walk around the class help students when necessary.
3.12.5 Production

Use real maps about tourist places in our city. Students are asked to give and ask directions politely in real-life situations. Some students make the tourist role and some the Tourist Police Officers.

Tourist: Excuse me, can you tell me where The Witches Market is?
Tourist Police: Go this way Sir, go straight one block on Illampu Street, turn to the right at the corner, go down one short block, the Market is right there.

Tourist: Thank you Police Officer.
Tourist Police: You are welcome Sir.

Thus, students learned lexical items about directions with lots of practice. At the end of the second module, students were able to give different tourist directions politely in real-life contexts.

To conclude the third chapter, we have to point out the development of the ESP course. Fist of all, the syllabus has been designed to fulfil the participants´ language needs in the tourism field. Specific ESP material has been elaborated to develop the ESP classes. The communicative language teaching approach has been mostly applied to develop the ESP course to satisfy the students´ communicative needs. The students learning process has been graded applying the summative, quantitative, and qualitative evaluation. The lesson plan has been developed taking into account the four skills; however the speaking skill has been relevant following at the same time the communicative approach principles. Finally, the methods and materials have been directed to fulfil the Tourist Officers’ requirements in the English language.
CHAPTER IV
Results of the ESP Tourist Course

4.1 The ESP Project Report
To reach our purpose with this guided work, we had to understand all our students’ specific learning needs. The needs analysis revealed all the students’ English language needs. The questionnaire was mainly directed to the difficulties that the Tourist Police Officers face during their daily work. (See appendix A) The interview also revealed the Commander’s positive attitude towards the guided work. Knowing our students’ English learning needs we could elaborate a suitable syllabus. (See page 38) Moreover, we could select the methods that might fulfil the students’ learning needs, we could also select the adequate materials. What is more, during the classes we asked students expressions that they considered important to know in English in different topics, expressions that they thought might be very useful in their daily work. All the expressions that they considered important were about tourism in different contexts. The Strengths, Weaknesses, Opportunities, and Threatens gave us more information about the Institution and the participants. The SWOT analysis showed the inside and outside characteristics of the Tourist Police, some of them were positive and some were negative. (See Page 13)

According to the questionnaire applied to the students, they had different work experience at the Tourist Police, some of them have worked for more than one year in the Institution, but the majority of the Tourist Officers were at the Tourist Police Unit for less than a year, and some have just arrived to the Tourist Police (See appendix B). All these instruments helped us to gather information about the Institution and the students’ real language needs; then we could state the specific objectives about English language for the Tourist Police Officers.

The analysis of the questionnaires showed that the Tourist Police Officers needed communicative classes to communicate effectively with tourists from different countries. Therefore, we carried out the classes based upon the principles of the communicative language teaching approach; it led students practice communication in different contexts.
To develop the ESP course, we elaborated ESP material for the Tourist Police Officers according to the different needed topics to support our students’ learning process. (See appendix C) Additionally, we followed some units from the textbooks In Contact I and World View 1-A.

4.2 Report of the English Class

This section reports the number of the students who started, dropped out the course, and the number of students who completed the course. (See appendix E)

<table>
<thead>
<tr>
<th>FIRST MODULE</th>
<th>No. OF STUDENTS WHO:</th>
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<tr>
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<tr>
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<td>FAILED</td>
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<tr>
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<td>0</td>
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Total of students who completed the 1st. module 30

Thirty students started the course and all of them passed the first module. At the beginning of the course, it was hard for the students to break the ice, but they could overcome that difficulty and they could get the rhythm of the classes; then with some effort they developed successfully in the first module. (See appendix E)

<table>
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<tr>
<th>SECOND MODULE</th>
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<tr>
<td></td>
<td>FAILED</td>
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<tr>
<td></td>
<td>PASSED</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
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<td></td>
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Total of students who completed the 2nd. module 27

Thirty participants started the second module, but only twenty seven students completed the second module. Three participants dropped out the course in the middle of the module; since they are subordinated, the Tourist Police Officers are always sent on duty and sent to different Police Departments within the National Police from time to time.
<table>
<thead>
<tr>
<th>THIRD MODULE</th>
<th>No. OF STUDENTS WHO:</th>
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<tbody>
<tr>
<td></td>
<td>STARTED</td>
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<td></td>
<td>27</td>
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<tr>
<td>Total of students who completed the 3rd module</td>
<td>26</td>
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</table>

By the last module, we had only twenty seven students. At this time of the course, students have gotten a great deal of knowledge about lexical items in tourism; they were already used to using the lexical items in many situations and contexts. However, only twenty six participants finished the last module, one more student dropped the course out, the student was sent as the previous ones to another Police Department within the National Police.

### 4.3 The Communicative Approach in the ESP Teaching

The ESP course should merely consist of communication and learning. Knowing our students’ target needs in which they have to use English language to communicate, we applied mostly the Communicative Language Teaching Approach. This methodology makes use of real life situations that demands communication. With this method, our students had the opportunity to interact in natural performances. For instance, they learned in situations in which one of the students played the tourist role and other students made the Tourists Police Officer role, assisting foreigners in situations in which they were giving directions, assisting in airports, bus stations, reporting robberies, etc. This method provided opportunities in the classroom for our students.

### 4.4 Students’ Learning Progress Report

During the classes, students had difficulties in the process of learning lexical items about tourism. Some participants had little time for the classes. Some students felt afraid of participating in classes. We had to talk and motivate our students creating a communicative and cooperative environment in the classes. The students (Tourist Police Officers) were always involved in public events in different public places; then they were absent from classes, because of the absences we had to repeat the same classes many times. Another difficulty was that some students could not pronounce properly some lexical items, since
most of them have Aymara as their mother tongue; they had many difficulties in the process of learning lexical items. As real beginners, they did not have any knowledge about English Language. And then we had to do lots of listening and repeating activities. Additionally, students listened to some short conversations and songs to learn some of the lexical items. Some students could not assimilate some vocabulary, they forgot frequently the meaning of the new vocabulary and we had to show them flash cards of items many times to recall the meaning of the new vocabulary.

Another thing that we have to mention is that grammar was taught inductively without deep explanation in writing and oral production. We taught words, expressions, and sentences within the tourism field, but sometimes we had to explain on the board the grammar rules in sentences showing the difference in affirmative, negative and interrogative forms. At the beginning students had lots of difficulties in the oral skill development, as instructors we always showed pair role performances with some students, then they could continue with the rest of their partners and little by little they got used to the speaking activities. To make our classes more interesting, students played some games from time to time from the very beginning of the course; during the games students were forced to remember some new lexical items, we used games mainly to reinforce teaching personal information, numbers, and tourists´ items. Those games motivated students´ learning progress.

It is also necessary to mention that the speaking skill production was relevant during the development of the guided work, from the beginning to the end of the course. Then, we focused especially the correct pronunciation and fluency of the new lexical items; we had to check the stress, rhythm, the hesitation, the body gestures, facial expression, body language, accuracy, grammar, vocabulary, and the non verbal communication expressions, so that they can communicate with foreigners as natural and spontaneous as they do in their mother tongue.

At the beginning of the course, the Tourist Police Officers did not have any kind of knowledge or vocabulary of the English language. The evolution of the guided work has been progressive; the students learned gradually lexical items, verbs, phrases, statements,
through different techniques like repetitions and drills. The participants learned the lexical items from the basic structures to the complex.

In the first module, we taught the learners simple lexical structures and vocabulary such as: personal information: What is your nationality? Can you spell your last name? And so on. They also learned lexical items about personal objects, like: passport, backpack, wallet, etc. In the second module, the participants learned more complex lexical items such as: Can you tell me where is El Rosario hotel? What can we buy in the witches market? Where is the Moon Valley located? And so on. Little by little the participants were learning successfully more and more vocabulary and expressions.

In the Third module, the participants learned complex lexical items about tourism like: What has happened? Where have you been robbed? We have prepared for your country a robbery report. And so on. At the end of the course, the learners were able to communicate better with tourists. With the ESP course we taught English as an effective tool for the Tourist Police Officers for their daily job. We have also recorded the participants putting into practise what they have learned in the ESP course on a typical daily work.
The last presentation showed all what the participants have learned in the ESP course, both the Commanders of the Tourist Police Unit and the Chiefs of the Policial “Mariscal Antonio José de Sucre” (UNIPOL) were pleased with the production of the guided work.

4.5 Achieved Objectives
The specific objectives stated in this guided work were directed to develop the students’ communicative competence in English. The first objective stated was to teach lexical items based on tourism through pictures. We taught lexical items about tourism using not only lots of pictures but also real objects; for example, the participants named the different objects holding them. The second objective stated was to apply different kinds of language
teaching methods. Along the course; we applied different techniques of the Direct Method, the Natural Approach, the Audio-lingual Method, the Total Physical Response, and the Communicative Approach above all, since the purpose of this guided work is to develop an effective communication between the foreign tourists and the tourist police officers.

The third objective stated was to apply language learning activities that encourage the Tourist Police Officers to internalise the learned contents. To reach this purpose, we developed the classes applying several activities like: listening and repeating specific lexical items about tourism. To improve the students’ pronunciation, the learners listened to the sound and intonation of the vocabulary, and then they imitated the sounds. What is more, students listened to short conversations based on tourism. Students also did lots of fill in the black exercises about vocabulary to reinforce the learned lexical items.

Furthermore, we had motivating classes from the beginning to the end of the ESP course. Participation was imperative in the development of the classes. Students performed communicative exercises in pairs, in small groups of three students, where they performed different monologues in which the participants’ communicative competence increased little by little. We tried to have active classes so that students keep a positive attitude towards the English course. What is more, we had some games in the process of learning certain lexical items. We also provided them selected material. As teachers, we created a cooperative and communicative environment.

4.6 Students’ Evaluation of the Course
Through the classes, as facilitators we learned a lot from the students´ learning process in the tourism field. They also learned a lot from the classes. At the conclusion of the classes; the participants evaluated us as instructors and the English course for the Tourist Police, answering a teacher evaluation questionnaire. It was a questionnaire with eleven questions with open-ended questions that measured the teacher’s performance along the ESP course. The results of the questionnaire showed that the participants were satisfied with both the instructors and the English course. It also showed that the classes were developed enthusiastically; all the topics were explained clearly and easily to understand in the
different situations. All the available resources and materials were also used. Additionally, all the students’ doubts and questions were clarified. The questionnaire also revealed that the learners were encouraged to participate. The participants pointed out all these facts about the instructors. Finally, the students thought that the English course was useful for them. (See appendix H)

4.7 Conclusion
In conclusion, we could say that in spite of the fact that the participants showed many difficulties in the process of learning lexical items about tourism; such as: at the beginning of the course students had difficulties in the oral skill development, most of them could not pronounce correctly some lexical items, many times they had to go on duty in public events, which caused students’ absences, and finally, they showed lack of study habits. However, little by little all the participants could come up with all the mentioned difficulties. What is more, little by little students got used to using all the new lexical items learned, since we taught English for Specific Purposes (ESP) taking into account the different contexts in which the students needed the target language.

We also trained them on the daily use of lexical items. That means that the students learned lexical items, phrases, and short dialogues within the tourist and police contexts in which they were supporting the tourists, like: showing directions, assisting them when they suffer robberies, asking for personal documents, and so on. Thus, they continued learning more and more lexical items in the tourist and police contexts. They felt very enthusiastic when they realised their own progress. At the end of the course, all the participants could develop more than satisfactory; guiding tourists who do not speak Spanish from different nationalities in different situations.

Finally, it could be said that all the participants’ needs about the English language were satisfied. In the first module, the students learned basic lexical items such as: greetings, personal information, tourist items like: camera, passport, etc. In the second module, they were able to use more complex lexical items like: how to ask and give directions, using structures in different statements such as: affirmative, negative, and interrogative. However,
they learned grammar inductively not rule by rule. By the end of the last module, the participants were able to use complex structures to help the tourists in different situations, like in reporting robberies. What have you been robbed? How was your camera? How have you been robbed? And so on.

As it has been mentioned, the guided work has been focused in the oral production. Then, we provided the students with lexical items in the tourism area. The progress of the learners have been gradually, at the beginning the participants did not know anything about English language, but through the development of the course, with the use of different teaching methods and techniques, little by little the learners were able to perform better. Thus, the students could communicate with tourists better, making possible to have and effective communication between The Tourists Police Officers and the foreign visitors.

4.8 Recommendations
Finally, we could recommend that the agreement signed with the Policial “Mcal. Antonio José de Sucre” (UNIPOL) should continue, so that the training to the new Tourist Police Officers continues, since the Tourist Police Officers are moved from the Tourist Police Unit every year to any other Institution that belongs to the National Police. We truly believe that; as Tourist Police Officers, they should be trained in English in the tourism field.

4.8.1 Academic and Institutional Recommendations
- Students of the “Linguistics and Languages Department” should develop more guided works and project works training and cooperating The Police Officers at the Tourist Police Unit, teaching English language or any other language.

- It is necessary to carry out a Basic English Course for the Tourist Police Officers, so that they could have a basic knowledge about tourism in English.

