TEACHING ENGLISH AS A FOREIGN LANGUAGE THROUGH THE TOTAL PHYSICAL RESPONSE METHOD, THE COMMUNICATIVE APPROACH AND THE NATURAL APPROACH

Trabajo Dirigido para obtener el Título de Licenciatura

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ABSTRACT

The present guided work shows the final report about all the activities carried out at the Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC). And its main objective is to contribute the CCJCC with the English teaching courses to teenagers who belong to public schools and are, at the same time, current members of the center CCJCC. It was held out at the Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC), dependent on Fundación Cuerpo de Cristo (FCC), located in Villa Adela, El Alto city between January and August in 2011.

This work is divided into three chapters: the first is the diagnostic section, the second is the literature review, and the last one is the proposal section.

Chapter one, the diagnostic section, gives an introduction on the importance of English language learning and its relation with culture; it also makes a description of the place of research where the English teaching was carried out, the CCJCC; it describes the population; and explains the diagnosis of needs accomplished in the center; it further describes the analysis of data obtained from the diagnosis of needs; and, finally, it explains the importance of the guided work.

Chapter two, the literature review, describes all the aspects related to the English teaching by means of different methods and approaches; it describes the importance of the syllabus in a language teaching program; it describes the use of cartoons and serials as educational tools in English teaching; it also explains the difference between teaching English as a second or as a foreign language; and finally it shows the types of evaluation that may be used in a course.

Chapter three, the proposal section, proposes a program for the English teaching course at the CCJCC through a new English teaching material, a textbook with its supplementary materials designed through the Total Physical Response Method, the Communicative Approach and the Natural Approach plus the use of TV cartoons and TV serials (TV programs) as teaching strategies; it describes the goals of the course and describes all the necessary procedures to carry out the guided work.
UNIVERSIDAD MAYOR DE SAN ANDRÉS
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CARRERA E LINGÜÍSTICA E IDIOMAS

Trabajo dirigido:

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Presentado por: Univ. Lidia Leonor Chuquimia Aduviri

Para optar el grado académico de Licenciada en Lingüística e Idiomas
Mención Lengua Inglés

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DEDICATION

I want to dedicate the present Guided Work to God, to my family and to all my friends who supported me and encouraged me to carry out this work from the beginning to the end of it, with their great and wise advice.
ACKNOWLEDGEMENTS

I want to thank mainly to God for being with me in every moment of my life, to my family and to my tutor for his collaboration and great patience during the performance of this Guided work.
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1.1. INTRODUCTION

For many years English has been considered one of the most important languages around the world because it has been used as a means of communication among many countries. Nowadays, that situation has not changed and people still consider English as an essential language that everybody should learn since it might bring great benefits to their lives. Many people, for example, want to learn English because they want to get better job opportunities, succeed in their business, and also to prepare themselves to study abroad.

However, whatever be the reason to learn English, it is important to emphasize that learning a language does not only involve knowing how to speak or write it, but also knowing the culture in which that language is spoken. As Kramsch states\(^1\), “Culture and language are inseparable and constitute a simple universe or domain of experience. So second and foreign language learners necessarily become learners of the second culture because a language cannot be learned without an understanding of the cultural context in which it is used.”

Therefore, following Kramsch’s logic about the relation between the language and culture, it is inferred that in a teaching–learning process of a language, teachers must not only have the students learn the language of a country, they must also provide them with additional information about the customs and traditions of that country. Consequently, students not only learn the language of a country, but also about its culture.

The Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC), a place where social services are offered to young people through its project Formando y Desarrollando los Lideres de Hoy, seeks mainly to help young people who come from middle and low income families either by supporting them through some free courses and workshops or by giving them some advice on how to deal with their personal problems.

Amongst the courses and workshops offered by the CCJCC, they have each a different purpose. For example, some of them are, to reinforce some school subjects such as mathematics, physics, English, and so on. Others are to help them to lose the fear and become leaders, such as the workshop of Public Speaking and Leadership. And there also those workshops that are to develop students’ talents such as acting, folk dancing...etc., activities that are mainly related to customs and traditions of Bolivian culture. The CCJCC teenagers take, in fact, almost all these courses and workshops since they find them useful and interesting.

As the CCJCC is constantly thinking of the progress and the success of its teenage members, it wants to give them the opportunity to travel to the USA for them to participate of an Integration Program. Through this program they can make other people aware of the Bolivian culture by demonstrating their talents as regard to music, dancing, acting, etc.

Nevertheless, for them to go to the USA they need scholarships that allow them to visit this country. And, fortunately, the CCJCC has already an agreement with the American Embassy, so that the CCJCC members may apply to get the scholarship to travel to the USA.

As for the requirements for the application, according to the agreement between the CCJCC and the American Embassy, the CCJCC students must meet three requirements: take Public Speaking and Leadership workshops; take English courses (from basic, intermediate to advanced level) and do some social assistance.

Once they take the Public Speaking and Leadership workshops, the English courses and do social assistance, they have to prove it through the presentation of some certificates. Besides those requirements, in order to demonstrate they already know English, they have to do an English Proficiency Test at the American Embassy (an English Proficiency Test according to the level of English they learned at the CCJCC basic, intermediate or
advanced, that is to say, if they learned English to basic level at the center, they have to do an *English Proficiency Test to Basic Level*.

After meeting all of these requirements, they may apply for scholarships at the embassy where they have to compete with many other applicants belonging to different centers and institutions around La Paz city. And if they are selected, they may visit the USA and participate of the *Integration Program*. Just like three of the center’s previous applicants did a few years ago, after obtaining their scholarships at the American Embassy.

Therefore, in order to support its teenage members, and get them to get scholarships, the CCJCC invites all of them to take workshops of Public Speaking and Leadership, courses of English language (from basic, intermediate to advanced level). And also it invites them to perform different activities in favor of the neighbor - such as visiting *the sick, the elderly* and *orphans*. 
1.2. OBJECTIVES

1.2.1. General Objective

➢ To contribute to the Centro Comunitario Juvenil Cuerpo de Cristo with the English teaching courses to teenagers who belong to public schools and are, at the same time, current members of the center.

1.2.2. Specific Objectives

➢ To teach English to elementary level.
➢ To teach the four skills of English language.
➢ To use the Total Physical Response Method, the Natural Approach and the Communicative Approach.
➢ To use TV Cartoons and TV serials (TV programs) as teaching strategies.
➢ To design a syllabus for the course.
➢ To design an English textbook as a teaching material.
➢ To design a timetable of activities to carry out the English teaching at the Centro Comunitario Juvenil Cuerpo de Cristo.
1.3. PLACE OF RESEARCH

1.3.1. INSTITUTIONAL BACKGROUND OF THE CENTRO COMUNITARIO JUVENIL CUERPO DE CRISTO (CCJCC)

The Centro Comunitario Juvenil Cuerpo de Cristo, located in Villa Adela, El Alto city, is a center which offers social service to young people and to all those who live around it, without distinction of social class, gender, color or religious belief. Through its Project, “Formando y Desarrollando los Líderes de Hoy”, it aims to train leaders with a strong academic and personal training as well as strong Catholic faith.

The CCJCC was created, with the support of Fundación Cuerpo de Cristo and the neighbors committee in Villa Adela Central, due to the lack of model leaders in El Alto city. For the CCJCC, the leaders’ training depends on the society’s work as a whole, but more than that, it depends on the people’s desire who indeed want to make a real change.

Both the Fundación Cuerpo de Cristo and the neighbors committee in Villa Adela Central created a board in order to think about the different activities to be performed in CCJCC. Among some of the activities performed at CCJCC are the following: personal training, academical improvement, cultural understanding, sports and equipment through seminars, workshops of Public Speaking and Leadership; courses in Mathematics, Physics, Aymara, English and other similar subjects; besides lectures, meetings, organizations of activities, either social or cultural (such as music, dancing, acting and others) always based on family and moral values.

For the CCJCC, young members are leaders who are able to make their own decisions; they are aware of their reality; they have vocation to participate in serving the
neighborhood; they are proud of their culture and respectful of others; they are self-critical and look for personal growth; they have high self-esteem and help with the development of their friends and partners, respecting mainly the gender; they convey their knowledge and, at the same time, learn modestly from others; and they also develop their abilities.

1.3.2. Mission of CCJCC

The CCJCC (always focused on religious aspects) is committed to support the young people (and also the members of the society who live around), in their growth and in their training as leaders, from an integral and multidisciplinary way.

1.3.3. Vision of CCJCC

It is aimed at becoming a communitarian center, leader in Bolivia with professional and academic training for the development of the community and the country.

1.3.4. Objectives of CCJCC

- To contribute to form agents of change, with leadership and values for them to be a good example of life, having the ability to develop their talents and that of others.
- To help to solve all neighbors’ common needs through the support of Fundación Cuerpo de Cristo (FCC), for example, to help the young people to face up with their problems by means of some advice.
- To develop in youth: leadership, discipline, family values, academic and social aptitudes, cultural understanding, social responsibility and political and social awareness.
1.4. POPULATION

In order to carry out the present project at the CCJCC, we worked with a determined group of school teenagers. Below we have a description of the group.

Description of the Population

**Neighborhood :** Villa Adela, El Alto (Av. Brasil frente al Policlínico de Villa Adela)

**Place :** Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC)

**Origen of the group :** Public Schools

**Group of people :** Teenagers belonging to distinct grades of Secondary level (from 1\textsuperscript{st} to 4\textsuperscript{th})

**Number of people :** Fifteen students

**Gender :** Male and female

**Age :** From 14 to 17

The group of teenagers, with whom we worked at the center for eight months, studied in public schools in Villa Adela and frequently attended to the CCJCC to take some courses which they were interested in. And something important to outstand is that most of them come from middle and low income families. Therefore, as the CCJCC offers different courses and workshops free of charge (such as mathematics, physics, English, Aymara, dancing, acting, and others), the teenagers usually take advantage of almost all courses, so the CCJCC is almost never empty.

These teenagers, however, not only come to the center to take the courses, but also as members of the center they also take part in some activities related to Catholic Church such as religious festivities and social assistance. With regards to religious festivities, they, for example, take part in some sociodramas related to Holy week, Easter, Palm Sunday, Christmas, Corpus Christi and others. And, as for social assistance, they usually visit the sick, the elderly and the orphans.

On the other hand, whenever the teenagers have family or school problems, they are assisted, immediately, by the personal in charge of the CCJCC.
In this way, the population for the present project is constituted by teenagers of secondary level belonging to public schools in Villa Adela, El Alto city.