- About the Institution, it is imperative that there should be a regulation to do the paper work, so that Linguistics Students may develop work projects without interruptions.
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Dictionary and Thesaurus-Merriam-Webster Online
Web: http://www.merriam-webster.com

English Language Teaching Methodology
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APPENDIX A

QUESTIONNAIRES
POLICÍA TURÍSTICA DE LA CIUDAD DE LA PAZ

Cuestionario dirigido a los Oficiales de la Policía Turística.

Lea cuidadosamente las siguientes preguntas y encierre en un círculo la respuesta correcta.

1.- ¿Cómo se comunica usted con turistas que no hablan español?
   A) Uso lenguaje de señas  B) no digo nada  C) en español, hablo fuerte y repito

2.- ¿Ha ayudado a turistas que hablen solamente inglés?
   A) Siempre  B) frecuentemente  C) a veces  D) rara vez

3.- ¿Ha tenido usted problemas al comunicarse con los turistas?
   A) Siempre  B) frecuentemente  C) a veces  D) rara vez

4.- ¿Cuáles son los problemas más comunes que usted ha tenido con los turistas?
   A) Entender su idioma  B) comunicarme con ellos  C) algunos malos entendidos por el idioma

5.- ¿Cómo le pide usted al turista su identificación o pasaporte?
   A) Diciendo pasaporte por favor. B) mostrándole el documento C) uso signos y gestos

6.- ¿Cómo indica Usted dirección al turista en inglés?
   A) Uso lenguaje corporal  B) no digo nada  C) en español, hablo fuerte y repito

7.- ¿Tiene Usted problemas cuando indica dirección en inglés al turista?
   A) Siempre  B) frecuentemente  C) a veces  D) rara vez

8.- ¿Qué hace Usted cuando no entiende lo que el turista le dice?
   A) Contacto al turista con alguien que hable inglés.
   B) Trato de entender lo que el turista dice.
   C) No hago nada.
9. ¿Necesita traductor cuando usted se comunica con turistas que no hablan español?
   A) Siempre  B) frecuentemente  C) a veces  D) rara vez

10. ¿Qué es lo que hace usted cuando un turista sufre un robo?
   A) Lo ayudo  B) le indico como llegar a la oficina de la Policía turística  C) lo comunico con mi superior.

11. ¿Cómo se comunica usted con el turista cuando éste reporta un robo en inglés?
   A) Contacto al turista con alguien que hable inglés.
   B) Trato de entender lo que el turista dice.
   C) No hago nada.

12. ¿Cree usted que debe aprender inglés para poder ayudar mejor al turista en su trabajo diario?  
   Si  No

¿En qué porcentaje cree que necesita el inglés?
   A) Mucho  B) lo suficiente  C) un poco  D) nada

13. ¿Qué le gustaría aprender acerca del idioma inglés?
   A) Vocabulario relacionado al área de turismo
   B) Solo algunas expresiones y frases sobre turismo.
   C) El idioma inglés en general.
Entrevista dirigida a la Comandante de la Policía Turística.

Distinguida Coronel, mucho le agradeceremos el que pueda responder a la siguiente entrevista con la mayor veracidad posible, dado que la misma tiene fines académicos.

A) ¿Cuál es su cargo actualmente dentro de la Policía Turística?
R.-

B) ¿Cuál es el grado que tiene usted dentro la Policía Nacional?
R.-

1. ¿Cuál es la relevancia o importancia del inglés para usted y toda la unidad de la Policía Turística?
R.-

2. ¿Qué porcentaje de conocimiento del idioma inglés considera usted que tiene el personal de la Policía Turística?
R.-

3. ¿Cree usted que el personal de la Policía Turística tiene dificultades al momento de comunicarse con el turista?
R.-

4. ¿Considera usted que los Oficiales de la Policía Turística deberían fortalecerse y/o aprender el idioma inglés?
R.-
CUESTIONARIO

Encuesta Dirigida a los policías de turismo.

I.- Distinguidos oficiales, les agradeceríamos poder llenar este cuestionario con la mayor veracidad posible, puesto que el mismo tiene fines académicos.

Edad: .....................................................  Genero:  M  F

Lugar de nacimiento: ..........................................................

Colegio de procedencia: ............................................................

El colegio era:  Privado  Fiscal  De convenio  C.E.M.A

Zona donde vive: .................................................................

II.- Responder las siguientes preguntas. Escoja la mejor opción.

1.- ¿Cual de estos idiomas es su lengua materna?
   A: Español     B: Aymara    C: Quechua    D: Guaraní    E: otro…

2.- ¿Que idiomas habla usted?
   A: Español     B: Aymara    C: Quechua    D: Inglés    E: Francés   F: otro…

3.- ¿Considera usted que el idioma inglés es importante?
   SI                  NO

4.- ¿Cuánto conocimiento del idioma inglés consideraría Ud. Que tiene?
   A: Bastante     B: suficiente    C: regular    D: poco    E: nada

5.- ¿Considera usted que tiene y cuenta con vocabulario en el idioma inglés?
   A: Bastante     B: suficiente    C: regular    D: poco    E: nada

6.- ¿Si Ud. Tuviera la oportunidad de asistir a un curso de inglés técnico especializado en la policía turística, lo tomaría?
   SI                  NO

7.- ¿Cuánto tiempo trabaja usted en la Unidad de la Policía Turística?
   A: Menos de un año     B: mas de un año    C: mas de dos años    D: mas de tres años.
1. How do you communicate with tourists that do not speak Spanish?

2. Have you ever helped a tourist that speaks only English?

3. Do you have problems when you communicate with tourists?
4. What are the most common problems that you have with tourists?

- Understanding their language: 60%
- Communicating with them: 15%
- Some misunderstandings: 25%

5. How do you ask the tourist’s identification in English?

- Asking the passport: 75%
- Showing the document: 20%
- Using gestures: 5%

6. How do you give directions in English?

- Use body language: 57%
- I do not say anything: 38%
- In Spanish talking aloud, repeating: 5%
7. Do you have problems when you give directions in English?

8. What do you do when you do not understand what the tourist says?

9. Do you need a translator when you talk to a tourist who does not speak Spanish?
10. What do you do when a tourist suffers a robbery?

11. What do you say when a tourist reports a robbery in English?

12. Do you think you need to learn English in order to do a better daily job?
How much?

13. What would you like to learn about English?
1. What is your mother tongue?
2. What languages do you speak?

3. Do you think that English Language is important?

4. How much knowledge and vocabulary in English do you think you have?
5. If you had the chance to study English for Tourism, would you take it?

6. How long have you been working in the Tourist Police?
APPENDIX C

TOURIST POLICE HANDOUTS
ENGLISH FOR TOURIST POLICE
THE USE OF LEXICAL ITEMS TO AN EFFECTIVE COMMUNICATION AT THE TOURIST POLICE

NINFA HUANCA VARGAS
VALERIE CORNEJO ESPEJO

LA PAZ – BOLIVIA
- 2013 -
Lesson 1 Greetings

1: Vocabulary: Read the chart and repeat after the teacher.

Hello. /hi!
I am…./ My name is……
Excuse me, what’s your name again?
Pleased to meet you. / Nice to meet you.
Nice to meet you, too.
Good bye. / bye! / See you. / So long!

2: Read the conversation in pairs.
A: Hello, I’m John Lee.
B: Hi. I’m Raul Santos.
A: Nice to meet you.
B: Nice to meet you, too.
A: See you later.
B: Good bye.

3: Listen and complete the conversation between Susan and Franklin.
A: ___________. __________ Susan Meyer.
B: ___________. __________ Franklin Duran.
A: __________________ you.
B: __________________ you, too.
A: See you later.
B: Bye, bye.

4: Complete the conversation with your own information.

A: Excuse me, what’s your name?
B: My name is _________________. And you?
A: My name is _________________.
B: Nice to meet you _____________.
A: Nice to meet you, too.
B: See you later.
A: Good bye.

---

5: Look at the pictures. Repeat the phrases.

Good morning  Good afternoon  Good evening  Good night

6: Read the conversation in pairs.
A: Good morning, John.
B: Good morning.
A: Good afternoon, Class.
B: Good afternoon, teacher.
A: Good evening Sir.
B: Good evening Miss. Lee.

7: Information Questions with Be

<table>
<thead>
<tr>
<th>Information question</th>
<th>possible answers</th>
</tr>
</thead>
</table>
| What is your name?    | My name is Ruben.
| What’s his name?      | His name is Carlos.
| What’s her name?      | Her name is Martha.
| What are their names? | They are Ramiro and Cesar.

8: Read the answers. Write the questions.

1: ………………………………………..  My name is Jose.
2: ………………………………………..  His name is Santiago.
3: ………………………………………..  They are Wendy and Cecilia.

3 From: http://www.englishraven.com/methodology.html
Unit 1

Lesson 2 Imperatives

1: Vocabulary: Read the chart and repeat after the teacher.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Come here</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Stand up</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Read</td>
<td>8</td>
</tr>
</tbody>
</table>

---

4 Barbara R. Denman (2000) “In Contact 1” Scott Foresman English Longman Pearson Education (p. x)

5 From: http://www.englishraven.com/methodology.html
3: **Follow the teacher’s commands.**
   Teacher: Stand up!
   Teacher: Raise your hands!
   Teacher: Go to the board!

4: **Follow your partners’ commands.**
   Student 1: Open your books!
   Student 2: Repeat book!
   Student 3: Look at the window!

5: **The alphabet: Listen and repeat the letters of the alphabet**
   
   A B C D E F G H I J K L M
   N O P Q R S T U V W X Y Z

6: **Listen and circle the letters you listen.**
   1: O P Q R  2: C D E F  3: W X Y Z

7: **Read the conversation in pairs.**
   
   A: What’s your name?
   B: My name is Margarita.
   A: Can you spell your name please?
   A: Can you please spell your last name?
   B: Of course, Q-U-I-R-O-G-A Quiroga.

8: **Take turns spelling your first and last name. Write your partner’s name.**
   
   A: What’s your name?
   B: My name is ____________________.
   A: Can you spell your name please?
   B: Sure, ____________________  ________________.
   A: Can you please spell your last name?
   B: Of course, ____________________  ________________.

---

Unit 2
Lesson 1 Job and Occupations

1: Vocabulary: Listen to the occupations and repeat.

<table>
<thead>
<tr>
<th>Architect</th>
<th>artist</th>
<th>bricklayer</th>
<th>carpenter</th>
<th>actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>baker</td>
<td>bookkeeper</td>
<td>bus driver</td>
<td>cashier</td>
</tr>
<tr>
<td>Electrician</td>
<td>farmer</td>
<td>fisherman</td>
<td>hairdresser</td>
<td>teacher</td>
</tr>
<tr>
<td>Messenger</td>
<td>gardener</td>
<td>fire fighter</td>
<td>journalist</td>
<td>lawyer</td>
</tr>
<tr>
<td>Mechanic</td>
<td>model</td>
<td>newscaster</td>
<td>pharmacist</td>
<td>painter</td>
</tr>
<tr>
<td>Photographer</td>
<td>pilot</td>
<td>police officer</td>
<td>receptionist</td>
<td>actress</td>
</tr>
<tr>
<td>Secretary</td>
<td>tailor</td>
<td>security guard</td>
<td>taxi driver</td>
<td>waiter</td>
</tr>
<tr>
<td>Waitress</td>
<td>student</td>
<td>translator</td>
<td>veterinarian</td>
<td>scientist</td>
</tr>
</tbody>
</table>

2: Look at the pictures. Write the occupations.

7


---

3: Information Questions with Be

<table>
<thead>
<tr>
<th>Information question</th>
<th>possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your occupation?</td>
<td>I am a police officer.</td>
</tr>
<tr>
<td>What’s his occupation?</td>
<td>He is an assistant.</td>
</tr>
<tr>
<td>What’s her occupation?</td>
<td>She is a flight attendant.</td>
</tr>
</tbody>
</table>

4: Read the answers. Write the questions.

1: ………………………………………..
Peter is a pilot.

2: ………………………………………..
They are businessmen.

3: ………………………………………..
Mary is a cashier.

5: Listen and complete the introductions.

1: Hello, I am ....................
I am a ....................

2: Hello, I am ....................
I am a ....................

3: Hello, I am ....................
I am a ....................

4: Hello, I am ....................
I am a ....................

5: Hello, I am ....................
I am a ....................

6: Complete the sentences.

1: You _______ an engineer. 2: He _______ a student.
3: She _______ a secretary. 4: I _______ a pilot.
5: We _______ students. 6: You _______ a teacher.
7: Peter _______ an artist. 8: Rose _______ a doctor.
9: They _______ tourists. 10: Luis _______ a police officer.
7: Listen to the conversation then practice in groups of three.

C: Bill, this is Serena Williams. Serena, this is Bill Gates.
A: Nice to meet you.
B: Nice to meet you, too.
C: Serena is a tennis player.
B: A tennis player? Great.
C: Bill is a businessman.
A: A businessman? Interesting!

8: Complete the conversation then practice in groups of three.

C: ________, this is _________.  ________, this is _______.
A: Nice to meet you.
B: Nice to meet you, too.
C: ________ is a ____________.
B: A ______________? Great.
C: ________ is a ____________.
A: A ______________? Interesting!

9: Practice the conversation at the street.

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: I need a map.
The Police Officer: Of course. Can I see your identification?
The tourist: Here it is. My name is Michael Thompson.
The Police Officer: Excuse me; can you spell your name?
The tourist: M i c h a e l, T h o m p s o n
The Police Officer: Thank you, what’s your occupation?
The tourist: I am a mechanic.

---

9 Huanca V. Ninfa, Creación Propia
Unit 2 Lesson 2 Countries and Nationalities

1: Look at the flags. Say the country.

2: Vocabulary: Listen to the nationalities and repeat them.

<table>
<thead>
<tr>
<th>American</th>
<th>Argentinean</th>
<th>Australian</th>
<th>Brazilian</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian</td>
<td>French</td>
<td>German</td>
<td>Saudi</td>
<td>Irish</td>
</tr>
<tr>
<td>Italian</td>
<td>Japanese</td>
<td>Afghan</td>
<td>Mexican</td>
<td>Spanish</td>
</tr>
<tr>
<td>Thai</td>
<td>Chinese</td>
<td>Indian</td>
<td>Italian</td>
<td>Korean</td>
</tr>
<tr>
<td>Greek</td>
<td>Turkish</td>
<td>Polish</td>
<td>Israeli</td>
<td>Russian</td>
</tr>
</tbody>
</table>

3: Match the countries with the nationality.

<table>
<thead>
<tr>
<th>Argentina</th>
<th>Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Italy</td>
</tr>
<tr>
<td>Brazil</td>
<td>Japan</td>
</tr>
<tr>
<td>Canada</td>
<td>Korea</td>
</tr>
<tr>
<td>China</td>
<td>Mexico</td>
</tr>
<tr>
<td>England</td>
<td>Spain</td>
</tr>
<tr>
<td>France</td>
<td>Thailand</td>
</tr>
<tr>
<td>Germany</td>
<td>Turkey</td>
</tr>
<tr>
<td>The United States</td>
<td>India</td>
</tr>
</tbody>
</table>

4: Famous people: Read the questions and circle the correct choices.

1: Is Enrique Iglesias Mexican?
   A) Yes, he is.  B) No, he isn’t.

2: Is Maradona Argentinean?
   A) Yes, he is.  B) No, he isn’t.

3: Is Madona British?
   A) Yes, she is.  B) No, she isn’t.

---

5: Food and drink
4: Salteña is   A) Brazilian   B) Bolivian   C) Peruvian
5: Sushi is   A) Japanese   B) Chinese   C) Italian
6: Tacos is   A) American   B) British   C) Mexican

6: Information Questions with Be
Information question   possible answers
Where are you from?   I am from Israel.
Where is John from?   He is from Canada.
Where is Mary from?   She is from America.
Where are they from?   They are from Turkey.

7: Read the answers. Write the questions.

1: …………………………………………..
Peter is from Austria.

2: …………………………………………..
They are from Israel.

3: …………………………………………..
Maria is from Mexico.

8: Practice the conversation at the street.

The tourist: Excuse me, police officer.
The Police Officer: Yes, what can we do for you?
The tourist: We need a taxi.
The Police Officer: Of course, where are you from?
The tourist: We are from Iran.
The Police Officer: Can you repeat please?
The tourist: We are from Iran, we speak Persian and English.
The Police Officer: Thank you. You can take a taxi from the avenue.
The tourist: Thank you very much officers.
The Police Officer: You are welcome.

11 Huanca V. Ninfa, Creación Propia
Unit 2  
Lesson 3 Numbers 0 - 19

1: Listen to the numbers and repeat.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>

2: Listen and write the telephone numbers.

1. - ____________  
2. - ____________  
3. - ____________  
4. - ____________  
5. - ____________  
6. - ____________  

3: Work in pairs ask and answer the questions.

A) What’s your phone number?  
B) My phone number is ………………………

A) What’s your cell phone number?  
B) My cell phone number is ………………………

A) What’s your telephone number?  
B) My telephone number is ………………………

4: Practice the conversation at the Police Station.

**The Police Officer:** What’s your name?  
**The tourist:** I am Samira Lee.  
**The Police Officer:** What’s your phone number?  
**The tourist:** 75553747  
**The Police Officer:** 75553737?  
**The tourist:** No, 75553747  
**The Police Officer:** Thank you, we will call you Miss.  
**The tourist:** thank you.

---

Unit 3

Lesson 1 Numbers 20 - 100

1: Listen to the numbers and repeat.

<table>
<thead>
<tr>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
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<th>32</th>
<th>33</th>
<th>34</th>
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<th>36</th>
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<td>99</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2: Listen and write the numbers you hear.

1.- …………
2.- …………
3.- …………
4.- …………
5.- …………
6.- …………
7.- …………
8.- …………
9.- …………

3: Information Questions with Be

Information question | possible answers
--- | ---
How old are you? | I am twenty years old.
How old is John? | He is thirty-two years old.
How old is Sonia? | She is twenty-nine years old.
How old is he? | He is forty-one years old.

4: Read the answers. Write the questions.

1: ………………………………………
   Peter is nineteen years old.

2: ………………………………………
   Karen is twenty years old.

5: Work in pairs ask and answer questions about ages.
   A) How old are you?
   B) I am ………………. years old.
Unit 3
1: Listen to the time and repeat.

Lesson 2 The Time

2: Look at the picture say the time

![Clock images with times](image)

3: Information Questions with Be

<table>
<thead>
<tr>
<th>Information question</th>
<th>possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time is the departure?</td>
<td>It is at 5:00 a.m.</td>
</tr>
<tr>
<td>What time is the arrival?</td>
<td>It is at 8 p.m.</td>
</tr>
<tr>
<td>What time is the flight?</td>
<td>It is at 2:00 a.m.</td>
</tr>
<tr>
<td>What time is the trip?</td>
<td>It is at 4:30 p.m.</td>
</tr>
</tbody>
</table>

4: Read the questions. Write the answers.

1: What time is the game?

2: What time is the English class?

3: What time is the concert?

4: What time is the party?
5: Practice the conversation at the Bus Station.

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: What time is the departure to Santa Cruz?
The Police Officer: The departure is at 7:00 p.m.
The tourist: Thank you.
The Police Officer: You should be in the Terminal at 6:30 p.m.
The tourist: How many hours does the journey take?
The Police Officer: The journey takes 6 hours.
The tourist: Can you repeat please?
The Police Officer: The journey takes 6 hours.
The tourist: Thank you Police Officer.
The Police Officer: You are welcome.

6: Complete the conversation and practice in pairs.

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: What time is the departure to ……………………?
The Police Officer: The departure is at …………………
The tourist: Thank you.
The Police Officer: You should be in the Terminal at ………………
The tourist: How many hours does the journey take?
The Police Officer: The journey takes ………… hours.
The tourist: Can you repeat please?
The Police Officer: The journey takes ………… hours.
The tourist: Thank you Police Officer.
The Police Officer: You are welcome.

---

14 Huanca V. Ninfa, Creación Propia
Unit 3

1: Vocabulary: Listen say each day

Monday       Friday
Tuesday      Saturday
Wednesday   Sunday
Thursday

2: Look at the calendar listen and repeat the days.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Visit the Cathedral</td>
<td>Go to the Moon Valley</td>
<td>Go Sightseeing</td>
<td>Visit the Churches</td>
<td>Travel to Chacaltaya</td>
<td>Visit the Witches Market</td>
<td>Travel to Copacabana</td>
</tr>
</tbody>
</table>

3: Listen to the conversations then write the days you hear.

1.- ..........................  2.- ..........................
3.- ..........................  4.- ..........................

4: Work in pairs ask and answer the questions.
   A) Today is Sunday, what is tomorrow?
   B) Tomorrow is ......................

   A) Today is Wednesday, what is tomorrow?
   B) Tomorrow is ......................

   A) Today is Friday, what is tomorrow?
   B) Tomorrow is ......................

5: Work in pairs ask and answer the questions.
   A) When is the visit to the church?
   B) It’s on ......................

   A) When is the sightseeing?
   B) It’s on ......................

   A) When is the travel to Copacabana?
   B) It’s on ......................

---

15 Huanca V. Ninfa, Creación Propia
Unit 4

Lesson 1 Things to take on traveling

1: Vocabulary: Listen to the vocabulary and repeat.

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweater</td>
<td>jacket</td>
<td>bathing suit</td>
<td>beach towel</td>
</tr>
<tr>
<td>Umbrella</td>
<td>map</td>
<td>a guidebook</td>
<td>books to read</td>
</tr>
<tr>
<td>CDs</td>
<td>pants</td>
<td>an alarm clock</td>
<td>a portable CD player</td>
</tr>
<tr>
<td>Camera</td>
<td>film</td>
<td>a credit card</td>
<td>travelers checks</td>
</tr>
<tr>
<td>Boots</td>
<td>t-shirt</td>
<td>Phrasebook</td>
<td>sun scream</td>
</tr>
<tr>
<td>ID card</td>
<td>wallet</td>
<td>hiking boots</td>
<td>mosquito repellent</td>
</tr>
<tr>
<td>Passport</td>
<td>luggage</td>
<td>sunglasses</td>
<td>backpack</td>
</tr>
<tr>
<td>Cell phone</td>
<td>binoculars</td>
<td>scarf</td>
<td>shorts</td>
</tr>
<tr>
<td>Sandals</td>
<td>sneakers</td>
<td>gloves</td>
<td>hat</td>
</tr>
</tbody>
</table>

2: Look at the picture. Write the names.  

1...........  2...........  3.............  4.............  

5...........  6...........  7.............  8.............  

9...........  10............  11.............  12.............

16 From: http://www.englishraven.com/methodology.html
3: Listen and repeat after the teacher.

This is a map. These are boots.
This is a jacket. These are sunglasses.
This is a camera. These are books to read.

4: Work in pairs ask and answer the questions.

A) What’s this?
   B) This is a __________________________

A) What’s this?
   B) This is an __________________________

A) What are these?
   B) These are __________________________

5: Work in pairs ask and answer the questions.

A) What is that? B) That is a cell phone.
A) What is that? B) That is a sweater.
A) What are those? B) Those are shoes.
A) What are those? B) Those are guidebooks.
Unit 4 Lesson 2 Do you have tickets?

1: Listen. Say each word and sentence.

I have a camera. He has books.
We have passports. She has an umbrella.
They have films. Jose has a credit card.
You have a map. Maria has sunglasses.

2: Yes/No Questions with have

Information question possible answers

Do you have a ticket? Yes, I do.
Do they have passports? No, they don’t.
Does Peter have a book? Yes, he does.
Does Mary have a wallet? No, she doesn’t.

3: Read the answers. Write the questions.

1: ........................................
Yes, John has a backpack.

2: ........................................
No, Sonia doesn’t have traveller checks.

4: Information Questions with have

Information question possible answers

What do you have? I have a passport.
What do they have? They have books.
What does she have? She has a backpack.
What does he have? He has hiking boots.

5: Read the answers. Write the questions.

1: ........................................
Peter has an ID card.

2: ........................................
They have traveller checks.

3: ........................................
Maria has a luggage.
6: Read the conversation in pairs at the Terminal

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: Where is the departure?
The Police Officer: The departure is right over there.

Do you have your tickets?
The tourist: Yes, we have one way tickets.
The Police Officer: Do you have your passports with you?
The tourist: Yes, we do.
The Police Officer: Do you have suitcases or luggages?
The tourist: We have luggages and backpacks.
The Police Officer: Ok, follow me please, the departure is over there.
The tourist: Thank you police officer.
The Police Officer: You are welcome.

7: Complete the conversation and practice in pairs.

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: Where is the .................., police officer?
The Police Officer: The .................. is right over there.

Do you have your ..................?
The tourist: Yes, we have ..................
The Police Officer: Do you have your .................... with you?
The tourist: Yes, we do.
The Police Officer: Do you have ................ or ................?
The tourist: We have .................. and ..................
The Police Officer: Ok, follow me please, the .................. is over there.
The tourist: Thank you police officer.
The Police Officer: You are welcome.
8: Listen. Say each word and sentence.

She needs a sweater. Mary needs shoes.
He wants a camera. Peter wants an alpaca poncho.
They need hats. We need umbrellas.

9: Yes/No Questions with need and want.

<table>
<thead>
<tr>
<th>Information question</th>
<th>possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you need time?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Do they need tickets?</td>
<td>No, they don’t.</td>
</tr>
<tr>
<td>Does Peter want chocolate?</td>
<td>Yes, he does.</td>
</tr>
</tbody>
</table>

10: Read the answers. Write the questions.

1: ..............................................
Yes, John needs a backpack.

2: ..............................................
No, Sonia doesn’t want coffee.

11: Information Questions with need and want.

<table>
<thead>
<tr>
<th>Information question</th>
<th>possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you need?</td>
<td>I need money.</td>
</tr>
<tr>
<td>What do they have?</td>
<td>They have cell phones.</td>
</tr>
<tr>
<td>What does she want?</td>
<td>She wants water.</td>
</tr>
<tr>
<td>What does he need?</td>
<td>He needs hiking boots.</td>
</tr>
</tbody>
</table>

12: Read the answers. Write the questions.