1.5. DIAGNOSIS OF NEEDS AT THE CCJCC

To carry out the diagnosis of needs at the CCJCC we decided to apply one Technic such as the Oral Test and two Research Tools such as the Questionnaire and the Interview.

- **The Questionnaire** (designed for authorities and students)
  Through this research tool, the questionnaire, it was possible to identify the problems and the needs of the CCJCC. (See the chart in the next page and Appendix A)

- **The Oral Test** (technic used for Diagnostic evaluation of the students)
  Through this technic, the Oral Test, taken to the CCJCC students, it was possible to identify the students’ problems and needs with regard to their level of English knowledge. (See the chart in the next page)

- **Interview to the Coordinator** (authority in charge of the CCJCC)
  Through this research tool, the Interview, it was possible to identify the problems, the needs, and the potentialities of the CCJCC. (See the chart in the next page)

1.5.1. ANALYSIS OF DATA OBTAINED FROM THE DIAGNOSIS OF NEEDS

Below in the chart we show the analysis we made by means of the Technic and the Research Tools we used at the center to identify the problems, needs and potentialities of the CCJCC. Besides the problems and needs identified, it is showed the solutions to each of them.
### CHART OF ANALYSIS OF DATA OBTAINED FROM THE DIAGNOSIS OF NEEDS AT THE CCJCC

<table>
<thead>
<tr>
<th>Application of Technics and Research Tools used to carry out the diagnosis of needs of the CCJCC</th>
<th>Identification of Problems, Needs, and Potentialities of the CCJCC by means of the Technics and the Research Tools applied</th>
<th>Solutions to the Problems and Needs found at the CCJCC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questionnaire</strong> (designed for authorities and students)</td>
<td>As for the problems and needs of the CCJCC. The questionnaires for authorities and students identified that:</td>
<td>To teach English by:</td>
</tr>
<tr>
<td></td>
<td>- Students consider they more or less know English.</td>
<td>- Using methods and approaches such as the Total Physical Response Method, the Communicative Approach and the Natural Approach.</td>
</tr>
<tr>
<td></td>
<td>- Students consider their level of English is between regular and bad.</td>
<td>- Applying strategies such as TV cartoons and TV serials (TV programs).</td>
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<td></td>
<td>- Students need to learn English to get a scholarship abroad</td>
<td>- Teaching the four skills of English language.</td>
</tr>
<tr>
<td></td>
<td>- Students need the classes to be imparted in the target language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students need to learn the four skills of English language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students consider necessary for English teaching the application of different materials such as texts, magazines, newspapers, short stories, movies, and songs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Authorities state that students need to learn English to get a scholarship abroad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Authorities consider that students need to learn the four skills of English language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Authorities consider English teaching must be in the target language.</td>
<td></td>
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</tbody>
</table>
| **Oral Test**  
(technic used for Diagnostic evaluation of the students) | Authorities and students consider English teaching must be through *games*, *dialogs*, *songs*, *exercises*, *dynamic activities*, *practices*, *home works*, etc. |
|---|---|
| As for the problems and needs of the CCJCC. The *Oral Test* given to the students to do the **Diagnostic Evaluation** shows that their level of English knowledge is very low.  
For example:  
- Students cannot build proper sentences.  
- Students mix grammar tenses.  
- Students have problems with English pronunciation.  
- Students mix English with Spanish language.  
- Their vocabulary is very limited. | To teach English to *Elementary Level* (for the students to have a solid basis of English language) taking into account:  
- The teaching of grammatical structures  
- The teaching of grammar tenses.  
- The teaching of pronunciation.  
- The teaching of vocabulary. |
| **Interview**  
(to the Coordinator, authority in charge of the CCJCC) | As for the problems and needs of the CCJCC. The *interview* made to the CCJCC Coordinator indicates that:  
- The CCJCC does not have a *syllabus* for English teaching.  
- The CCJCC does not have *materials* for English teaching.  
As for the potentialities of the CCJCC the *interview made to the coordinator* identified that:  
- The language classes were given for free, without any payment.  
- The CCJCC has good infrastructure.  
- The CCJCC has comfortable classrooms.  
- The CCJCC has the necessary equipment to carry out the English classes (radio, television, and DVD.) | To design:  
- *A syllabus* for English teaching.  
- *A textbook* for English teaching. |
1.6. JUSTIFICATION

Here at this point we discuss one of the main aspects of the present guided work, and this is, precisely, the importance of the very proposal of the guided work.

The implementation of this proposal in the center is really necessary because it allows solving one of the great needs of the center and this is the teaching of English to its teenage members who must learn this language in order to fulfill one of the requirements that they need to apply for scholarships to the USA.

On the other hand, once the students finish the English course to elementary level at the center and fulfill all the necessary requirements to apply to the scholarship, as applicants, they will be able to access to an English Proficiency Test to Basic Level at the American Embassy (this considering that the students can do the English proficiency Test according to the level they learned at the center basic, intermediate or advanced). And if they manage to be selected among many other applicants, getting their scholarships to the USA, they will be able to participate of an Integration Program, through which they will be able to demonstrate their talents with regards to cultural activities such as dancing, acting and so on., making, in that way, other people aware of the customs and traditions of Bolivia. Moreover, being there they will learn from other cultures by interacting with other young people of the same age, learning to value in that way their own culture and others' cultures.

In this way, this proposal of guided work with this meaningful contribution to the center CCJCC (the English teaching to elementary level) comes to acquire great importance.
CHAPTER II
LITERATURE REVIEW

In this section we deal with all the subjects that were taken into account in the present project for the English teaching at the CCJCC (Centro Comunitario Juvenil Cuerpo de Cristo).

2.1. Language Teaching (LT)

Before we start dealing with all the aspects mentioned above, it is important to know what language teaching is. Therefore, we took the H.H. Stern’s definition on LT: “Activities intended to bring about language learning.”

2.1.1. English Language Teaching (ELT)

Now if we discuss the meaning of ELT, considering the H.H. Stern’s view on LT, we can easily infer that ELT refers to all activity that aims to promote the learning of English Language specifically. On the other hand, in order to have a clear idea of ELT, we looked up other definitions.

ELT: “The teaching of English specifically to students whose native language is not English” (Collins English Dictionary) 

ELT: “The teaching of English to speakers of other languages.” (Cambridge Advanced Learner’s Dictionary & Thesaurus)

ELT: “Teaching people to speak and understand a foreign language.”

ELT: “The practice and theory of learning and teaching English for the benefit of people whose first language is not English.” (Collins Dictionary)

2 http://dictionary.reference.com/browse/elt
3 http://dictionary.cambridge.org/es/diccionario/britanico/elt
4 http://www.thefreedictionary.com/language+teaching
After having analyzed the definitions above, we concluded, making a relationship between our former inference on ELT and those definitions, that

“ELT is all activity that aims to promote both the learning of English language and teaching of it to speakers of foreign languages.

2.2. Brief Review of Some Methods and Approaches in ELT

2.2.1. The Direct Method (DM)

In direct method the teacher uses only the target language to give the lessons and never the mother tongue; therefore, the translation in class is not given either. The emphasis on this method is on the oral interaction and there is a little or no analysis of grammar so that it is taught inductively and as culture is considered in DM an essential aspect of language learning.

2.2.2. The Audio-lingual Method (AM)

This method emphasizes memorization by means of pattern drills and the practice of conversation. It does not promote communicative ability. For audio-lingual method the language learning is a matter of habit information. It promotes dependence on miming, memorization of set phrases and overlearning. Structural patterns are taught through the use of repetitive drills; grammar is taught inductively; vocabulary is strictly limited and learned in context; skills are learned in sequence (listening, speaking, reading and writing). There is use of tapes, language labs and visual aids; the pronunciation is given great importance; successful responses are reinforced; the use of mother tongue by teachers is permitted; great care is taken to prevent learners’ errors; there is a tendency to manipulate language and disregard content.
2.2.3. The Grammar Translation Method (GTM)

In GTM the focus is on memorizing grammatical rules of the target language. Classes are taught in the mother tongue of students with little use of target language; vocabulary is taught in the form of lists of isolated words; instruction focuses on the form and inflection of words; the reading of difficult classical texts is begun early; little attention is paid to the content of texts which are treated as exercises in grammatical analysis; often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue and vice versa; little or no attention is given to pronunciation.

2.2.4. The Total Physical Response (TPR)

The TPR, developed by James Asher in the late 1960s, is a method of language teaching according to which we can learn a language in the same way as we learnt the first language, that is to say, through commands. The teacher gives commands to students and they respond through physical movements, not by speaking since the teaching of speaking comes once comprehension skills are established; grammatical structures and vocabulary items can be learned from the use of commands (imperative forms); the TPR instruction does not need translation or any support from L1 and that precisely allows the teacher and students to make the transition to an English environment; it is said on the other hand whenever students learn a second language it causes them a lot of stress and anxiety. So through the TPR the teacher in order to free the students from that stress and anxiety focuses more on meaning transferred into physical activities rather than on abstract language forms; the TPR is said to represent for many teachers a useful set of techniques; and it is also said to be compatible with other approaches to language teaching.
2.2.5. The Communicative Approach (CA)

The Communicative Approach, developed in the United Kingdom between 1970 and 1980, is a language teaching tradition, either to teach second or foreign language.

The CA it is said to emerge as a reaction to approaches based on grammar, since it focuses mainly on the development of Communicative Competence rather than on Linguistic Competence. In other words, in CA, functions are highlighted over forms. The principles of CA are the following:

✓ The goal to get effective communication.
✓ To learn the language by means of its use to communicate.
✓ To reflect situations of real life are needed the use of authentic materials.
✓ The communication takes into account the integration of the four skills.
✓ Fluency and accuracy are both focused.
✓ It is important the learners learn how to use the language forms appropriately.
✓ Errors are tolerated to a certain extent.

2.2.6. The Natural Approach (NA)

(Developed by Tracy Terrell and supported by Stephen Krashen 1977)

The NA is said to be a language teaching approach which states language learning is a reproduction of the way how the human beings acquire their native language. NA adheres to Communicative Approach to language teaching and rejects other methods such as Audio-lingual method and the Situational Language Teaching Approach since they, according to Krashen and Terrell 1983, are based on theories of the structure of language and not on actual theories of language acquisition.

In Natural Approach the exposure of the target language is emphasized; language learners are allowed to respond by using the first or second language; teachers do not concentrate on learners’ errors and their errors are not corrected; grammar instruction has a limited role; the syllabus will vary according to students’ interest and can be negotiated since
According to theory input need only to be comprehensible and interesting. The NA, on the other hand, emphasizes the principles that are related to language acquisition, instead of language learning as a traditional method.

Principles of Natural Approach:

1. Comprehension precedes production (listening precedes speaking and reading precedes writing)
2. Production is allowed to emerge in five stages (Krashen & Terrell 1983) so that learners may respond in each stage:
   - By using a non-verbal communication (pointing, nodding, etc.)
   - By using a single word (yes/No, fine good, etc.)
   - By combining two or three words (me fine, no study, where go, etc.)
   - By using phrases (where you going? I am study, etc.)
   - By using complex sentences.
3. The course syllabus consists of communicative goals. This principle implies the language syllabus is organized by topic, not grammatical items (Krashen & Terrell, 1983:20)
4. The activities done in classroom aimed at acquisition must foster a lowering of the affective filter of the students. Thus considering acquirers with high affective filter have less probability to develop competence. The motivation, self-confidence and anxiety for example are emotional attitudinal factors which may affect acquisition by making the students get high affective filter. That is why the topics in the classroom should be interesting and relevant to the learners.
5. Terrell (1982:165) suggests errors corrections be done only in written assignments which focus specifically on form and never oral communication.

Types of Learning Techniques and Activities used in Natural Approach

http://www01.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/thenaturalapproach.htm
Comprehensible input is presented in the target language using techniques such as TPR, mime and gesture.

Group techniques are similar to Communicative Language Teaching.

Learners start to talk when they are ready.

2.3. The Syllabus in Language Teaching (LT)

When talking about the term syllabus we can find many definitions for it; however, we are going to take into account two of them.

(David Nunan, 1993)

“The syllabus focuses more narrowly on the selection and grading of content.”

(Jeremy Harmer, 1998)

“The syllabus is the framework for a course of study listing the contents of that course. Once a syllabus exists materials can be written and teachers can decide how long they need to spend on various parts of the syllabus and how long they will need in class to complete it.”

Both of the definitions above definitely state that a syllabus is concerned with what will be taught in a language program. Therefore, when designing a syllabus for a language course we have to consider the selection and grading of content. On the other hand, it is said there are several ways to organize a syllabus. For example, we can organize it by focusing the syllabus on grammatical structures; or in terms of functions; vocabulary; topics; situation; or tasks, depending on the needs of the students. Below we talk about the different types of syllabuses we can apply for a language program.
2.3.1. Types of Syllabuses

The different syllabuses presented here are taken from different authors:

- **Structural (also called grammatical or Linguistic) syllabus** is centered on items such as tenses, articles, singular/plural, complementation, Adverbial Forms, etc. (Fraida Dubin & Elite Oshtain, 1997)
- **Notional Syllabus** is organized around themes relating to broad areas of meaning such as space, time, obligations, etc. (Fraida Dubin & Elite Oshtain, 1997)
- **Functional Syllabus** is concerned with elements such as invitations, suggestions apologizes, refusals, etc. (Fraida Dubin & Elite Oshtain, 1997)
- **Situational (Topical) Syllabus** the content of language teaching is a collection of imaginary situations where the language is used. (Lingualinks Library, 1999)
- **Topic–Based Syllabus** takes a subject or topic as their organizing principle. (Jeremy Harmer, 1993)
- **Task- Based Syllabus** takes activities or tasks as the main organizing principle. (Jeremy Harmer, 1993)

2.4. Cartoons as Educational Tools in English Teaching

2.4.1. Previous Studios Related to English Teaching through Cartoons

Some of the good works we have found related to English teaching with the use of cartoons were those of Titi Pujiasih, Chad E. Smith, and a work published by Canadian Center of Science and Education pertaining to Faculty of Modern Languages and Communication, Universiti Putra Malaysia, Serdang, 43400 Selangor, Malaysia.

2.4.1.1. Teaching Names of Objects Using a Cartoon Movie Entitled “Dora the Explorer” for Sixth Grade Students of Elementary School (A Case Study of the Sixth Grade Students of SD Never 05 Randudongkal)⁷

Titi Pujiasih (2007) wanted to teach the name of objects by using a cartoon movie entitled “Dora the Explorer” for sixth Grade Students of elementary school. So she proposed herself the following statement of the problem: Does “Dora the explorer” cartoon movie improve the students’ mastery of name of objects?

The main objectives of this study were to find whether teaching names of objects using Dora the Explorer cartoon movie could improve the students’ mastery of names of object and to prove whether there was any significant difference between the students’ achievement who were taught by Dora the explorer cartoon movie and those who were taught by conventional technique.

In order to achieve the objectives of the study the writer conducted an experimental quantitative research. The experiment was held through before-after design. The sample of the study, the sixth graders of SD Negery 05 Randudongkal, was designed into two groups consisted of 15 students in the experimental group and 15 students in the control group. The students in the experimental group were taught names of object using “Dora the explorer” cartoon movie and the students in the control group were taught by conventional technique.

At the end, after the two groups were submitted to some tests, the writer concluded that the use of “Dora the Explorer” cartoon movie is more effective than the conventional technique, so the writer suggested cartoon movie entitled “Dora the Explorer” as an effective technique to teach names of object to the elementary School Students. The teacher may use it as an alternative technique to create a situation that makes the students interested and fun in learning English.

2.4.1.2. Letting Calvin and Hobbes teach English

Chad E. Smith a teacher who worked with deaf and hard of hearing students at West Brook High School in Beaumont, Texas, said in the article he wrote that using cartoons can be a part of successful teaching, making English a class that students- deaf, hard of hearing, and hearing-really enjoy. He told that he regularly used cartoons to teach topics like sentence construction, grammar, and parts of speech; he also indicated that even many others complex topics can be taught with cartoons such as sarcasm, metaphors, rhetorical questions and idiomatic expressions. Besides he added cartoons can also be used as topics for paragraph writing. For students who have mastered grammatical structures cartoons can be used as the basis for introducing various types of writing including

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8 http://engress.ied.edu.hk/lang_arts/examplars/popCulture/MediausecartooninClassroom.pdf
exposition and writing that requires, sequencing, supposition, and compare and contrast techniques.

Teacher Chad E. Smith said he started using cartoons in the classroom after being unable to locate interesting and age-appropriate resources that matched the reading levels of his students. He started with cartoons that had little or no caption. Calvin and Hobbes, Garfield, and family circus were some of the cartoons that often appeared in his classroom as they contain messages that are obvious and easy for the students to understand. And for students who have very limited written English abilities, he suggested teachers use cartoons for vocabulary development, story-telling objectives, or simple drawing conclusions. For example, he worked with students to create a written story based on a picture about a story in Calvin and Hobbes cartoon. First he constructed a list of vocabulary with the students based on what the students saw in the cartoon (in which Calvin stands guiltily by a sink while a thoroughly soaked and irate woman approaches him, there are no words). Then he asked questions regarding to what Calving was doing, what his mother was doing, how calving got there, why his mother had a towel wrapped around her, and what her emotions were at the time. In all, students were required to use the vocabulary they knew and construct a written story of Calvin’s particular adventure. Thus, with this activity and others similar to this, teacher Smith achieves to teach his students the different topics mentioned above. So he concluded by saying: “Being creative in using cartoons to teach deaf and hard of hearing students English can be highly productive and successful. Cartoons can provide deaf and hard of hearing students with an appropriate medium to become effective and successful writers.”
2.4.1.3. Learning via Television Cartoon

The following study wants educators to consider the use of cartoons as a teaching tool in foreign language learning.

According to this study, nowadays educators are beginning to view cartoons as potential educational tools, as a way to increase and arouse students’ interest in any academic subjects (...). The teaching of Mathematics subject (Cho, 2012) and Economics education (Van Wyk, 2011), for example, with the use of cartoons has obtained positive results.

The cartoons applied for the teaching of some subjects mentioned above were not television cartoons, but concept cartoons. Since according to the present study there is a lack of studies related to Television Cartoons, particularly on Malay Cartoons. For that reason the objectives of this study were to identify and discuss the characters, storyline and moral values in Malay Cartoons.

[“The samples involved in the study were ten subjects from a Malay language Proficiency class at one of the universities in Korea. The subjects viewed 8 episodes of Upin and Ipin for 1 hour a week for a total of 8 weeks. Upin and Ipin is a cartoon series that is famous in Malaysia. The language used in the cartoon is Malay. After viewing the cartoon, the subjects were interviewed based on their views about the cartoon. The subjects had to identify and discuss the characters, storyline, and moral values in the cartoon. The subjects’ interactions were selected based on the purpose of the study. They were named S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10. The interactions from all of the subjects were analyzed by using the discourse analysis method by Brown and Yule (1983) (...).

To sum up, based on the results and discussions regarding the characters in Upin and Ipin, the storylines in Upin and Ipin and the moral values in Upin and Ipin , it can be revealed that all of the ten subjects understood the story. The results also revealed that the subjects were also able to interact and communicate about the content of the story in the cartoon. It can be stated that the subjects found that the cartoon had triggered them in giving their opinions and views pertaining to the cartoon. The subjects were also able to identify the characters, storyline and moral values in the cartoon. Further, the subjects had gained confidence in giving their views as they were able to understand all the episodes in the cartoon (...”).]


2.4.2. The Animated Cartoon

The term cartoon can be understood in different ways, so to have a clear idea of it, it is necessary to review some of its relevant meanings.

“A cartoon is a sketch or drawing, usually humorous, as in a newspaper or periodical, symbolizing, satirizing or caricaturing some action, subject, or person of popular interest”

“An animated cartoon is a motion picture that is made from a series of drawings, computer graphics, or photographs of inanimate objects (such as puppets) and that simulate movement by slight progressive changes in each frame.”