1: ..............................................
Peter needs an ID card.

2: ..............................................
They have tickets.

3: ..............................................
Maria wants chocolate.

Unit 4
Lesson 3 Daily Activities
1: Look at the pictures. Listen and repeat the expressions.

1: Listen to music  
2: Have lunch  
3: Do the homework

4: Read the book  
5: Get up  
6: Do the house work

7: Go to bed  
8: Solve math problems  
9: Watch TV

10: Dance  
11: Wait for the bus  
12: Help somebody
2: Information Questions with daily activities.

**Information question** | **possible answers**
--- | ---
What time do you get up? | I get up at 5:00 a.m.
What time does he study? | He studies at 8:30 p.m.
When does she watch TV? | She watches TV at night.
When do you listen to music? | I listen to music in the afternoon.
What time do you go to bed? | I go to bed at 11:00 p.m.

3: Read the questions. Write the answers.

1: when do you play the guitar?

…………………………………………...

2: When does he read?

…………………………………………...

3: When do they work?

…………………………………………...

4: What time do you have lunch?

…………………………………………...

4: Work with a partner ask and answer questions about daily activities.

A) What time do you get up?
B) I get up at ............... and you?
A) I get up at .............
Unit 5  Lesson 1  Places in the city

1: Vocabulary: Listen to the places. Say each word or phrase.

<table>
<thead>
<tr>
<th>The Bank</th>
<th>the supermarket</th>
<th>the gym</th>
<th>the post office</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hotel</td>
<td>the library</td>
<td>the stadium</td>
<td>the theatre</td>
</tr>
<tr>
<td>The Motel</td>
<td>the laundry</td>
<td>the restaurant</td>
<td>the cinema</td>
</tr>
<tr>
<td>The café</td>
<td>the hairdresser</td>
<td>the shoe store</td>
<td>the travel agency</td>
</tr>
<tr>
<td>The airport</td>
<td>the terminal</td>
<td>the drugstore</td>
<td>the bus station</td>
</tr>
</tbody>
</table>

2: Read the sentences and repeat after the instructor.

The restaurant is on Eguino Square.
The post office is on Illampu Avenue.
Cactus Hostel is on Jimenes Street.
Naira Hotel is on Sagarnaga Street.
Lobo Café is at the corner.
The bank is on Mariscal Santa Cruz Avenue.

3: Look at the map. Answer the questions.

1.- A) Where is the post office?
   B) The post office is on ..............................................

2.- A) Where is the laundry?
   B) It is on ...............................................................
3.- A) Where is the travel agency?  
   B) It is on ..............................................................

4.- A) Where is the bus station?  
   B) It is on ..............................................................

5.- A) Where is the grocery store?  
   B) It is on ..............................................................

6.- A) Where is the hospital?  
   B) It is on ..............................................................

7.- A) Where is the coffee shop?  
   B) It is on ..............................................................

8.- A) Where is the bank?  
   B) It is on ..............................................................

4: Read the conversation in pairs.
20

The tourist: Excuse me police officer.  
The Police Officer: Yes, may I help you?  
The tourist: Where is the Terminal, police officer?  
The Police Officer: The Terminal is two blocks from here.  
   Do you have your documents with you?  
The tourist: Yes, we have our passports.  
The Police Officer: Can I see your passports?  
The tourist: Yes, here you are.  
The Police Officer: What are your names?  
The tourist: I am Peter and my friend is Matthew, we are from London.  
The Police Officer: Are you in Bolivia on vacation?  
The tourist: Yes, we are tourists and we are on vacation.  
The Police Officer: Thank you Sir, continue straight two blocks.  
   The terminal is right there.

20 Huanca V. Ninfa, Creación Propia
Unit 5: Lesson 2 Directions

1: Vocabulary: Read the chart and repeat after the teacher.

Next to, between
In front of, across from
One block, two blocks, at the corner
Streets, avenues, square
Go on Sagarnaga Street, go on Illampu Avenue.
Continue on the same street.

2: Read the sentences and repeat after the instructor.

The Hotel is next to the building.
The Laundry is across from the Restaurant.
The travel agency is at the corner.
The Bank is between the café and the Hostel.
The Motel is at the square.
The Restaurants are on the main avenue.

21 Barbara R. Denman (2000) “In Contact I” Scott Foresman English Longman Pearson Education (p. 35)
3: Read the conversation in pairs.

The tourist: Excuse me, where is the bank?
The Police Officer: The bank is between the hotel and the café.
The tourist: Can you repeat please?
The Police Officer: The bank is between the hotel and the café.
The tourist: Thank you Police Officer.
The Police Officer: You are welcome.

4: Work in pairs ask and answer about the places.

The tourist: Excuse me, where is …………………...?
The Police Officer: The ………………………………….
The tourist: Can you repeat please?
The Police Officer: The ………………………………….
The tourist: Thank you Police Officer.
The Police Officer: You are welcome.

The tourist: Excuse me, where is ……………………?
The Police Officer: The ………………………………….
The tourist: Can you repeat please?
The Police Officer: The ………………………………….
The tourist: Thank you Police Officer.
The Police Officer: You are welcome.

---

Huanca V. Ninfa, Creación Propia
5: Vocabulary: Read the chart and repeat after the teacher.

Go straight ahead.
Go down, go up.
Turn to the right, turn to the left.
At the corner
Continue two blocks.
Continue on the same street, avenue.

6: Read the dialogue and repeat after the instructor.

The tourist: Good afternoon Police Officer.
The Police Officer: Good afternoon Sir, May I help you?
The tourist: Excuse me, where is the nearest bank?
The Police Officer: Go straight ahead one block on Illampu Street, the bank is at the corner.
The tourist: Can you repeat please?
The Police Officer: Go straight ahead one block on Illampu Street, the bank is at the corner.
The tourist: Thank you Police Officer.
The Police Officer: You are welcome.

Huanca V. Ninfa, Creación Propia
7: Look at the map ask and answer questions about the places.

The tourist: Good _______ Police Officer.
The Police Officer: Good _______ ______, May I help you?
The tourist: Excuse me, where is the ____________?
The Police Officer: ____________________________.
The tourist: Can you repeat please?
The Police Officer: ____________________________.
The tourist: Thank you Police Officer.
The Police Officer: You are welcome.

8: Read the conversation in pairs.

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: Where is the Airport?
The Police Officer: The Airport is in El Alto City.
The tourist: How can we get to El Alto?
The Police Officer: You have to take a taxi.

Where are you travelling?
The tourist: To Santa Cruz, then to Argentina.
The Police Officer: Do you have your passports and migration stamps?
The tourist: Yes, we have all our documents.
The Police Officer: Ok, take a taxi, be careful and don’t talk to strangers.
The tourist: Thank you police officer.
The Police Officer: You are welcome.
Unit 6  
Lesson 1 Travels

1: Vocabulary: Read the chart and repeat after the teacher.

<table>
<thead>
<tr>
<th>Travel by car</th>
<th>by bus</th>
<th>by train</th>
<th>by plane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the terminal. Go to the bus station.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrive at the airport.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a taxi.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get on the bus. Get off the bus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get in the car. Get out of the car.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy one way ticket, buy round ticket.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2: Take turns asking and answering these questions:

25

- How do you travel on vacation? By car? By train? By plane?
- How do you get around the town? On foot? By bus? By car?

3: Read the dialogue and repeat after the instructor.

A) Do you like to travel?
B) Yes. I like it.
A) How do you travel on vacation?
B) I like to travel by bus, and you?
A) I like to travel by car.

---

4: Complete the conversations and practice in pairs.

1. - A) Do you like to travel?
   B) Yes. I like it.
   A) How do you travel on vacation?
   B) I like to travel _____ _________, and you?
   A) I like to travel _____ _________.

2. - A) Do you like to travel?
   B) Yes. I like it.
   A) How do you travel on vacation?
   B) I like to travel _____ _________, and you?
   A) I like to travel _____ _________.

3. - A) Do you like the town?
   B) Yes. I like it.
   A) How do you get around the town?
   B) By __________, and you?
   A) By __________.

4. - A) Do you like the town?
   B) Yes. I like it.
   A) How do you get around the town?
   B) By __________, and you?
   A) By __________.
COPACABANA: It is an important tourist town, located at 158 km. from La Paz City.  

TIWANAKU: It is an Archaeological Site in Bolivia. Aymara New Year is celebrated there. It is located at 72 km. from La Paz City.

THE MOON VALLEY: It is a tourist attraction located at the south of La Paz City.

---

28 From: http://www.lapaz.bo
TITIKAKA: It is the Sacred Lake in Bolivia, located at 3856 m.o.s.l.  

CHACALTAYA: It is a tourist attraction located at 36 km. from El Alto City.

LOS YUNGS: It is another tourist attraction to visit; this area is full of valleys located at north-eastern of La Paz.

2: Read the dialogue and repeat after the instructor.

A) Do you like to travel to Copacabana?
B) Yes. I like it.
A) How do you travel to Copacabana?
B) I travel to Copacabana by bus.

3: Complete the conversation and practice in pairs.

1. - A) Do you like to travel to _____________?
   B) Yes. I like it.
   A) How do you travel to _____________?
   B) I travel to _____________ by __________.

2. - A) Do you like to travel to _____________?
   B) Yes. I like it.
   A) How do you travel to _____________?
   B) I travel to _____________ by __________.

---

30 From: http://www.lapaz.bo
4: Tourist places to travel in La Paz. Read the conversation in pairs.

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: We want to travel to Copacabana. Where is the bus-stop?
The Police Officer: Go to the Cemetery. The bus-stop is right there.
The tourist: How much is one way ticket to Copacabana?
The Police Officer: You have to ask it in an agency. They will give you all the information Miss.
The tourist: How many hours does the journey take?
The Police Officer: It takes around three hours.
The tourist: When are the departures to Copacabana?
The Police Officer: Ask it in an agency Miss.
The tourist: Thank you police officer.
The Police Officer: You are welcome.

5: Complete the conversation then practice in pairs.

The tourist: Excuse me police officer.
The Police Officer: Yes, may I help you?
The tourist: We want to travel to ................................
　　Where is the bus-stop?
The Police Officer: Go to ....................... The bus-stop is right there.
The tourist: How much is one way ticket to ....................?
The Police Officer: You have to ask in the agency.
　　They will give you all the information Miss.
The tourist: How many hours does the journey take?
The Police Officer: It takes around .......... hours.
The tourist: When are the departures to ..................?
The Police Officer: Ask it in the agency Miss.
The tourist: Thank you police officer.
The Police Officer: You are welcome.
1: Vocabulary: Listen to the months and repeat.
   January  February  March  April
   May  June  July  August
   September  October  November  December

2: Read the dialogue and repeat after the instructor.
   A) When is your birthday?
   B) My birthday is in July, and you?
   A) My birthday is in February.

3: Complete the conversation and practice in pairs.
   A) When is your birthday?
   B) My birthday is in ____________, and you?
   A) My birthday is in __________.

4: Practice in pairs.
   A) Javier when is your birthday?
   B) My birthday is in ________________

   A) Roxana when is your birthday?
   B) My birthday is in________________
5: Look at the celebrations in the calendar and read.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year</td>
<td>Carnival</td>
<td>Father’s day</td>
<td>Children’s day</td>
</tr>
<tr>
<td>May</td>
<td>June</td>
<td>July</td>
<td>August</td>
</tr>
<tr>
<td>Labour’s day</td>
<td>Aymara New Year</td>
<td>Anniversary of La Paz</td>
<td>Bolivian Independence day</td>
</tr>
<tr>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
<tr>
<td>Love’s day</td>
<td>The teachers’ birthday</td>
<td>All Saint’s day</td>
<td>Christmas</td>
</tr>
</tbody>
</table>

6: Read the dialogue and repeat after the instructor.

A) When is Christmas?
B) Christmas is in December.

7: Complete the conversation and practice in pairs.

1. - A) When is ________________?
   B) ________________ is in ________________.

2. - A) When is ________________?
   B) ________________ is in ________________.

3. - A) When is ________________?
   B) ________________ is in ________________.

4. - A) When is ________________?
   B) ________________ is in ________________.
Unit 7 Lesson 2 Crafts in La Paz city

1: Vocabulary: Listen to the words and repeat.

<table>
<thead>
<tr>
<th>Typical local craft work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpaca sweater</td>
<td>awayo</td>
</tr>
<tr>
<td>Vicuña poncho</td>
<td>chulo</td>
</tr>
<tr>
<td>Leather bags</td>
<td>coins</td>
</tr>
<tr>
<td>jewellery</td>
<td>silver</td>
</tr>
<tr>
<td>postcards</td>
<td></td>
</tr>
</tbody>
</table>

2: Information Questions with How much.

**Information question** | **possible answers**
---|---
How much is the wool hat? | It is 40 bills.
How much is the vicuña sweater? | It is 97 bills.
How much is the leather jacket? | It is 545 bills.
How much is the awayo bag? | It is 355 bills.

3: Read the questions. Write the answers.

1: How much are the postcards?
   They are ........................................