“In spite of the fact that the three definitions above have, in some way, a relationship, it is taken the third option as the proper one since it expresses better the meaning of the word cartoon. Therefore, cartoon, in this proposal, is understood as:

“A film for the cinema, television or computer screen, which is made using sequential drawings…”

2.4.2.1. Classification of Animated Cartoons

There are animated cartoons which have a length of sixty or more than sixty minutes. They are named feature films. And there are others which last less than thirty minutes, they are referred to as shorts. Within this classification we can find commercial or educational animated cartoons.
2.4.2.1.1. Comics or Humorous

✓ Animals are the main characters in comical animated cartoons;
✓ They last between 4 and 20 minutes;
✓ There is a saving in number of characters;
✓ There is a reduction in scenery depiction;
✓ Above all, there is a limit in the mini-story

2.4.2.1.2. Adventure

✓ Human beings are the main characters in adventure cartoons;
✓ The number of actants is increased;
✓ They are more complex stories with a proper time and space (...);
✓ The scenes are more variable;
✓ Most of the animated cartoons from this gender have had their origin in novels and comic strips;

2.4.2.1.3. Science fiction

✓ This gender was opened by Japanese people;
✓ Human beings and science fiction characters are mixed in this gender;
✓ They are stories which count on time and space;
✓ They develop stories where the heroes save the world from the bad characters;
✓ They are stories with high content of violence which is justified on account of the peace on earth;
✓ For example: “Pokémon”, “Dragon Ball Z” (1989)
2.4.2.1.4. Action

✓ It is characterized by a high content of violence;
✓ The technique of movement is constantly employed;
✓ In this gender the fight against evil is always given;
✓ For example: “Teenage Mutant Ninja Turtles”

2.4.2.1.5. Superheroes

✓ Violence and action are combined in this genre;
✓ The justice and the violence will be the two main dramatic axes of the action;
✓ Most of these films have its origin in comics such as “Superman”, “Batman”, “Spiderman”.

2.4.2.1.6. Children’s Animated Cartoons

✓ Their objective is to entertain the children audience;
✓ Their storyline is simple to expose;
✓ They are short stories where the thematic is repeated again and again;
✓ The number of actants is also reduced;
2.4.2.1.7. Soap Opera

- They are stories in which a great number of actants intervene;
- They have more inclination to what is realistic;
- The story is more fluent and full of events.

2.4.2.1.8. Fantastic

- Many animated cartoons of this gender have their origin in the children literature;
- There are supernatural elements mixed with the reality;
- Characters solve their problems thanks to a supernatural agent’s intervention (...);

2.5. “The Pink Panther” and “The Simpsons” as educational Tools in English Teaching

2.5.1. The Pink Panther

The Pink panther is a heroic, moral cartoon cat with pink fur and the manners of an English aristocrat. He only becomes flustered or angry at obtuse or offensive humans who try to disrupt his existence, or at troublesome gadgets, rodents, or insects. In most of his cartoons, he stumbles into a difficult situation and stoically endeavors to make the best of it. Episodes of this series feature three theatrical cartoons, two with the Pink Panther, and one featuring the Inspector, a cartoon version of the accident-prone, bumbling French detective, Inspector Clouseau, played in movies by Peter Sellers. The Inspector is often assisted by a Spanish gendarme, Sergeant Deux-Deux, and together they fallibly battle villains of all shapes and sizes in various parts of the world, always on the orders of the long-suffering Surete Commissioner.14

14 http://www.imdb.com/title/tt0063939/plotsummary?ref=tt ov pl
2.5.1.1. Appearance of the Pink Panther

The Pink Panther is tall, thin, and hence his name, Pink Panther. He has small, circular ears above his rectangular-like head. The Pink Panther also has a large, yellow eyeballs, black eyes and even larger purple, triangular nose. The pink Panther also has a long tail and 4 fingers, like any other cartoon character. (...)\textsuperscript{15}

2.5.1.2. Personality of the Pink Panther

The Pink Panther is often seen in episodes as a prankster, as he likes playing pranks on the janitor whenever he’s seen. He has a high level of curiosity, as he loves discovering and trying new things. He is shown to like hospital treatment more than other types and likes the habit of eating and sometimes, going on a diet to lose weight when overweight. (...)\textsuperscript{16}

As regards to the English teaching related with this animated cartoon there has not been found any data or previous studies.

2.5.2. The Simpson

The Simpsons is an American animated sitcom\textsuperscript{17} created by Matt Groening for the Broadcasting Company. The series is a satirical depiction of a middle class American lifestyle epitomized by the Simpson family, which consists of Homer, Marge, Bart, Lisa and Maggie. The show is set in the fictional town of Springfield and parodies American culture, society, television, and many aspects of the human condition.(…)\textsuperscript{18}

\textsuperscript{15} http://www.pinkpanther.wikia.com/wiki/Pink_Panther
\textsuperscript{16} http://www.pinkpanther.wikia.com/wiki/Pink_Panther_(character)
\textsuperscript{17} A sitcom is a regular programme on television that shows the same characters in different amusing situations. https://quizlet.com/19658539/types-of-tv-show-flash-cards/
\textsuperscript{18} http://en.wikipedia.org/wiki/The_Simpsons
2.5.2.1. Description of the characters of the family Simpsons

The Simpsons are a family who live in a fictional “Middle American” town of Springfield. Homer the father, works as a safety inspector at the Springfield Nuclear Power Plant, a position at odds with his careless, buffoonish personality. He is married to Marge Simpson, a stereotypical American housewife and mother. They have three children: Bart, a ten-year-old troublemaker; Lisa, a precocious eight-year-old activist; and Maggie, the baby of the family who rarely speaks, but communicates by sucking on a pacifier. Although the family is dysfunctional, many episodes examine their relationships and bonds with each other and they are often shown to care about one another. The family owns a dog, Santa’s Little Helper, and a cat, Snowball V, renamed Snowball II in “I, (Annoyed Grunt)-Bot”. Both pets have had starring roles in several episodes. (…)

This TV cartoon in contrast to the Pink Panther cartoon has been used as an educational tool in English teaching through some short lessons taught by means of the web. And it has obtained positive comments. Sara Santoyo⁴⁰, for example, in Wikiduca states that the Simpsons, as an educational tool, is classed as one of the best animated cartoon to learn English in spite of the fact that it is not appropriate for the children at home, the big boys, however, may have a good time by learning English with these yellow characters. Since it offers according to her some advantages such as a great quantity of chapters, reason for which children can learn English for hours; other, in its twenty six seasons different matters and subjects have been treated and that precisely have permitted the grown-ups and children learn a great variety of English terms; and finally it is full of humor and it is great for those young people who wish to learn English in a funny way.

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⁴⁰ http://www.wikiduca.com/blog/dibujos-animados-aprender-ingles
2.5.3. The TV Series

The same as the term *cartoon*, the term *series* can be also understood in different ways, so to have a clear idea of it, it is necessary to review some of its meanings. Thus, *series* can be understood as:

- **Planned events.** A group of events or actions that are planned to happen one after the other.\(^{21}\)
- **Books/articles etc.** Several books, articles etc. that deal with the same subject or tell stories about the same characters.\(^{22}\)
- **TV Series.** A Type of TV show/programme which has different episodes/parts where each of the episodes continues with the same or similar story as the episode before it.\(^{23}\)

After reviewing the different meanings of the term *series*, the last option was selected as the proper one, because of its clarity and precision. Therefore, *series* in this proposal is understood as:

“*A Type of TV show/programme which has different episodes/parts where each of the episodes continues with the same or similar story as the episode before it***”

At the same time, this term involves some other divisions, look at the information below:

“A television series\(^{24}\) can be either fictional or factual. Some TV series only last for one year, while others can continue and make new episodes for many years. If a TV series lasts for many years, all the episodes it shows in a year is called a season. For example, House is a TV series that has 7 seasons. And each season has about 20 episodes.

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\(^{21}\) [http://www.Idoceonline.com](http://www.Idoceonline.com)

\(^{22}\) [http://www.Idoceonline.com](http://www.Idoceonline.com)

\(^{23}\) [http://www.blairenglish.com/exercises/social/exercises/television_tv_program_show_vocabulary/television_tv_program_show_vocabulary.htm](http://www.blairenglish.com/exercises/social/exercises/television_tv_program_show_vocabulary/television_tv_program_show_vocabulary.htm)

\(^{24}\) [http://www.blairenglish.com/exercises/social/exercises/television_tv_program_show_vocabulary/television_tv_program_show_vocabulary.htm](http://www.blairenglish.com/exercises/social/exercises/television_tv_program_show_vocabulary/television_tv_program_show_vocabulary.htm)
The last episode in a fictional TV season is normally called the season finale. Some TV series also have extra episodes which are shown at special times of the year of the episode is very different to other normal episodes. These extra episodes are called specials. These specials are sometimes made to be shown at Christmas or Halloween (e.g. the Simpsons’ Halloween specials) and sometimes when they do something special in the episode (like doing a tour, going on holiday, e.g. Top Gear specials). (...)

2.6. The Munster as educational Tool in English Teaching

2.6.1. The Munster

The Munsters is a TV-comedy produced by the CBC Chain and originally broadcasted between 1964 and 1966. It counts on 70 chapters and two seasons. Some years later on the basis of the original series the movies Munster Go Home (1996) and the Munsters’s Revenge (1981) were performed. This series is considered as a cult and has been shown many times around the world.

2.6.1.1. Characters of the Munster

The main characters were Herman Munster (the father) is a representation of Frankenstein’s monster and is a funeral parlor employee, Lily (his wife) is a lady vampire, Count Dracula (Grandpa & Lily’s father) is a 378-year-old mad scientist and vampire, Eddie Wolfgang (their 10-year-old son) is a werewolf. Marilyn (their niece) is the only normal one and is considered the ugly duckling of the family, and Spot, the family pet (a fire-breathing dinosaur who lived under the stairs).

As regards to the English teaching related with this series there has not been found any data or previous studies.

25 http://es.wikipedia.org/wiki/The_Munsters

26 http://local.aaca.org/junior/starcars/munsters.htm
2.7. The Learning & Teaching of English Language

There are different motifs for which many learners study English. For that reason, in teaching-learning process, the needs of the learners and the place or context where they learn a new language are relevant. So that before learning or teaching a language it is necessary to take into account the distinction among the terms: ESL/TESL and EFL/TEFL.

2.7.1. English as a Second Language (ESL)

ESL refers to a person learning English in a country where English is spoken. He, for example, needs to learn English as soon as possible since he needs to make use of it for his daily life. Therefore, his concern should not be highlighted so much on learning grammar, but on learning basic survival skills. ESL learners use English at work, school, trade, etc.

2.7.1.1. Teaching English as a Second Language (TESL)

TESL refers to the teaching of English in countries where the English is the first language. And it is addressed to students whose English is not their first language. It is the type of program centered, for instance, on immigrants.