2: How much is the silver neck lance?
   It is ...........................................

3: How much are the leather shoes?
   The leather shoes are ........................
4: How much is the alpaca sweater?
The alpaca sweater is …………………….

4: Read the conversations in pairs.
A) Good afternoon. Can I help you?
B) Excuse me, how much is the awayo bag?
   A) that is three hundred forty-five bills.
   B) Three hundred forty-five!! That is too much.
      Can you reduce the price please?
   A) This awayo is original and the quality is good
      Take it in three hundred twenty.
   B) Ok, thank you.

5: Complete the conversation and work in pairs.
A) Good afternoon. Can I help you?
B) Excuse me, how much is _______?
   A) that is _______________ bills.
   B) ____________________!! That is too much.
      Can you reduce the price please?
   A) This ___________ is original and the quality is good
      Take it in ____________________.
   B) Ok, thank you.

6: Read the conversation in pairs and practice it.

The tourist: Excuse me. Where is the witches Market?
The Tourist Police: It is on Jimenez Street. Go down one block,
                     the market is on your left.
The tourist: What can I buy there?
The Tourist Police: You can buy souvenirs, handicrafts from Bolivia.
The tourist: Can I buy clothes?
The Tourist Police: Yes Sir. You can buy Alpaca clothes.
The tourist: What else can I buy there?
The Tourist Police: You can also buy Bolivian instruments.
The tourist: Thank you police officer.
The Tourist Police: You are welcome.

33 Huanca V. Ninfa, Creación Propia
34 Huanca V. Ninfa, Creación Propia
1: Complete the following sentences with the verb in parenthesis.

Example: I have been robbed.
       Johan has been robbed with a gun.

1. I have been ……………….. my money and my credit card. (rob)
2. Dexter has been …............ to the street. (push)
3. You have been ……………..in your hotel room. (rob)

2: Information Question using have been.

<table>
<thead>
<tr>
<th>Information question</th>
<th>possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where have you been robbed?</td>
<td>On Linares Street.</td>
</tr>
<tr>
<td>How have you been robbed?</td>
<td>They pushed me and I fell down.</td>
</tr>
<tr>
<td>When was he robbed?</td>
<td>Two days ago.</td>
</tr>
<tr>
<td>What have you been robbed?</td>
<td>My digital camera, my passport.</td>
</tr>
</tbody>
</table>
3: Look and answer the questions.

1. What have you been robbed?
   .................................................................
2. How have you been robbed?
   .................................................................
3. Where have you been robbed?
   .................................................................
4. When were they robbed?
   .................................................................

4: Match the question with the right answer.

1. How have you been robbed?  A: On Murillo Street.
2. When was she robbed?      B: My backpack with all my money.
3. Where have you been robbed? C: They pushed me and I fell down.
4. What have you been robbed? D: A day ago.
1: Read the conversation.
   A: I need your help police officer.
   B: Ok. What happened?
   A: I have been robbed?
   B: What have you been robbed?
   A: My camera and my money

2: Answer the questions. Use the words in parenthesis.

1. What have you been robbed? (digital camera)
   ................................................................................................................

2. What have you been robbed? (my passport and driver license)
   ................................................................................................................

3. What have you been robbed? (400 dollars and 100 Euros)
   ................................................................................................................

4. What have you been robbed? (my backpack)
   ................................................................................................................

5. What have you been robbed? (my phone and my wallet)
   ................................................................................................................
3: Complete the Robbery Report.

Tourist Police: What is your name?
Tourist: ..........................................................
Tourist Police: How old are you?
Tourist: ..........................................................
Tourist Police: Where are you from?
Tourist: ..........................................................
Tourist Police: What is your passport number?
Tourist: ..........................................................
Tourist Police: What is your address in your country?
Tourist: ..........................................................
Tourist Police: In which hotel are you?
Tourist: ..........................................................
Tourist Police: What happened?
Tourist: ..........................................................
Tourist Police: What have you been robbed?
Tourist: ..........................................................

4: Match the answer with the correct question

1. What is your name?       A: My wallet with 350 dollars.
2. How old are you?         B: I’m from Ireland.
3. Where are you from?      C: Estrella Andina Hostal.
4. What is your passport number? D: I have been robbed today.
5. What is your address?    E: It’s 78984561
6. In which hotel are you?  F: My name is Laura Maccarney.
8. What have you been robbed? H: My address is 456 Rockdale Avenue.
1: Look at the example and write some phrases.

Example: this is my head, these are my arms
This is my face, these are my teeth

1. (legs) .......................................................... 
2. (back) ........................................................ 
3. (nose) .......................................................... 
4. (mouth) ....................................................... 
5. (shoulders) .................................................. 

2: Talking about some pains and illnesses.

Example:  A: How are you today? 
B: I don’t feel good. 
A: Why? 
B: I have a headache.

1. How are you today? .................................(fever) 
2. How are you today? .................................(backache) 
3. How are you today? .................................(chills) 
4. How are you today? .................................(cold) 
5. How are you today? .................................(cough)
3: Make some sentences using the vocabulary learned.

Example: Maria has fever, Jonathan has stomachache, and you have a backache.
I have a cold, I feel pain on my shoulder, and she feels pain in her stomach.

1. Justin has …………………………………………………
2. Edward has ……………………………………………
3. I have …………………………………………………
4. She has………………………………………………
5. He has………………………………………………
6. I feel pain ………………………………………
7. Edward feels pain ……………………………
8. Francine feels pain ……………………………
1: Practice some verbs with the following sentences.
Suggestions using Dos and Don’ts

Example: Don’t smoke. Change money in Banks.
Don’t walk alone. Eat fruits and vegetables.

1. ……………………… at the streets. (don’t eat)
2. ……………………… your personal belongings. (watch over)
3. ……………………… coca tea for the sickness altitude. (drink)
4. ……………………… sorojchipill pills for your headache. (take)
5. ……………………… for more information in your hotel if you need something. (ask)
6. ……………………… With strange people in the streets. (don’t talk)
7. ……………………… drunk until late at night. (don’t walk)
8. ……………………… a white taxi without the name of the enterprise on it. (don’t take)

2: Fill in the blanks use the cues in parentheses.

Example: You should go to the doctor, you shouldn’t smoke too much.
Danielle should take some medicine for her sickness.
Bernard shouldn’t smoke 3 cigarettes per day.
1. Dennis ………………… to the hospital. (should go)
2. He …………………… new sneakers. (should buy)
3. She …………………… visa to pay her bill. (should use)
4. Anthony ……………… alcohol every day. (shouldn’t drink)
5. Laura ………………… marihuana. (shouldn’t smoke)
6. You …………………… a new camera. (should buy)
7. You …………………… junk food every day. (shouldn’t eat)
8. Andrea ………………… a taxi to go to the airport. (should take)
9. Bill …………………… to his family in London. (should call)
10. Alex………………… all his credit cards by telephone.
   (should cancel)
BIBLIOGRAPHY


- English Language Teaching Methodology
  Web: http://www.englishraven.com/methodology.html

- Web: http://www.lapaz.bo


EXAMS
THE TOURIST POLICE OF LA PAZ CITY

FIRST EXAMINATION
Units: 1, 2, and 3
Student’s name: .................................................................

LISTENING: Listen to the dialogue, Select if it is true or false.

1. Dave Garrett is from England   T   F
2. Alice is 26 years old          T   F
3. She is from New York           T   F
4. He is an actor                 T   F
5. He works in the Theater       T   F
6. Alice is a nurse in the hospital T   F

VOCABULARY
Write the occupation below the picture on the line

1 ..........................  2 ..........................  3 ..........................  4 ..........................

5 ..........................  6 ..........................  7 ..........................  8 ..........................
NATIONALITIES
Match the countries with the correct nationalities draw a line.

1. Canada  polish
2. Japan  Israeli
3. China  French
4. United Kingdom  Lebanese
5. Ireland  Canadian
6. Israel  English
7. Switzerland  Chinese
8. Lebanon  Japanese
9. France  Irish
10. Poland  Swiss

ASKING PERSONAL INFORMATION
Circle the correct answer

1. What is your name?  A) Her name is Julia Lennon  B) his name is Dawson  C) My name is Vincent Clement  D) her name is Angela

2. Where are you from?  A) She is from Paris  B) he is from Canada  C) I am from England  D) they are from Turkey

3. What is his profession?  A) He is a police officer  B) she is a nurse  C) I am an actress  D) they are politicians

4. How old are you?  A) He is 18 years old  B) she is 25 years old  C) They are 20 years old  D) I am 24 years old

5. What is your nationality?  A) He is Brazilian  B) she is polish  C) I am Australian  D) they are Mexican

Write two cards using your personal information and about any famous person
THE TOURIST POLICE OF LA PAZ CITY

SECOND EXAMINATION

Units: 4, 5, and 6

Student’s name: …………………………………………………………………

LISTENING: Listen to the dialogue, mark T for true or F for false.

1. The post office is on Mariscal Sta. Cruz Av. T F
2. The bus station is near Armentia Av. T F
3. Tiwanaku is an archeological place T F
4. Alex wants to go Chacaltaya tomorrow T F
5. He forgot his backpack in the taxi cab T F
6. I need make photocopy my passport T F

VOCABULARY: Write the correct word under the each picture.

1.......................... 2.......................... 3.......................... 4..........................
5.......................... 6.......................... 7.......................... 8..........................
Write the correct time. Use both ways. What time is it?

1. 11:30 pm. .................................................................
   ...........................................................................

2. 04:15 pm. .................................................................
   ...........................................................................

3. 10:45 am. .............................................................
   ...........................................................................

4. 04:08 am. .............................................................
   ...........................................................................

**DIRECTIONS:** Give the correct directions. Use: *turn to the right, turn to the left, at the corner, go straight, next to, between, in front of.*

- a) Excuse me, Where is the Bus station?
  ...........................................................................

- b) Can you tell me, where the post office is?
  ...........................................................................

- c) Excuse me, where Sn. Francisco church is?
  ...........................................................................

- d) Can you tell me, where the witches market is?
  ...........................................................................
THE TOURIST POLICE OF LA PAZ CITY

FINAL EXAMINATION

Schedule: 07:00 – 09:00
Units: 7, 8, and 9

Student’s Name…………………………… Date ………………

LISTENING: Listen to the interview and answer the questions.
1. What is his name? ………………………………………………………
2. Where is he from? ………………………………………………………
3. How old is he? ………………………………………………………
4. What does he like? ………………………………………………………
5. Where is he now? ………………………………………………………

TOURIST PLACES: Match the places with the definitions.
1. TIWANAKU A) Is an important tourist town, located at 155 km from La Paz city.
2. THE MOON VALLEY B) Is the Sacred Lake in Bolivia, located at 3810 m.o.s.l.
3. COPACABANA C) Is an Archaeological Site in Bolivia. Aymara New Year is celebrated there.
4. TITIKAKA D) Is located in the south of La Paz city.

DIALOGUE: Select the best option.
1. Good afternoon police officer.
   A) I am John. B) Good afternoon Sir. May I help you?
2. Excuse me, where is the airport?
   A) It is in El Alto city. B) It is on the main square.
3. How should I get there?
   A) You should go there by plane. B) You should take a taxi.
4. How much is the taxi?
   A) It is around 50 Bolivians. B) it costs $ 200.dollars
5. Where can I take a taxi?
   A) From the main avenue. B) From my house.
6. How long does it take to reach El Alto?
   A) one day. B) 40 minutes.
7. Thank you police officer.
   A) You are a mechanic. B) You are welcome.
DIRECTIONS
Give the correct directions. Use: turn to the right, turn to the left, at the corner, go straight, next to, between, in front of.

1. Excuse me, where is the Bank?
..............................................................................................................................

2. Can you tell me, where El Rosario Hotel is?
..............................................................................................................................

3. Can you tell me, how I should get to the nearest Restaurant?
..............................................................................................................................

A ROBBERY REPORT: Answer the questions.

1. What have you been robbed?
..............................................................................................................................

2. Where have you been robbed?
..............................................................................................................................

3. When have you been robbed?
..............................................................................................................................

4. How have you been robbed?
..............................................................................................................................
VOCABULARY: Write the correct word under the appropriate picture.

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<th>Luggage</th>
<th>Laptop</th>
<th>Cell phone</th>
<th>Avenue</th>
<th>Traffic light</th>
<th>Hospital</th>
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<td>Sweater</td>
<td>Magazine</td>
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<td>Plane</td>
<td>Hiking boots</td>
<td>A Map</td>
<td>Camera</td>
<td>Jacket</td>
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<td>Purse</td>
<td>Sunglasses</td>
<td>Passport</td>
<td>Hotel</td>
<td>Guidebook</td>
</tr>
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<td>Portable CD player</td>
<td>Airport</td>
<td>Thief</td>
<td>Wallet</td>
<td>Bus</td>
<td></td>
</tr>
</tbody>
</table>

1. ____________  2. ____________  3. ____________  4. ____________

5. ____________  6. ____________  7. ____________  8. ____________

9. ____________ 10. ____________ 11. ____________ 12. ____________
Policía Turística de la Ciudad de la Paz
First Quiz

Student’s Name: ……………………………………………………………………………………………………………………………

A) Chose the correct answer:

a. I am a police officer.
   b. He a police officer.
   c. Mr. Quispe is police officer.