2.7.2. English as a Foreign Language (EFL)

EFL refers to a learner learning English in a country where English is not the official language; therefore, the EFL learner unlike the ESL learner is not as concerned to learn English as soon as possible, since he lives in a country where he speaks the main language of the country, therefore he does not need to worry about the necessities of his daily life.
2.7.2.1. Teaching English as a Foreign Language (TEFL)

TEFL refers to a teacher teaching English to speakers who speak other languages in a country where English is not spoken. EFL is mostly taught at schools.

2.7.3. The Language plus the Learning & Teaching of the Four Language Skills

The language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or masks having understood meanings.\(^{27}\)

When we learn our native language, we usually learn first to listen, then to speak, then to read and finally to write. These are called, “the four language skills”: listening, speaking, reading, and writing.\(^{28}\)

Listening and reading are known as receptive skills and speaking and writing are known as productive skills.

In Laubach Literacy Action (1996)\(^{29}\) it has been found out that when we learn new language material for both second language learners and for children who learn their first language the order of acquisition is generally the following:

- Listening: the learner hears a new item (sound, word, grammar feature, etc.)
- Speaking: the learner tries to repeat the new item.
- Reading: the learner sees the new item in written form.
- Writing: the learner reproduces the written form of the item.

Therefore, when teachers plan to present a new teaching item, teachers should keep the order of acquisition in mind. In that way, the order of learning a second language is similar to the way a child learns his or her first language. He or she will be able to understand the new item for a quite a while before he or she is able to produce it and used it in communication.

\(^{27}\) http://www.merriam-webster.com/dictionary/language
\(^{28}\) http://www.englishclub.com/learn-english/language-skills.htm
2.8. Evaluation

In accordance with Rosie Tanner and Catherine Green the Evaluation is gathering information about a class or an individual in order to form a judgment (e.g. about English level or about a trainee’s teaching).

In the teaching-learning process of English language three kinds of evaluations\(^\text{30}\) has been identified:

2.8.1. Diagnostic evaluation

This evaluation is done before the new learning comes, in order to know the students’ previous ideas (what they know and their competences) over which the learners will accumulate the new knowledge.

2.8.2. Formative evaluation

This evaluation is done within the process to obtain partial data about the knowledge and competences that are acquired. This data permits to make pedagogical decisions (to advance or go back in the program, change methodological strategies, take off, simplify, or add contents, etc.)

2.8.3. Summative evaluation

This evaluation is done at the end of a process; it covers long temporary periods to check if the students have acquired the competences and knowledge that permit to promote the students to the next course or give credit to their knowledge through certificates. It is the final opinion of the process, observing the product of learning with retrospective vision.

\(^{30}\text{http://educacion.laguria2000.com/evaluacion/tipos-de-evaluacion-educativa}\)
CHAPTER III

PROPOSAL SECTION

PROGRAM FOR ENGLISH COURSE TO ELEMENTARY LEVEL AT “THE CENTRO COMUNITARIO JUVENIL CUERPO DE CRISTO (CCJCC)”

3.1. PROPOSAL

Due to the great demand and requirement of the English language in the last years, many teachers in different parts of the world have seen the necessity to adopt several and distinct methods, in order to improve the quality of English teaching and to increase the degree of motivation in their students for them to learn this language successfully.

For instance, some institutions where English is taught have applied some extravagant technics such as the Musical Therapy. Others, on the other hand, have chosen to work with technological tools such as the computer. And thanks to this means they have been able to teach English through the use of different programs and pages found on the internet.

Thus, these and other methods have been used by many institutions all over the world with the purpose to teach this language either by visual, auditory or kinesthetic means.

In our case, considering the needs and requirements of the authorities and the students of the center, in order to teach English at the CCJCC we made the decision to apply the Total Physical Response Method, the Natural Approach and the Communicative Approach along with some attractive means like TV programs, specifically, TV cartoons and TV Serials, as teaching strategies, to facilitate the English teaching to elementary level in the course.
Now the way in which we applied all these elements together was through the design of a language teaching material, an English textbook. A textbook which includes activities belonging to Total Physical Response Method, the Natural Approach and the Communicative Approach along with the use of TV Cartoons and TV Serials (TV programs) as teaching strategies.

Thus with the use of this textbook and the design of a syllabus (See p. 41 and Table 2, Appendix B), we were able to carry out our proposal of English teaching at the CCJCC.

3.2. GOAL OF THE COURSE

➢ To develop the English classes applying the Total Physical Response Method, the Natural Approach and the Communicative Approach by means of a new teaching material, a textbook which includes activities belonging to TPR Method, the Natural Approach and the Communicative Approach plus the use of TV cartoons and TV Serials (TV programs) as teaching strategies.

3.2.1. SPECIFIC OBJECTIVES OF THE COURSE

In order to achieve the goal of the course, first we accomplished all the specific objectives in it, such as:

➢ To select activities belonging to Total Physical Response Method, the Natural Approach and the Communicative Approach to design the lessons in the textbook.
➢ To select TV cartoons and TV Serials (as teaching strategies) to design the lessons in the textbook.
➢ To design the lessons for the textbook.
To prepare the lesson plans for the classes.
To select technics to teach the four skills of English in the lessons of the textbook.
To select the additional materials to support the English teaching.
To select English songs (as supplementary materials) to support the listening activities in the textbook.

3.3. METHODOLOGY
In this part, we describe the procedures we followed to carry out the English teaching at the center.

3.3.1. Timetable of Activities
To begin with, we prepared a timetable of activities by means of which we explained all the activities we performed in the center through our project.

This timetable of activities indicates the number of stages which the English course was divided in and its time duration (See Table 2, Appendix B the Syllabus for more details about the stages of the Course, since these stages are divided according to the number of lessons in the syllabus). Therefore, this timetable was divided into four stages, besides a stage zero (in which we carried out some previous activities before starting our classes in the center) and it lasted for eight months.

In stage 0, for example we made an invitation to all the teenagers of the center to do the English course; then, we did a Diagnosis of Needs at the center taking into account: questionnaires for authorities and students, a diagnostic evaluation through an Oral Test for the CCJCC students and one interview addressed to the CCJCC Coordinator. And finally, based on the results we prepared the first lessons for the first stage of the course.

In stage 1, we initiated the English course and from this stage to the fourth stage we prepared the lessons for the English classes; we prepared some supporting materials for every lesson; we gave the students some quizzes; we gave the students four written evaluations, plus one oral evaluation; and, finally, we delivered bimonthly reports to the
coordinator of the CCJCC center and the Linguistic and Language Department. (See Table 1, Appendix B, the Timetable of Activities)

After doing our timetable of activities, we also took important decisions with regard to the selection of *methods, technics, strategies, and materials* to be applied in the English course at the CCJCC. Besides, we decided on the roles the teacher and the students must play in the classroom. Below we describe all these procedures:

### 3.3.2. The Methods

With regard to the methods selected to teach English, we decided to apply one method and two approaches: *The Total Physical Response Method, the Communicative Approach and the Natural Approach*. Although we were determined to work with the three of them in the proposal we decided, however, to work mainly around the Natural Approach, and the others two were used only to support the Natural Approach. So that we applied the principles of the Natural Approach to give the classes to the students and we used different activities belonging to Total Physical Response Method, and to Communicative Approach to support the activities suggested in Natural Approach. Now the way how these activities of methods and approaches were reflected in the textbook and during the classes was described in the *Chart of Approach/Method/Strategy and Technic* (See Appendix B, Table 3) through some samples. For instance, to give instructions in classes we used technics of the Total Physical Response Method such as *command drills*; and to promote some communicative activities we used technics of the Communicative Approach such as *role plays*; and to facilitate the teaching of some grammar structures we used the technics of Natural Approach such as *films*.  

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3.3.3. The Technics

The technics selected were chosen according to the macro-skills (*speaking, reading, writing, and listening*) and micro skills (*grammar and vocabulary*) we taught in every lesson. For example, in speaking, the technics we used were: *role plays, giving opinions, having a discussion, and others*; in reading, we used *reading comprehension, information transfer, etc*.; in writing, we used *writing exercises, writing practices, writing an episode of a TV serial, etc*.; in listening, we used *listening for dictation, listening to a song, etc*.; in grammar, we used *reading, explaining directly, discovering etc*.; in vocabulary, we used *translating, lexical sets, examples, dictionaries, etc*. (See Appendix B, Table 3)

3.3.4. The Strategy

The strategies we selected to teach English were TV programs, specifically *TV cartoons* (such as the Simpsons and the *Pink panther*) and *TV serials* (such as the *Family Munster*). (See Appendix B, Table 3)

3.3.5. The Materials

The materials we used for the English Course during the four stages were a new textbook with extra materials like song worksheets (See Appendix C). Besides some short additional themes we prepared at the request of students, in order to mainly strengthen the English course. On the other hand, we also used books and photocopies; apart from some others classroom materials like a board, a radio, a television, markers and others. (See Appendix B, Table 5)
3.3.6. The Roles of the Teacher and Students within the Classroom

Regarding to the roles of the teacher and the students in the classroom, we must say it
depended on the approach we selected to work in the course, in this case, the Natural
Approach. Therefore, we directed the roles of both the teacher and the students in
accordance with the principles of the Natural Approach. ³¹

So that the teacher during the English teaching–learning process:

1) Gave the students a lot of comprehensible input in the target language, that is to
say, in English language, besides giving them non-linguistic clues.

2) Did her best to create a harmonious classroom atmosphere through a lot interesting
topics; with no demanding the students to speak before they are ready for it; and
with no correcting the students’ errors, all the necessary activities to promote a low
effective filter so that the students may learn the English language.

3) Selected and organized a lot of classroom activities considering the group sizes,
content and contexts. She collected the materials and designed their use.

On the other hand, the students:

1) Were not forced to respond orally, instead they were allowed to decide on their own
when to start to speak (pre-production stage);

2) Were invited to give short answers; responded to simple questions and used fixed
conversational patterns (early-production stage);

3) Started to use complex utterances in activities like role plays or games (speech-
emergent stage).

³¹ https://www.telppedia.com/Natural_Approach
3.4. EVALUATION

With regard to the evaluation, we worked with three types of evaluations.

First, we worked with a *Diagnostic Evaluation* which was taken to the students of the CCJCC at the beginning of the course, through an *Oral Test*, before we started with the teaching process in the classroom, in order to know the students’ current conditions about their knowledge and competences of English language.

Then, along the classes we worked with a *Formative Evaluation*, in order to obtain partial dates about the knowledge and competences of the students.

Likewise, we worked with a *Summative Evaluation*, in order to know, quantitatively speaking, how much our students learned in each stage. This type of evaluation was taken at the end of each stage.

Below we show the grading system we used in our English course.

**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Tests, Quizzes Home works &amp; Attendance</th>
<th>Percentages Out of 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Written Test</td>
<td>15%</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Written Test</td>
<td>15%</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Written Test</td>
<td>15%</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Written Test</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Test</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Homework</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
As we can see in the box, we had four written tests. And all of them were taken after each stage. We had also one oral test. This oral test was taken not exactly by the teacher, but by a foreigner speaker (See some photos, Appendix B), this in order to make our students feel motivated and anxious to demonstrate what they learned from the English course. On the other hand, we also took the students some written and oral quizzes along the stages. Besides we graded the presentation of students’ home works in classes to check if they were grasping the lessons. The attendance in our grading system similarly was considered of great importance, since if the students did not attend to classes they could not expect to learn the language well.

3.5. SYLLABUS

To start with, we designed our syllabus by means of the application of three types of syllabuses: the Topical Syllabus, the Functional Syllabus, and the Linguistic Syllabus. So that in our syllabus we applied the characteristics of these three syllabuses by creating the topics of different lessons in the textbook, by selecting the functions to be taught in the lessons of the textbook and also by selecting the grammar structures to be taught in the lessons of the textbook.

On the other hand, after deciding how our syllabus must be designed by considering the characteristics of the three syllabuses selected, we decided to divide our syllabus in 4 stages, taking into account the time we had to give the English Classes in the center, eight months. Each stage, therefore, lasted for two months. And in each stage we have advanced a determined quantity of lessons. In Stage 1, for example, three lessons; in stage 2, four lessons; in stage 3, three lessons; and in the last stage, three lessons too, making a total of 13 lessons advanced in the textbook. As for the content of our syllabus, we must say that, firstly, we made the selection of several topics that allowed us to develop a lot of activities in the lessons, activities mainly related to vocabulary (for instance, through the topic the Simpson Family we have taught The Family). Secondly, we took into account the functions we might teach the students in the lessons (for instance, how to make introductions, how to apologize, how to make requests, etc.). And finally, we graded the grammatical structures to be taught in the lessons (for instance, the verb be, the Simple Present, etc.) (See Appendix B, Table 2)
3.6. LESSON PLANS

The lesson plans for the classes were designed taking into account the following elements: the name of the center, the name of the teacher, the name of the level of the course (elementary level), the age of the students, the number of lessons, the title of lessons, the time, the skills, the materials, the objectives (functional and linguistics) and it was designed according to the stages warm up, main activity, and follow-up. In each stage the interaction of the teacher and students was also considered along with the time that each activity was performed. (See Appendix B, Table 4)

3.7. EXPERIENCES AT THE ENGLISH COURSE AT THE CCJCC CENTER

Talking about the experiences we had in the center playing the role of an English teacher within a classroom with young people who really wished to learn this language was, indeed, a real challenge for us. It was not a simple thing, since we had to make every day some important decisions related to the English teaching. For example, after we made the diagnosis of needs at the center we already had in mind the materials, the methods, the technics, that we wanted to use for the classes. However, during the first stage of the course, we realized that some of our previous plans must be modified. And this change was related to the teaching materials we selected for the course, since at the beginning we chose to work with the book In Contact 1 plus a booklet that we started to design on our own for the different lessons we advanced in classes. The decision of changing the materials of the course started in the first stage, when we started to impart the first lessons with our textbook In Contact 1 and our booklet. Students at the beginning in the first classes were curious since the teacher started to speak everything in English; they only paid attention to guess what the teacher meant. And when they understood the lesson they only moved their heads up and down. They, in fact, did not participate until the teacher finished the lesson. But when it was time to demonstrate they grasped the lesson the teacher used the booklet. The booklet was colorful, it had a lot of pictures about the Simpsons cartoon and it had a set of activities for the students to practice the advanced lessons. So when the students saw the booklet, they started to identify immediately the
characters of the cartoon and completed the exercises in the booklet. When the teacher asked students for participation, students raised their hands and started unconsciously to speak in English because they were sure they knew all the right answers to the questions. At that time, it was not important for them if their English was okay or not the point was that they wanted to give the answer and get points in class. Probably, their answers at the beginning were not quite right, but, at least, they started to show they were losing their fear of speaking in English and little by little they responded every time doing their best. This acceptance sample from the students respect to the exercises based on cartoons in the booklet, during the first classes, made us take the decision to change the materials of the course. Therefore, instead of keeping using the book In Contact 1 and the Booklet, we decided to work on the design of a new textbook for the class, thinking, on one hand, about the students’ motivation through TV cartoons to learn English and, on the other hand, thinking about our contribution to the center, since it does not have any syllabus or any materials for English teaching.

[We started to work on the new material by developing the new lessons for the textbook. To begin with, we prepared the content of our textbook by taking as basis, on the one hand, the content of the book In Contact 1, as regard to the teaching of grammar structure and vocabulary, and on the other hand, by developing other new topics on our own. For example, in the first four lessons of the textbook and in lesson seven, as for the content, we applied the teaching of the same grammar structures and the same vocabulary taught in the book In Contact 1; and for the other group of new topics we had to design the contents on our own by consulting different English books. Thus we designed the new English material for the course.]

So, more exactly, from the second stage we began to work with a new syllabus and a new textbook based on the TPR Method, the Natural Approach and the Communicative Approach plus the use of TV cartoons and TV Serials (TV programs) as teaching strategies.

In this way, after making some important decisions about the material of the course in our teaching program we carried out the English teaching at the center.
On the other hand, in order to impart the English classes at the center we must also mention that we did not only work on the design of a new textbook, but also we worked, at the request of students, on the design of some other additional themes (See Appendix B), themes that were also considered important before they go abroad. These additional themes, in other words, came to be for us, at the end, as a supporting material to mainly strengthen the English course.

As regard to the classes, when we had some problems to explain a determined activity in a lesson we used the technics from the methods or approaches we chose for the project, other times we gave remedial classes, in that way we solved our problems. (See Table 3, Appendix B)

Thus with all the experiences we had at the center, we must admit that we learned a lot about the roles of a teacher. We, in sum, learned that being a teacher is a very sacrificial task, since you must look after the students’ interests paying attention to the methods, the technics and the materials to be used depending on the group of students you have. (See some photos about the classes, Appendix B)

3.8. THE TEXTBOOK FOR ENGLISH COURSE

In this part we make a description of the textbook we used for the English course. First, we make a small introduction about the new teaching material; second, we refer to the components of the textbook; third, we explain the division of it; fourth, we talk about the cartoons and serials we used to draw our students’ attention; fifth, we talk about the features of the lessons in the textbook; sixth, we describe the features of songs worksheets used in the textbook; and, finally, we explain about the criteria used to design the textbook.
3.8.1. Introduction to the Textbook for English Course

The present textbook is a text which was designed on the basis of activities belonging to the Total Physical Response method, the Communicative Approach, and the Natural Approach. It was designed exclusively for teenagers and probably for young people, too. The main characteristics of this textbook for the English teaching are the use of cartoons, classical serials and all sorts of dynamic activities in it. It also introduces interesting topics with the purpose to appeal to the students’ previous knowledge and so that they can participate in every lesson. On the other hand, it is important to clarify that this textbook was designed bearing in mind the four skills of the language (listening, speaking, reading and writing). And finally, at the end of the lessons it includes some supplementary materials for listening activities. (See the Textbook Appendix C)

3.8.2. Components of the Textbook

This textbook contains as supplementary materials:

✓ Worksheet songs (See Appendix C)

3.8.3. Divisions of the Textbook

The textbook consists of:
a) Reading

Here the students have the chance to read a dialogue, conversation or a small/big text related to the topic of the lesson. And sometimes it has a reading comprehension (i.e. some questions to make sure the students have understood the text provided).

b) Writing

Here the students are encouraged to write some exercises according to what they have learned in the lesson.

c) Vocabulary/understanding new words

Here the students are introduced some new words, phrases or expressions.

d) Memory

Get the students recollect words, phrases or grammatical structures learned in class.

e) Grammar/Checking out the Grammar

It introduces new grammatical structures to the students.

f) Clarification

It explains the use of some words, phrases or grammatical structures in the lessons.
g) Speaking

It encourages students to speak using the target language in dialogues etc.

h) Exercise

Allows students to practice what they have learned during the class.

i) Notes

Gives students useful information about something mentioned in the lesson.

j) Examples

It facilitates the students the comprehension or understanding of some words, phrases or structures.

3.8.4. TV Cartoons & TV Serials Used in the Textbook

As regards to the TV cartoons we used for the new textbook, we must mention we worked with two TV cartoons “The Simpson” and” The Pink Panther” and also with a classical TV serial, “The Munster”, this taking into account that they are cartoons and serials which have been broadcasted by TV either in the past or in the present. Since nowadays they are still being broadcasted through some TV channels.
3.8.5. Features of the Lessons in the Textbook

As for the creations and preparations of the lessons for the textbook, we must let know the following characteristics of the lessons:

1. We used images from the web about cartoons and serials such as the Pink Panther, the Simpsons, and the Munster; we also used images of objects according to the needs of each topic to teach a determined lesson. (See Bibliography section, p. 59)

2. We prepared some exercises in the lessons for the students to practice grammar structures and at the same time their speaking skill.

3. We created dialogs for the students to practice the speaking skill.

4. We created some short reading texts for students to practice their reading skill; and we also prepared some instructions for the practice of writing skill.