1. Where is Mr. Escobar from?

   a. Mr. Escobar from China.
   b. Mr. Escobar is from China.
   c. Mr. Escobar is a pilot.

2. What is your name?

   a. I am a secretary.
   b. I am Carolina.
   c. I am the police officer.

3. What is his occupation?

   a. He is from Venezuela.
   b. His name is Alfredo.
   c. He is a mechanic.

B) Unscramble the sentences:

1. old / he / is / How? .................................................................

2. is / years / He / old / 28 ..............................................................

3. occupation / your / is / What?.............................................................

4. a / lawyer / am / I .................................................................

5. from / is / Where / she? .............................................................

6. Japan / from / is / She .............................................................
Student’s Name: .................................................................

A: Give the correct directions. Use: turn to the right, turn to the left, at the corner, go straight, next to, between, in front of.

1. Excuse me, where is the Bank?
   ...........................................................................................

2. Can you tell me where El Lobo hostel is?
   ...........................................................................................

3. Excuse me, where is the laundry?
   ...........................................................................................

4. Can you tell me where the hotel is?
   ...........................................................................................

B: Write the correct time. Use both ways. What time is it?

1. 05: 11 am. .................................................................
   ...........................................................................................

2. 09: 15 pm. .................................................................
   ...........................................................................................

3. 10: 45am. .................................................................
   ...........................................................................................

4. 07: 30 am. .................................................................
   ...........................................................................................

C: Answer the questions.

1. Today is Sunday, What is tomorrow? ............................................

2. Today is Friday, What is tomorrow? .............................................

3. Today is Thursday, What was yesterday? ....................................

4. Today is Wednesday, What was yesterday? ..................................
POLICÍA TURÍSTICA DE LA CIUDAD DE LA PAZ
Third Quiz

Student’s Name: ……………………………………………………………………………………………………………………

I Read the dialogue.

A: Good afternoon Sir. May I help you?

B: Good afternoon police officer.
   I have been robbed.

A: What have you been robbed?

B: My camera, my wallet, my credit card, and my luggage.

A: Where have you been robbed?

B: In the taxi. Yesterday morning.

A: Calm down Sir!! I will help you. How was your camera?

B: It was digital and I had $300 dollars in my wallet.

A: I will make a report Sir. What is your personal information?

B: My name is Matt, I am from Canada, I am 45 years old.

A: What is your occupation?

B: I am an engineer.

A: what is your passport number?

B: it is M T 555 095777.

II Write T for true and F for false.

1. ….. The tourist was robbed.
2. ….. The tourist was robbed on the street.
3. ….. The tourist is happy.
4. ….. The tourist was robbed his camera, wallet, and his luggage.
5. ….. The tourist camera was digital.
6. ….. The tourist had $400 dollars in his wallet.
7. ….. The tourist is from Canada.
8. ….. The tourist is 40 years old.
9. ….. The tourist is a pilot.
10. ….. The tourist’s name is Robert.
**Student’s Evaluation**

**Schedule:** 07:00 – 09:00  
**Course:** ESP Course – 1st. Partial  
**Starting Date:** November 28, 2011  
**Ending Date:** February 29, 2012  
**The Minimum Passing Grade is 51%**

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<th>Attendance 20%</th>
<th>Participation &amp; Activities 30%</th>
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**NUMBER OF STUDENTS WHO:**

- **PASS** 30
- **FAIL** 0
- **DROP OUT** 0
- **TOTAL** 30

**TEACHER’S SIGNATURE**

Valerie Cornejo Espejo

Ninfa Huanca Vargas

**FIRST PARTIAL OBSERVATIONS & RECOMMENDATION**

........................................................................................................................................................................

........................................................................................................................................................................
# Policía Turística de la Ciudad de La Paz

## English Course

**Teacher:**
- NINFA HUANCA VARGAS
- VALERIE CORNEJO ESPEJO

## Student’s Evaluation

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<tr>
<th>No</th>
<th>Rank</th>
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<th>Oral Production 25%</th>
<th>Written Evaluation 25%</th>
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**Schedule:** 07:00 – 09:00

**Course:** ESP Course – 2nd. Partial

**Starting Date:** March 1, 2012

**Ending Date:** May 10, 2012

The Minimum Passing Grade is 51%
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NUMBER OF STUDENTS WHO:

PASS 27
FAIL 0
DROP OUT 3
TOTAL 30

TEACHER’S SIGNATURE
Ninfa Huanca Vargas

TEACHER’S SIGNATURE
Valerie Cornejo Espejo

SECOND PARTIAL OBSERVATIONS & RECOMMENDATION

……………………………………………………………………………………………………………………………………………………………………
Student’s Evaluation

Schedule: 07:00 – 09:00  
Course: ESP Course – Final Evaluation  
Starting Date: May 11, 2012  
Ending Date: July 27, 2012  
The Minimum Passing Grade is 51%

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**NUMBER OF STUDENTS WHO:**

- **PASS**: 26
- **FAIL**: 0
- **DROP OUT**: 4
- **TOTAL**: 30

**TEACHER’S SIGNATURE**

Valerie Cornejo Espejo

**TEACHER’S SIGNATURE**

Ninfa Huanca Vargas

**FINAL EVALUATION, OBSERVATIONS & RECOMMENDATION**

........................................................................................................
........................................................................................................
........................................................................................................
Teacher’s Report

**Course:** ESP Course At the Tourist Police  
**Schedule:** 07:00 – 09:00

**Starting Date:** November 28, 2011  
**Ending Date:** July 27, 2012

The Minimum Passing Grade is **51%**

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<td>22</td>
<td>Cbo.</td>
<td>Ramos Mamani Ivan</td>
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<td>23</td>
<td>Cbo.</td>
<td>Rojas Montesinos Yovana</td>
<td>17</td>
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<td>24</td>
<td>Pol.</td>
<td>Rojas Tallacahua Sandra</td>
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<td>25</td>
<td>Pol.</td>
<td>Sarzuri Laura Beatriz</td>
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<td>26</td>
<td>Sbtte.</td>
<td>Torrez Monroy Isaac Daniel</td>
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<td>27</td>
<td>Sgto. 1ro.</td>
<td>Vargas Barreda Santiago</td>
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<td>28</td>
<td>Cbo.</td>
<td>Villegas Ibanez Shirley</td>
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<td>29</td>
<td>Cbo.</td>
<td>Yujra Sara Lourdes</td>
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**OBSERVATIONS & RECOMMENDATION**

Four students have dropped out the course by the end of the last module. As police officers they are subordinated and they have to follow their new work place, in the National Police.

**TEACHER’S SIGNATURE**

Ninfa Huanca Vargas  
Valerie Cornejo Espejo
The Grades in Graphs

The Three Modules

The Three Modules

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<thead>
<tr>
<th>Modular Percentage</th>
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<tr>
<td>1</td>
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<td>2nd</td>
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<td>3rd</td>
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APPENDIX F

THE ESP LESSON PLAN
FOR THE TOURIST POLICE
Unit : 1 Greetings
Linguistic objectives : To teach formal and informal greetings, to teach the English Alphabet
Functional objectives : Greeting with each other and learning the alphabet.

<table>
<thead>
<tr>
<th>WARM UP</th>
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| **Time 10:** | Teachers introduce themselves.  
Teachers explain the purpose of the course |
| **Time 05:** | Practice informal greetings |

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<thead>
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<th>PRESENTATION</th>
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</table>
| **Time10:** | **Listening:** Explain students that the unit is about greetings.  
Ask students to listen to and repeat short greetings.  
Teach informal greetings  
What is your name?  
Hello/hi  
Good bye/bye |
| **Time 10:** | Teach students formal greetings  
*Good morning/afternoon*  
*Good evening/night*  
*Sir/Mr./Mrs./Miss*  
Make students practice the correct pronunciation of the new vocabulary |
| **Time 16:** | Teach the alphabet. Students listen to and repeat the alphabet  
Students practice the alphabet as a class. |

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<th>PRACTICE</th>
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</table>
| **Time 10:** | **Writing**  
Tell students to look at the exercise, ask students to fill in the blanks  
ask students to compare with each other  
check the exercise |
| **Time 07:** | **Speaking**  
Role play: Ask students to practice in pairs  
Ask them to change partners until they have practiced with everyone.  
Role-play informal greetings |
| **Time 07:** | Ask students to practice formal greetings in pairs |

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<thead>
<tr>
<th>PRODUCTION</th>
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</table>
| **Time: 15** | **Speaking**  
Have students present informal and formal greetings in pairs in front of the class in real-life situations. |
**Unit**: 1 Introductions  
**Linguistic objectives**: To teach formal and informal introduction, to teach spelling  
**Functional objectives**: Introducing oneself and spelling names

### WARM UP

**Time 10:**  
**Speaking**: Students practice informal greetings  
Practice informal greetings.

### PRESENTATION

**Time 10:**  
**Listening**: Explain students that the unit is about introduction  
ask students to listen to short dialogues in the book  
Teach informal introductions  
*Hello, I am Jose. And you?*  
*Nice to meet you.*  
Make students practice the correct pronunciation of the new vocabulary.  
Teach students how to spell their names.

### PRACTICE

**Time 10:**  
**Writing**: Tell students to look at the exercise,  
ask students to fill in the blanks, ask students to compare with each other,  
check the exercise  
**Time 07:**  
**Speaking**: Role play: Ask students to practice in pairs,  
ask them to change partners until they practice with everyone.  
Students make role-play exercises spelling their names  
**Time 07:**  
Ask students to practice formal introductions in pairs

### PRODUCTION

**Time: 15**  
**Speaking**: Have students introduce themselves one by one in front of the class. Have students introduce their partners. Make students introduce in pairs in front of the class in real-life situations.
<table>
<thead>
<tr>
<th><strong>Unit</strong></th>
<th>2 Jobs and Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic objectives</strong></td>
<td>To teach jobs and occupations, <em>the verb to be, the article a/an</em></td>
</tr>
<tr>
<td><strong>Functional objectives</strong></td>
<td>Asking about jobs and occupations.</td>
</tr>
</tbody>
</table>

### WARM UP

**Time 10:** **Speaking:** Students talk about jobs and occupations  
Students brainstorm some jobs and occupations they already know.

### PRESENTATION

**Time 15:** Explain students that the unit is about jobs and occupations.  
**Pronunciation:** Ask students to look at the pictures listen to and repeat each word  
make students practice the correct pronunciation of the new vocabulary  
Teach vocabulary about jobs and occupations using flash cards.  
Make students repeat the different pictures in the flash cards like:  
*Police officer, architect, nurse, clerk, engineer, plumber, etc.*  
teach the article *a/an* *e.g.*: *an engineer, a pilot, a carpenter, a police officer*

**Time 10:** Teach the verb to be in the present tense.  
*e.g.: I am a doctor, he is a carpenter, she is a teacher, etc.*  
**Time 05:** Students practice the occupations using the present tense.

### PRACTICE

**Time 15:** **Writing:** Tell students to read the exercise, ask students to fill in the blanks,  
ask students to compare with each other  
Check the exercise.  
**Time 10:** Ask students to name the pictures using flash card one by one  
**Time 10:** **Speaking:** Role play: ask students to practice in pairs, ask them to change  
Partners until they practice with everyone.  
Students make role-play exercises using the vocabulary learned.

### PRODUCTION

**Time 15:** **Speaking:** Have students ask and answer information using jobs and occupations in pairs in front of the class.  
Make students present short dramas in which they use jobs and occupations in front of the class in real life situations.
**Unit**: 2 Nationalities  
**Linguistic objectives**: To teach countries and nationalities, numbers from 0-19  
**Functional objectives**: Talking about countries and nationalities, counting from 0-19

| **WARM UP** |  
|---|---|
| **Time 10:** | Students brainstorm some countries and nationalities  
Students talk about countries and nationalities |

| **PRESENTATION** |  
|---|---|
| **Time 10:** | Explain students that the unit is about countries and nationalities.  
**Pronunciation**: Ask students to listen to and repeat the different nationalities.  
Make students practice the correct pronunciation of the new vocabulary |
| **Time 10:** | Teach vocabulary about countries and nationalities. Make students repeat the different countries and nationalities like:  
*Germany, United Kingdom, France, Italy, Etc.*  
The nationalities: *Australian, Japanese, Lebanese, Spanish, Irish, etc.*  
Make students practice the correct pronunciation of the new vocabulary |
| **Time 15:** | Teach students numbers from 0 to 19  
Have students listen to and repeat the numbers, correct the pronunciation  
Students practice the countries and nationalities using the verb to be  
*Example: I am American, she is Israeli, he is Korean, etc.* |

| **PRACTICE** |  
|---|---|
| **Time 15:** | **Writing**: Tell students to read the exercise in the handout.  
Ask students to fill in the blanks. ask students to compare their answers  
Check the exercises |
| **Time 15:** | **Speaking**: Role play: ask students to practice in pairs answering the questions.  
*Example: Where are you from? I am from Canada.*  
*Where is he from? He is from China.*  
Ask them to change partners until they practice with everyone.  
Students make role-play exercises using the vocabulary learned. |

| **PRODUCTION** |  
|---|---|
| **Time 15:** | **Speaking**: have students ask and give information using the countries and nationalities. Have students perform small dramas in which one student performs as tourist officer and the other is the tourist in real life situations. |
**Unit:** 3 The numbers and the age  
**Linguistic objectives:** To teach the numbers 20-100, teach the age.  
**Functional objectives:** Asking and giving the age.