5. To create a lesson we first analyzed the relation between the episode of the cartoons or series and the grammar structure or vocabulary to be taught; then we used some of the scenes of the cartoon or serial only the most relevant parts to teach our grammar structure. For example, we did that in lesson 7 to teach food vocabulary and some grammar structures. (See the Textbook lesson 7, p.36 Appendix C)

6. To facilitate the comprehension of dialogs of some scenes of episodes where vocabulary was heavy, we paraphrased the scripts of the dialogs by using simple words; and sometimes we necessarily changed the scripts of the dialogs to introduce and teach a new vocabulary or grammar structure; however, in spite of the fact we did some changes in the scenes we kept the context where they were carried out. (See the Textbook lesson 7, p.36 Appendix C)
7. To illustrate some activities in some lessons, we drew from the episodes of some cartoons some scenes in which the cartoon character performed some particular activities. (See the Textbook lesson 9, p.60, *Writing and Vocabulary activity*, Appendix C)

8. We created in some lessons some short reading texts about some cartoons. (See the Textbook lesson 9, p.60, *Reading activity*, Appendix C)

9. To develop some writing activities in some lessons, we drew some scenes about a determined episode of a cartoon so that students may feel motivated and write a story through them. (See the Textbook lesson 9, p.60, *Writing activity*, Appendix C)

10. For vocabulary activities in order to introduce new words in some lessons, we made the use of dictionaries and online dictionaries. (See the Textbook lesson 13, p.98, *Vocabulary activity*, Appendix C)

11. We created some dialogs with some imaginary characters in some lessons. (See the Textbook lesson 10, p.73, *Reading activity*, and lesson 11, p.79, *Reading activity* Appendix C)

12. We visited some web pages for the description of characters of serials we used in the lessons. (See the Textbook lesson 12, p.86, *Reading activity*, Appendix C)

13. For some reading activities, we took information from the web about the story of some of the TV serials in Spanish and then we translated them into English; besides we added to them some questions as a reading comprehension activity. (See the Textbook lesson 12, p.86, *Reading activity*, Appendix C)

14. We narrated some episodes of serials to create some reading activities. (See the Textbook lesson 13, p.98, *Reading activity*, Appendix C)

15. We used some original scripts from some scenes of some episodes of serials to show students the use of grammar structures in context. (See the Textbook lesson 13, p.98, *Reading activity*, Appendix C)

16. To clarify the meaning of some new terms found in the original scripts, we used dictionaries and for those terms, phrases or idiomatic expressions whose meaning was hard to find we used the Spanish version in DVD to check the real meaning of them; then we put them into simple words for the students to understand these new
words in context within the reading text. (See the Textbook lesson 13, p.98, *Reading activity*, Appendix C)

### 3.8.6. Features of Songs Worksheets Used in the Textbook

As a supplementary material for the textbook and as a support for the listening activities within the classroom, we decided to work on the design of some songs worksheets (See Appendix C). First, to carry out the activity we made a selection of some songs that students possibly might like. On the other hand, we used some technics such as matching, ordering, filling the gaps and others, so that the students may work with them and train their listening skill.

### 3.8.7. Criteria Used for Textbook Design

About the criteria we used to design the new textbook to give the English classes at the CCJCC, it is necessary to clarify that we took as basis, the design of the book *In Contact 1*. For example the fact of mentioning the introductory part of a book, the method to be used in a book, the language skills to be used in a book, the components to be applied in a book (i.e. the extra materials which come with the textbook), and the division of a book (i.e. the activities which the book consist of, such as: vocabulary, grammar, writing, reading, speaking, listening and others). On the other hand, we added to these activities other group of words created by ourselves, since we considered them as very important for the design of the new textbook. They were: *understanding new words, checking out the grammar, clarification, exercise, notes, memory and examples*).

With regards to the strategies to be used in the textbook to draw the CCJCC students’ attention, we applied *TV cartoons* and *TV serial*. They, of course, were not ideas adapted from any other book, but quite the contrary, they were part of our own creativity. This idea rose from the application of TV programs during the English classes. We used them to facilitate the teaching-learning process of English language.

As for the titles of the *topics* for the lessons of the textbook, we first consulted some books; then we created the titles for the lessons, following the authors’ suggestions.
As for the content to teach Grammar and Vocabulary in the textbook, we consult some grammar books, dictionaries, and some webpages. (See Appendix B, Table 5, the Materials section)

Respect to the images used in the textbook, in order to illustrate the lessons of the textbook we used a lot of pages from the web, related to the Simpson, the Pink Panther and the Munster.

On the other hand, something to underline here is that to design this textbook was not necessary it had some kind of relation with the values that the CCJCC posits. Since the only purpose of the center was to make the students learn the English language in a simple and didactic way for them to do an English Proficiency Test at the American embassy and thus later they may go abroad to show their talents in different activities or disciplines they are good at.

3.9. RESULTS OBTAINED AS PRODUCTS OF THE IMPLEMENTATION OF THE PROPOSAL OF GUIDED WORK AT THE CCJCC

Right at this point, we show the results we obtained as product of the implementation of the proposal of guided work at the CCJCC. In the next page, first we show the results obtained as regard to the textbook (the material used in the proposal of the guided work); and second, we show the results of the guided work, in general, by making a comparison between how the CCJCC was before and after the course of English was implemented there.
# RESULTS OBTAINED WITH REGARD TO THE TEXTBOOK (MATERIAL USED IN THE PROPOSAL OF GUIDED WORK)

<table>
<thead>
<tr>
<th>TECHNICS (belonging to the Total Physical Response Method, the Communicative Approach, and the Natural Approach) and STRATEGIES Applied in the Textbook</th>
<th>Results obtained of the TECHNICS (belonging to the Total Physical Response Method, the Communicative Approach, and the Natural Approach) and STRATEGIES Applied in the Textbook</th>
</tr>
</thead>
</table>
| 1. Technics of the Total Physical Response Method, the Communicative Approach, and the Natural Approach applied in the textbook: “Command Drills, Realia and Visuals, listening to music, Action Sequence, Picture Strip Story, Role Play and others.” (See more in Appendix B, Table 3 The Section of Approach/Method-Strategy &Technic) | 1. Students learned a lot from the various technics belonging to the Total Physical Response Method, the Communicative Approach, and the Natural Approach applied in the textbook. They learned:  
  - The macro skills: Reading, Writing, Speaking and Listening  
  - The micro skills: Vocabulary/Grammar  
  For example, in Vocabulary, the teacher used Realias and Visuals, that is to say, real objects to teach the classroom objects. For listening, the teacher used Songs. For writing, the teacher used Picture Strip Stories and other technics.  
  Thus students learned the macro skills and the micro skills in classes through different technics. |
| 2. Strategies applied in the textbook: TV Cartoons and TV Serial. | 2. Students also learned a lot from the TV Cartoons and TV Serial applied in the textbook. For example they learned: Vocabulary and grammar. |

### VOCABULARY

- How to say Jobs in English.
- How to say Places in English.
- How to say Family in English.
- How to say Clothes in English.
- How to say Colors in English.
- How to say Events in English.
- How to say Dates in English.
- How to say Months in English.
- How to say the Ordinal Numbers in English.
- How to say the Days of the Week in English.
- How to talk about Favorite TV Programs in English.
- How to say the Time in English.
- How to say Foods and Drinks in English.
In that way students learned through the new English textbook the macro skills, and the micro skills in the English Course through different techniques belonging to *Total Physical Response Method, the Communicative Approach, and the Natural Approach* along with the dynamic strategies *TV Cartoons and TV Serial*.

| How to say the *Verbs in the Present* in English. |
| How to talk about the *Daily routines* in English. |
| How to say the *Product for Personal Care* in English. |
| How to say *Directions* in English. |
| How to describe *Physical Aspects* in English. |
| How to say *Words, Phrases, and Informal Expressions* in English. |

### Grammar

- **Personal Pronouns**
- **The verb Be**
- **The articles**
- **The plural forms**
- **The simple Present Tense**
- **The possessive noun**
- **Preposition**
- **Can**
- **And, but, or with Can**
- **This/these/that/those**
- **There is/there are**
- **Adjectives**
- **Any/ Some**
- **In/on/at**
- **Count-nouns and Non-count nouns**
- **Possessive Adjectives**
- **Infinitives with like/want/need**
- **Let’s**
- **Present Progressive Tense**
- **Frequency Adverbs**
- **Present Progressive Tense and Frequency Adverbs**
- **The Imperative**
- **The Simple Past Tense Was/Were**
- **The Simple Past Tense with Regular/Irregular Verbs**
- **Adverbs of Time in the Past**
- **The Future Tense Be Going to**
- **Subject Pronouns/Object Pronouns**
- **Direct/Indirect Objects**

Thus students learned the **vocabulary** and the **grammar in the textbook** through these strategies *TV Cartoons and TV Serial*. 
### GENERAL RESULTS OF THE GUIDED WORK THROUGH A COMPARISON BETWEEN HOW THE CCJCC WAS BEFORE AND AFTER THE COURSE OF ENGLISH WAS IMPLEMENTED

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data before the Implementation of the Proposal of Guided Work at the CCJCC</strong></td>
<td><strong>Results after the Implementation of the Proposal of Guided Work at the CCJCC</strong></td>
</tr>
<tr>
<td>Thanks to data obtained by means of the <em>research tools</em> and the <em>technics</em> applied in the diagnosis of needs we found out that:</td>
<td>Once the course of English was given at the CCJCC many things changed notoriously. Look at the results:</td>
</tr>
<tr>
<td>- Ss. considered they more or less knew English.</td>
<td>- Ss. already know English.</td>
</tr>
<tr>
<td>- Ss. considered their level of English was between regular and bad.</td>
<td>- Ss.’ English level is Elementary.</td>
</tr>
<tr>
<td>- Ss. needed to take English courses to get a scholarship abroad.</td>
<td>- Ss. already took the English courses to elementary level at the center.</td>
</tr>
<tr>
<td>- Ss. needed to learn the four skills of English language.</td>
<td>- Ss. already learned the four skills of English language to elementary level.</td>
</tr>
<tr>
<td>- Authorities stated that Ss. needed to take English courses to get a</td>
<td>- Authorities consider their Ss. already know English to elementary level thanks to the English courses they took at the center.</td>
</tr>
<tr>
<td></td>
<td>- Authorities consider their Ss. already</td>
</tr>
</tbody>
</table>
On the other hand, it is important to point out that:

- At the beginning of the course, we initiated with fifteen students, but at the end of the course, we finished with twelve students only due to the short time students had since they were also at school.
- These students took, indeed, advantage of the course and they showed every class through their participation.
- The CCJCC students liked the strategies (TV cartoons and TV series) we applied in the new English material - the textbook- since they felt motivated to learn English when they see the pictures of cartoons and series in the textbook.
- The CCJCC students enjoyed the activities belonging to Total Physical Response Method, the Communicative Approach, and the Natural Approach used in the new English material - the textbook.
- Finally, the CCJCC students showed in their Final Oral Test they already know English to elementary level by making a conversation with an English native speaker.

Thus with these results we concluded the course of English to elementary level at the CCJCC.
3.10. CONCLUSIONS AND RECOMMENDATIONS

3.10.1. CONCLUSIONS

At this point, we may say that the proposal of this guided work was carried out successfully, since all of its objectives were achieved with optimum results.