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<th><strong>WARM UP</strong></th>
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</table>
| **Time 10:** | Students practice introduction and greetings  
Students practice some jobs and nationalities. |

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<thead>
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<th><strong>PRESENTATION</strong></th>
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</table>
| **Time 15:** | **Pronunciation:** Students listen to and repeat the numbers from 20-100.  
Check the correct pronunciation  
Teach the numbers in words |
| **Time 15:** | Teach the age. Students learn expressions for the age.  
*How old are you? I am 26 years old.*  
*How old is John? John is 32 years old.* |

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<th><strong>PRACTICE</strong></th>
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| **Time 15:** | **Writing:** Tell students to read the exercise, ask students to do the exercises.  
Ask students to compare their answers.  
Check students’ exercises. |
| **Time 10:** | **Speaking:** Have students read and practice the conversation in pairs |
| **Time 10:** | **Group work:** ask students to practice in groups asking and giving the age.  
They switch partners until they practice with everyone. |

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<tbody>
<tr>
<td><strong>Time:</strong> <strong>15</strong></td>
<td><strong>Speaking</strong> have students present short dramas performing as the police officer and the tourist in real context talking about personal information.</td>
</tr>
</tbody>
</table>
**Unit**: 3 The time and days of the week  
**Linguistic objectives**: To teach the time and days of the week.  
**Functional objectives**: Asking and giving the time talking about the days of the week.

<table>
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<tbody>
<tr>
<td><strong>Time 10:</strong> Students remember the numbers. Students practice the numbers one by one.</td>
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| **Time 15:** Teach vocabulary about the time.  
*Example: 5:00 o’clock, 5:15 a quarter after five, 5:30 half after five, 5:45 a quarter to six, etc.*  
Teach students the days of the week  
**Time 15:** Listening: choral repetition. students listen to and repeat the days of the week  
Teach the expressions: tomorrow yesterday  
*e.g.: today is Friday, yesterday was Sunday  
What day is today? What is tomorrow?  
Check students correct pronunciation* |

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<th>PRACTICE</th>
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</table>
| **Time 15:**  
**Writing:** Ask students to do exercises about the time  
Ask them to compare their answers. Check the exercise  
**Speaking:** Role play: have students practice asking and giving different times.  
**Time 15:**  
**Writing:** Ask students to do exercises about days of the week  
Have them share their answers. Check students exercise.  
**Speaking:** Role play: students practice in pairs, talk about activities in different days of the week.  
**Time 05:** Students repeat the lexical items related to the activities in the week. |

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| **Time 15:**  
**Speaking:** Have students present orally short conversations using the new lexical items learned about time and days of the week in natural context. Have them talk about the different activities on week days and on the weekend. |
**Unit:** 4 Things to take on traveling

**Linguistic objectives:** To teach the tourist’s items, teach *this/that these/those*

**Functional objectives:** Asking and answering about tourists’ belongings.

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| **Time 10:** Students practice introducing someone else  
Students brainstorm some tourist belongings. |

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<th><strong>PRESENTATION</strong></th>
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</table>
| **Time 15:**    | **Listening:** Students listen to things to take on vacation and traveling  
Students listen to and match the pictures with the correct vocabulary.  
Check the listening exercise.  
Students listen to and repeat the new vocabulary.  
Teach vocabulary about tourist items. Using real objects and pictures  
*Example: a passport, a backpack, a driver license, a camera, etc.* |
| **Time 15:**    | **Teach demonstrative adjective with several examples.**  
e.g.: *what is this? This is a passport*  
*What is that? That is an umbrella*  
*What are these? These are my backpacks.* |

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</table>
| **Time 15:**  | **Writing:** Ask students to look at the exercise, ask students to fill in the blanks.  
Ask them to share their answers.  
Check the exercise. |
| **Time 05:**  | Students correct their answers.  
Students practice the correct pronunciation of the vocabulary. |
| **Time 15:**  | **Speaking:** Ask students to work as a class. One by one students show some  
Tourist items. Asking what is this? /that? The rest of the class answers  
in chorus.  
Pair work: tell students to practice in pairs using the tourist´s items. |

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</table>
| **Time 15:**  | **Speaking:** Have students present dramas using real objects and the new vocabulary  
learned in natural situations. |
**Unit**: 4 Tourist items

**Linguistic objectives**: To teach the present tense, the verbs *have, need, and want.*
To teach *do/does yes/no questions.*

**Functional objectives**: Speaking with the verbs have, need, and want in the present tense.

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| **Time 10:** **Speaking**: Students recall some tourist items.  
Students talk about tourist items. |

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| **Time 15:**  
Teach the present tense with the verb: *have/ has.*  
*I have a camera.* *She has a backpack.*  
*They have passports.* *John has sunglasses, etc.*  
Teach the verbs want and need in the present tense.  
Eg: we need mosquito repellent. He wants water.  
| **Time 15:**  
Teach yes/ no questions with these verbs  
e.g.: *Do you need a camera? Yes, I do.*  
*Does Mary have a reservation? No, she doesn’t.* |

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</table>
| **Time 15:**  
**Writing**: Ask students to look at the exercise, ask them  
to complete the exercise. Have students compare their answers.  
Check the exercise.  
| **Time 15:**  
**Speaking**: Pair work: have students practice yes/no questions  
with the verb have.  
*Do you have a camera? Yes, I do.*  
Have students practice yes/no questions with the verbs want and need.  
Asking and giving information using tourist’s items.  
Students make lots of practice changing partners until they work with everyone.  
| **Time 05:**  
**Homework**: Do some exercises practising the learned verbs. |

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| **Time 15:**  
**Speaking**: Students put into practice the learned verbs in different situations.  
Students are able to simulate a real drama between the police officer and tourist in which they use  
the new lexical terms. |
Unit: 4 Daily activities  
Linguistic objectives: To teach information question with the present tense.
    *What do you need? Have? Want?* Teach typical day activities.  
Functional objectives: Talking about typical day activities.  

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| **Time 10:** **Speaking:** Students talk with the verbs have need and want.  
Students talk about tourist items. |

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| **Time 15:** Teach information questions with the verb: have/ has, need, want.  
*What do you have? Need? Want? I need a scarf.*  
*What does Mary have? She has a backpack.*  
*What do they have? They have passports.*  

**Time 15:** Teach typical day verbs in the present tense.  
What do you do on a typical day?  
*What time do you get up? I get up at 5:00 a.m.*  
*What do you do after that? I take a shower.*  
*What time do you have lunch? At 01 p.m.*  
*What do you do in the afternoon? I watch TV.* |

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</table>
| **Time 15:** **Writing:** Ask students to look at the exercise, ask them to complete the exercises. Have students compare their answers.  
Check the exercise. |

**Time 15:** **Speaking:** pair work: have students talk about every day activities.  
Students make lots of practice changing partners until they work with everyone.  
**Time 05:** **Homework:** Do some exercises practising the learned verbs.  

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<th>PRODUCTION</th>
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</table>
| **Time 15:** **Speaking:** Students talk about every day activities.  
Students put into practice the learned verbs in different situations. Students are able to simulate a real drama between the police officer and a tourist in which they use the new lexical terms. |
### Unit
5 Places in the city

### Linguistic objectives
To teach prepositions of location *next to, between, across from*
Teach places in the city.

### Functional objectives
Asking and giving directions to the tourists.

## WARM UP

| Time 10: | Students practice introducing someone else including the age and time Students practice the tourist items |

## PRESENTATION

| Time 15 | Students listen to the places in the city. Students listen to and repeat the places. Practice the pronunciation. Teach vocabulary about places. |
| Time 15: | Teach vocabulary about directions. Using maps |

*Example:* the laundry is in front of Estrella Andina hotel. The travel agency is *across* Murillo street.
Where is hard rock pub? The hard rock is *next to* Lobo hotel. Where is the Rosario hotel? It is *between* the church and the café.

## PRACTICE

| Time 15: | Writing: Ask students to look at the map in the handout, Ask students to write the directions applying the preposition of location. Have students compare their answers. Check the exercise. |
| Time 05: | Students practice the correct pronunciation of preposition of location. |
| Time 15: | Speaking: pair work students ask and give directions using local maps about The city. With a big map, students one by one give directions in front of the class. |

## PRODUCTION

| Time 15: | Speaking: Students present real dramas giving different directions, making a role play in which one is the tourist and the other is the tourist police. |
Unit: 5 Directions

Linguistic objectives: To teach prepositions of directions go straight ahead, go down/up

Turn to the right/left, at the corner, block/s

Functional objectives: Helping a tourist with directions.

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<tbody>
<tr>
<td>Time 10: Students practice the directions using their maps</td>
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<th>PRESENTATION</th>
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<tbody>
<tr>
<td>Time 15: Teach vocabulary about prepositions of directions</td>
</tr>
<tr>
<td>Go straight ahead one block</td>
</tr>
<tr>
<td>Go down/up. At the corner</td>
</tr>
<tr>
<td>Turn to the right/left</td>
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<tr>
<td>Write on the board many examples explaining the new vocabulary</td>
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<tr>
<td>Ask students to raise their right and left hands to teach the right and left</td>
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</table>

Time 15: Teach prepositions of directions with a map.

Example: excuse me. Where is the witches market?
Go straight two blocks, then go down 1 block and turn to the right.
Where is the Jaen street?
Go straight ahead two blocks, turn to the right the street is right there

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<tbody>
<tr>
<td>Time 15: Writing: Ask students to look at the map in the handout,</td>
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<tr>
<td>Ask them to write the different directions applying the preposition of directions.</td>
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<tr>
<td>Have students compare their answers.</td>
</tr>
<tr>
<td>Check the exercise.</td>
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</table>

Time 05: Students practice the correct pronunciation of prepositions of directions.

Time 15: Speaking: With a big map, students one by one give directions in front of the class |
Pair work students ask and give different directions using local tourist maps |
Students practice a lot giving direction changing partners until they have practiced with everyone.

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<tbody>
<tr>
<td>Time 15: Speaking: Students present real dramas giving different directions, making a role play in which one is the tourist and the other is the tourist police. Students are able to help any tourist giving directions.</td>
</tr>
</tbody>
</table>
**Unit**: 6 Travels  
**Linguistic objectives**: To teach prepositions for traveling and transport  
*By bus, go to, arrive at.*  
**Functional objectives**: Talking about traveling and transportation.

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| **Time 10:** **Speaking:** students talk about traveling.  
Students brainstorm means of transportation. |

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</table>
| **Time 15:** Explain students that the unit is about means of transportation.  
**Pronunciation:** ask students to look at the pictures, listen to and repeat each word.  
Teach vocabulary about types of transportation  
*Bicycle, boat, motorcycle, taxi, boat, etc.*  
Make students repeat the different vocabulary.  
make students practice the correct pronunciation of the new vocabulary |
| **Time 10:** Teach prepositions for traveling and transport  
*by car, by train, by plane, by bus, etc.*  
*go to, arrive at* |

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</table>
| **Time 10:** **Writing:** Tell students to read the exercise, ask students to fill in the blanks  
ask students to compare with each other  
check the exercise |
| **Time 07:** **Speaking:** Have students practice the new vocabulary in pairs,  
Ask them to change partners until they practice with everyone.  
students make role-play exercises asking and giving information about transport  
have students give information about how to get to some tourist places  
How do you travel on vacation? By car? By plane?  
How do you get around the town? On foot? By bus? |

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<tbody>
<tr>
<td><strong>Time: 15</strong> <strong>Speaking:</strong> Have students give and ask information about transport politely in front of the class. Make students present short dramas giving and asking information politely in real-life situations.</td>
</tr>
</tbody>
</table>
**Unit**: 6 Tourist places to travel in La Paz  
**Linguistic objectives**: To teach vocabulary about sightseeing places in La Paz  
**Functional objectives**: Talking about touristic sightseeing places in La Paz.

| Time 10: Speaking | Students talk about giving directions in the city.  
students talk about traveling |
|-------------------|---------------------------------------------------------------------------------------------------|

**PRESENTATION**

| Time 15: Explain students that the unit is about tourist places to travel in La Paz  
Teach students vocabulary about sightseeing places in La Paz  
Teach the tourist places using photos and pictures |
| Reading: Ask students to read the different tourist places to travel.  
Explain students the meaning of all the new vocabulary in the reading  
Practice the correct pronunciation. |
| Time 15:教 the expression. How do you get to ………….?  
I get to ………………… By car/ by bus. Etc.  
Do you like Tiwanaku?  
How do you travel to ……………………..? |

**PRACTICE**

| Time 15: Writing: Tell students to read the exercise, ask students to fill in the blanks,  
ask students to compare with each other,  
check the exercise |
| Time 15: Speaking: Role play, ask students to practice in pairs,  
ask them to change partners until they practice with everyone.  
students make role-play exercises talking about travelling  
How to get to some tourist places in the city. |

**PRODUCTION**

| Time: 15 Speaking: Have students talk politely in front of the class about tourist places in La Paz.  
Make students present short dramas helping a tourist in real-life situations. |
**Unit**: 7 Months of the year  
**Linguistic objectives**: To teach months of the year, *In July, On July 4th*, birthdays  
**Functional objectives**: Talking about months of the year.

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<th><strong>WARM UP</strong></th>
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<tbody>
<tr>
<td><strong>Time 10:</strong> Students practice the time and the days of the week</td>
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</table>
| **Time 08:** Teach vocabulary about the months of the year.  
*January, February, March, April, May, June, etc.*  
**Time 10:** Teach the preposition IN with months  
In July, In September  
**Time 10:** Teach the preposition ON with months and dates  
On July 4th. On September 2\textsuperscript{nd}.  
*When is your birthday?  
My birthday is in April* |

<table>
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<tr>
<th><strong>PRACTICE</strong></th>
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</table>
| **Time 10:** **Writing:** Ask students to look at the handout,  
Ask students to fill in the blanks. Check the exercise.  
**Time 15:** Students write and practise their birthdays with their classmates  
Applying *In July* and *On July 3\textsuperscript{rd}*.  
**Time 10:** **Speaking:** Students work in pairs answering the question  
*When is your birthday?*  
students switch partner until they practice with everyone |

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</table>
| **Time: 15 ** **Speaking:** Have students talk about personal information including  
birthdays and important dates in front of the class. |
**Unit**: 7 Crafts in La Paz city  
**Linguistic objectives**: To teach crafts in La Paz, the expression *how much is it?*  
**Functional objectives**: Naming the different crafts and asking the prices.

<table>
<thead>
<tr>
<th><strong>WARM UP</strong></th>
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<tbody>
<tr>
<td><strong>Time 10</strong>: Students practice the tourist items previously learned in former units</td>
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<th><strong>PRESENTATION</strong></th>
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</table>
| **Time 15**: Explain students that the unit is about typical local craftwork.  
Teach vocabulary about the crafts in La Paz city with pictures.  
*Example: aguayo bag, alpaca sweater, vicuña scarf, etc.*  
*Some other things such as: silver portraits, scarves, gloves, etc.*  
Make students practice the new vocabulary  
**Time 10**: Teach students the expression *How much is it?*  
*Example: how much does the alpaca poncho cost?*  
*It costs fifty-five dollars.*  
**Time 10**: Students practice vocabulary about crafts.  
*Example: how much is the silver bracelet?*  
*It is one hundred dollars.* |

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</table>
| **Time 15**: **Writing**: Ask students to look at the exercise, ask them to fill in the blanks  
ask students to compare their answer with each other  
check the exercise  
Students write and practise questions with *How Much is it?*  
**Time 15**: **Speaking**: Students make role-play buying and selling different crafts  
applying.  
How much does the hat cost?  
How much are the leather shoes?  
Students practice changing partners until they practice with every student. |

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<tr>
<th><strong>PRODUCTION</strong></th>
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<tbody>
<tr>
<td><strong>Time: 15</strong> <strong>Speaking</strong>: Have students present in groups the vocabulary learned about the crafts in real situations, in which one of the student is the tourist and the other one is the seller.</td>
</tr>
</tbody>
</table>
**Unit**: 8 Reporting Robberies  
**Linguistic objectives**: To teach vocabulary about robberies. The present perfect  
With “have been robbed.”  
**Functional objectives**: Talking about robberies. What have you been robbed?

<table>
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<th>WARM UP</th>
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</table>
| **Time 10:** Students talk about their experience about robberies.  
Students brainstorm some expressions about robberies. |

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<th>PRESENTATION</th>
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</thead>
</table>
| **Time 15:** Teach vocabulary related to robberies.  
What has happened? / Where were you at that moment?  
When did the robbery happen?  
How do you feel now? / are you Ok? |
| **Time 15:** Teach the present perfect with “been robbed”.  
*Example: what have you been robbed? My money and my backpack  
Where have you been robbed? On Linares street.*  
Students repeat the vocabulary about robberies. Check the correct pronunciation  
*Excuse me police officer. I need your help* |

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</table>
| **Time 10:** **Writing:** Ask students to look at the exercises, ask students to fill in the blanks.  
Ask students to compare their answer with each other  
Check the exercise  
Students write and practise the expressions about robberies.  
**Time 10:** Students make choral repetitions about all the expressions for robberies  
Students practise in groups asking information about robberies. |
| **Time 15:** **Speaking:** Group work. Students make dramas reporting different robberies.  
Students make lots of practise.  |

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<tbody>
<tr>
<td><strong>Time: 15</strong> <strong>Speaking:</strong> Have students present dramas in groups simulating robberies, in which some students are the tourists and others are the tourist police.</td>
</tr>
</tbody>
</table>
**Unit**: 8 Robberies  
**Linguistic objectives**: To teach how to report a robbery.  
**Functional objectives**: Reporting robberies in different situations.

<table>
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<tbody>
<tr>
<td><strong>Time 10:</strong> Students practice talking about robberies.</td>
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<tr>
<th>PRESENTATION</th>
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</table>
| **Time 15:** Reinforce and practice further the present perfect with been robbed.  
Describe how the robbery happened, ask in details the robbery.  
Describe the lost objects.  
*What have you been robbed?*  
*My passport, my new Sony cyber shot digital camera, etc.*  
*What has happened? They pushed me and I fell down, they took my wallet.*  
*Where have you been robbed? On Sagarnaga street*  
*When have you been robbed? This afternoon at 5 o'clock pm* |

| Time 15: Students repeat vocabulary about robberies in the present perfect tense.  
*Example: good morning police officer. I want to make a report please  
Ok take a seat sir/ madam then tell what happened?  
I have been robbed.* |

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</table>
| **Time 15:** **Writing**: Ask students to look at the handout, ask students to do the exercises  
Ask students to compare their answer with each other  
check the exercise |

| Time 10: Students make choral repetitions about all the expressions for robberies  
Students practise in groups asking the information about robberies. |

| Time 15: **Speaking**: Group work. Students make dramas reporting different robberies.  
Students make lots of practise. |

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<tbody>
<tr>
<td><strong>Time: 15 Speaking</strong>: Have students present dramas in groups simulating robberies, and reporting different kinds of robberies. In which some students make the role of tourists and others are the tourist police. At this point students are able to help the tourists in different situations.</td>
</tr>
</tbody>
</table>
Unit 9 Parts of the body
Linguistic objectives To teach vocabulary about parts of the body
Teach the possessive pronoun *my, his, her, etc.*
Functional objectives Identifying parts of the body and some pains.

| WARM UP |
| Time 10: Students practice asking and giving personal information. Students practice talking about giving and explaining directions. |

| PRESENTATION |
| Time 10 Pronunciation: Students listen to parts of the body. Students listen to and repeat the words. Practice the correct pronunciation. Teach vocabulary about parts of the body using pictures. Example: head, knee, ankle, hand, mouth, nose, hair, legs, etc. |
| Time 10: Teach the possessive pronouns Example: My head, my hair, his arms, her lips, etc. |
| Time 10: Teach students some pains and illnesses such as. Headache, stomachache, etc Example: I have a headache, I got fever, I feel pain on my legs. |
| Time 05: Students repeat the vocabulary learned. Example: how are you today? So. So I got a cold and fever. |

| PRACTICE |
| Time 10: Writing: Ask students to look at the handout, ask students to do the exercises Tell students to compare their answer, check the exercise. |
| Time 05: Students make choral repetitions about parts of the body and illnesses. |
| Time 15: Speaking: Students practise in groups talking about the body. Students work as a class. One by one students show parts of the body. Role play: Students make dialogues between the tourist police officer and the tourist. They talk about illnesses. |

| PRODUCTION |
| Time: 15 Speaking: Have students present dramas in which they help tourists with pains in the streets. They make dialogues using lexical items learned about the body and pains. |
### Unit: 9 Useful expressions for the tourists

### Linguistic objectives: To teach useful expressions for the tourists. *The modal should.*

### Functional objectives: Using useful expressions for tourists.

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<tr>
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<tbody>
<tr>
<td><strong>Time 10:</strong> Students talk about the most common tourist complaints. Students recall tourist complaints.</td>
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<th><strong>PRESENTATION</strong></th>
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<tbody>
<tr>
<td><strong>Time 15:</strong> Teach vocabulary about useful expressions for the tourists. Imperatives with dos and don’ts.</td>
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<table>
<thead>
<tr>
<th><em>Do’s</em></th>
<th><em>Don’ts</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Change money in the Banks.</td>
<td>Don’t change money in the streets.</td>
</tr>
<tr>
<td>Walk always with somebody.</td>
<td>Don’t walk alone.</td>
</tr>
<tr>
<td>Ask help the tourist police.</td>
<td>Don’t talk to strangers.</td>
</tr>
</tbody>
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<tr>
<th><strong>Time 15:</strong> Teach the modal auxiliary should with suggestions.</th>
</tr>
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<thead>
<tr>
<th><em>Should</em></th>
<th><em>shouldn’t</em></th>
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</thead>
<tbody>
<tr>
<td>You should take a taxi.</td>
<td>you shouldn’t walk until late at night.</td>
</tr>
<tr>
<td>Mary should wear seatbelt.</td>
<td>Alex shouldn’t drive fast.</td>
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<th><strong>PRACTICE</strong></th>
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<tbody>
<tr>
<td><strong>Time 15:</strong> <strong>Writing:</strong> Ask students to look at the exercise, ask students to fill in the blanks. Ask them to share their answers, Check the exercise.</td>
</tr>
</tbody>
</table>

| **Time 05:** Students practice the do’s and don’ts expressions. Students practice the correct pronunciation of the vocabulary. |

| **Time 15:** **Speaking:** Ask students to work as a class. Pair work: tell students to practice in pairs using imperatives for the tourists Students give suggestions with should. |

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<tbody>
<tr>
<td><strong>Time: 15</strong> <strong>Speaking:</strong> Have students give suggestions for tourist in front of the class. Make students present short dramas giving suggestions and using imperatives in real-life situations.</td>
</tr>
</tbody>
</table>
APPENDIX G

TEACHER´S EVALUATION
Policía turística de la ciudad de la Paz

Evaluación de las actividades docentes. Cuestionario para alumnos

El objetivo del presente cuestionario es identificar la calidad de las actividades docentes. Para ello, le rogaríamos que facilitase la información que se le pide a continuación. Considere que se trata de información confidencial y que será de utilidad para evaluar y mejorar el desarrollo. Por tanto, le roquemos la máxima sinceridad en sus respuestas. Muchas gracias por su colaboración.

Materia: Curso de inglés
Profesor: .................................................................

A: En referencia a la labor del profesor durante el desarrollo de su curso, indique su grado de acuerdo con las siguientes afirmaciones:

<table>
<thead>
<tr>
<th></th>
<th>Mucho</th>
<th>Regular</th>
<th>Poco</th>
<th>Nada</th>
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<tbody>
<tr>
<td>1. Se comunica de una forma clara y fácil de entender.</td>
<td>......</td>
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<td>2. Posee un conocimiento avanzado de su asignatura.</td>
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<tr>
<td>3. Utiliza ejemplos útiles para explicar su asignatura.</td>
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<td>4. Promueve la participación de los alumnos.</td>
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<td>5. Muestra entusiasmo por su asignatura.</td>
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<tr>
<td>6. Respeta a todos sus alumnos.</td>
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<tr>
<td>7. El profesor explica con claridad y de forma ordenada</td>
<td>......</td>
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<tr>
<td>8. Se utilizan los materiales y recursos disponibles en el aula</td>
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<tr>
<td>9. Hacía las clases entretenidas a la vez que educacionales</td>
<td>......</td>
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<tr>
<td>10. Explicó los objetivos del curso de forma clara.</td>
<td>......</td>
<td>......</td>
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<tr>
<td>11. El profesor responde adecuadamente mis preguntas</td>
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</tbody>
</table>

B: En referencia al curso de inglés:

¿Le ha servido a usted el curso de inglés? SI NO

La encuesta ha concluido muchas gracias por su colaboración.
APPENDIX H

TEACHER’S EVALUATION GRAPHS
Teachers’ Evaluation Graphs

About the teacher

1. The teacher communicates clear and easy to understand.

![Pie chart showing percentages]

2. The teacher has deep knowledge about the subject.

![Pie chart showing percentages]

3. The teacher uses useful examples to explain the subject.

![Pie chart showing percentages]
4. The teacher encourages the participation in the class.

5. The teacher shows enthusiasm in the class.

6. The teacher shows respect to all the students in the class.
7. The teacher explains in a clear and organized way.

8. The teacher uses all the available resources and materials in the classroom.

9. The teacher developed the classes amusing as well as educative.
10. The teacher said clearly the objectives of the course.

11. The teacher clarified all the doubts and questions.

About the English course
Has the English course been useful to you?