First, the general objective of the proposal of the present guided work was: “To contribute the CCJCC with the English teaching courses to teenagers who belong to public schools and are, at the same time, current members of the center CCJCC, and we did it, we gave the English courses to elementary level in the center and helped in that way the CCJCC students to prepare for the English proficiency Test to basic level at the American Embassy.

Second, we achieved all the specific objectives of the proposal by designing a program to teach English to Elementary Level. That program counted on a new syllabus and the design of a new English teaching material, a textbook for the English course. The design of the new textbook was based on the Total Physical Response Method, the Natural Approach and the Communicative Approach. And it applied TV Cartoons and TV serials as teaching strategies. On the other hand, it included the four skills of the language (speaking, listening, writing and reading).

And, finally, we achieved the goal of the course by developing the English classes through the application of the Total Physical Response Method, the Communicative Approach, and the Natural Approach by means of the new teaching material, the textbook which included activities belonging to TPR method and the two approaches selected plus the use of TV cartoons and TV Serials (TV programs) as teaching strategies.

In the same way, we achieved all the specific objectives of the course by selecting activities belonging to Total Physical Response Method, the Natural Approach and the Communicative Approach to design the lessons in the textbook; by selecting TV cartoons and TV Serials (as teaching strategies) to design the lessons in the textbook; by designing the lessons for the textbook; by preparing the lessons plans for the classes; by selecting technics to teach the four skills of English in the lessons of the textbook; by selecting
additional materials to support the English teaching; by selecting English songs (as supplementary materials) to support the listening activities in the textbook.

Now that the CCJCC teenagers finished the English course to elementary level at the center, they can go to the American Embassy along with all their documents, and do the English Proficiency Test to basic level. If they are selected they will have the chance to visit the USA and participate of an integration program through which they will let know other young people about our culture through their talents and, at the same time, they will have the chance to know other cultures, and, in that way, the authorities of the center will have accomplished with their own objective of making of these teenagers the leaders of the present, too.

Thus, through the application of this new English textbook (which was made, first, considering the teenagers’ needs with regards to the strategies to be applied in the textbook “the TV cartoons” and second, to facilitate the English teaching at the CCJCC) we concluded with this proposal of guided work, managing to achieve our main objective which was to contribute to the CCJCC with the English teaching courses to the members of the center who were in public schools. This, of course, was not a simple job since on the process we also bumped into some difficulties. For example, as regards to the search of bibliographies. We could not find any books, guided works or any other previous works related to the theme of the present guided work in which the TV cartoons and TV Series are the main strategy of English teaching. But, fortunately, we found enough information in Pdf files and some other pages in the web. And in that way, we could support the literature review. All these web pages are in bibliography section. (See page 59, Bibliography section)
3.10.2. RECOMMENDATIONS

After having a pleasant experience in the area of language teaching, we may say that there are some things we should take into account before the English teaching process and during the English teaching process.

- First, in order to encourage our students to learn English we must think about a way to draw their attention so that they feel motivated to learn the target language through the option or material we choose for them.
- We must apply in the classroom many activities that include the participation of all the students.
- In every activity the teacher must not lose the opportunity to invite the students to participate in class so that they themselves start to gain self-confidence to express in target language.
- It is very important to get our students’ confidence so that they may feel that they can count on us whenever they need us. That is to say, whenever they have some questions or doubts about the topic advanced in class.
- We must plan some solutions for some possible questions students might have during the class.
- We must prepare some remedial classes for those topics in which students have some difficulties in understanding.
- The teacher’s understanding, patience and motivation are essential factors in the teaching-learning process of a language.

At the center, for example, we worked with the English teaching emphasizing these principles since the CCJCC is a place which was created for assisting all the young people’ needs. So that the main task of the people who work there is to provide the teenagers with the necessary assistance: listening to their problems with patience, understanding their problems, and motivating them in every situation.

[Sometimes the CCJCC help the teenagers through advices whenever they have problems at home or school. Other times the CCJCC promote activities in favor of the community and invite them to participate in those activities so that they may take]
up their spare time in assisting the poor people, visiting the old people’s home and other activities, avoiding, in that way, they devote their lives to drinks or drugs. On the other hand, the CCJCC not only promote activities for the well-being of people in need, but also other activities which allow them to surpass in life. For instance by offering them some free courses such as folk dance courses, fitness courses, and some others courses like mathematics, physics, Aymara, English and also Public Speaking and Leadership workshops.

Thus, through these principles applied in the English teaching at the CCJCC, we created a positive and favorable rapport in the classroom. Therefore, it helped us a lot to obtain optimum results in the English teaching-learning process.

On the other hand, in the same way as this proposal of guided work contributed the Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC), it is also expected that it may serve as a basis for future guided works which are related to English teaching through the application of different methods or approaches plus the application of TV programs as teaching strategies. Although unlike us they might use not only cartoons and series, but also movies and soap operas in English. Those strategies might be, as well, very useful in their projects; everything depends on one’s creativity, so that they can do wonders in English teaching with these strategies, plus the methods or approaches they select. Surely they can do it so much better once they know the level of English they are working with, either in the CCJCC or another institution.
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APPENDIX A

DIAGNOSTIC SECTION
CUESTIONARIO PARA AUTORIDADES DEL CENTRO COMUNITARIO JUVENIL
CUERPO DE CRISTO (CCJCC)

1. ¿Para qué los estudiantes del centro necesitan aprender inglés?
   a) Para conseguir un trabajo.
   b) Para estudiar una carrera.
   c) Para conseguir una beca al extranjero.

2. La enseñanza del inglés debería enfocarse en:
   a) La parte oral (speaking)
   b) La parte escrita (writing)
   c) La lectura (reading)
   d) La parte de audio (listening)

3. La enseñanza de inglés debería impartirse en:
   a) Español
   b) Español-inglés
   c) Inglés

4. ¿Cuál en su opinión es la mejor manera de aprender inglés? Por medio de…
   a) juegos
   b) ejercicios
   c) otros
   d) diálogos
   e) lecturas
   f) practicas

                       _____________
                       _____________

QUESTIONNAIRES FOR THE AUTHORITIES AT THE CENTRO COMUNITARIO JUVENIL CUERPO DE CRISTO (CCJCC)
RESULTS OF THE QUESTIONNAIRES FOR THE AUTHORITIES

Neighborhood: Villa Adela, El Alto.
Place: Centro Comunitario Juvenil Cuerpo de Cristo

Question N°1

¿Para qué los estudiantes del centro necesitan aprender inglés?

0%

- a) Para conseguir un trabajo
- b) Para estudiar una carrera
- c) Para conseguir una beca al extranjero

100%

The first pie chart is about question number 1 and it gives three options a), b) and c). And, according to the results of the questionnaire the largest number belongs to letter (c) which means that 100% of students in the center need to learn English because they want to get a scholarship abroad.
La enseñanza del Inglés debería enfocarse en:

La gráfica muestra que el mayor porcentaje (80%) corresponde a la opción (j), lo que indica que 80% de los expertos consideran que el enfoque del inglés debe centrarse en las cuatro habilidades del idioma.
The third pie chart is about question number 3. It gives three options a), b) and c). And, according to the results the largest number belongs to letter (c) which means that 80% of authorities in the center consider the teaching of English must be imparted in the target language.

The fourth pie chart is about question number 4. It gives three options a), b) and c). And, according to the results the largest number belongs to letter (a) which means that 60% of authorities in the center consider the best way of learning English is through games, dialogs, songs, and dynamic activities.
1. ¿Sabes hablar inglés?
   a) Sí
   b) No
   c) Más o menos

2. ¿Cuál es tu nivel de inglés?
   a) Muy bueno
   b) Bueno
   c) Regular
   d) Malo

3. ¿Te gustaría aprender inglés?
   a) Sí
   b) No

4. ¿Para qué quieres aprender inglés?
   a) Para conseguir una beca
   b) Otras razones

5. ¿Qué te gustaría aprender más en inglés?
   a) La parte oral (speaking)
   b) La parte escrita (writing)
   c) La lectura (reading)
   d) La parte de audio (listening)
   e) a-b
   f) c-d
   g) a-c
   h) b-d
   i) a-b-c-d
6. ¿Cómo te gustaría aprender inglés? Por medio de…

a) juegos  b) diálogos  c) canciones  
actividades  dinámicas

b) ejercicios  c) lecturas  d) practicas  
practicas  practicas

tareas  tareas

tareas  tareas

7. ¿Qué materiales te gustaría utilizar para aprender inglés?

a) Textos
b) Revistas
c) Periódicos
d) Historietas
RESULTS OF THE QUESTIONNAIRES FOR THE STUDENTS

Question N°1

¿Sabes hablar inglés?

- 60% a) Sí
- 40% b) No
- 0% c) Más o menos

The first pie chart is about question number 1. It gives three options a), b) and c). And, according to the results the largest number belongs to letter (c) which means that 60% of students in the center consider they speak English more or less.

Question N°2

¿Cuál es tu nivel de inglés?

- 40% a) Muy bueno
- 20% b) Bueno
- 40% c) Regular
- 0% d) Malo

...
The second pie chart is about question number 2. It gives four options a), b), c) and d). And, according to the results the largest numbers belong to letters (c) and (d) which means that a 40% of students in the center consider their level in English is regular and the other 40% consider their level is bad.

Question N°3

The third pie chart is about question number 3. It gives two options a) and b). And, according to the results the largest number belongs to letter (a) which means that 100% of students want to learn English in the center.

Question N°4

The fourth pie chart is about question number 4. It gives two options a) and b). And, according to the results the largest number belongs to letter (a) which means that 90% of students in the center want to learn English because they want to get a scholarship abroad.
The fifth pie chart is about question number 5. It gives nine options from a) to i). And, according to the results the largest number belongs to letter i) which means that 80% of students in the center want to learn the four skills of language in English (i.e. speaking, writing, reading and listening.)
Question N°6

¿Cómo te gustaría aprender inglés?

- a) Juegos, diálogos, canciones, actividades dinámicas (20%)
- b) Ejercicios Lecturas, prácticas, tareas (80%)
- c) Otros (0%)

The sixth pie chart is about question number 6. It gives three options a), b) and c). And, according to the results the largest number belongs to letter (a) which means that 80% of students in the center want to learn English through games, dialogs, songs, and dynamic activities.

Question N°7

¿Qué materiales te gustaría utilizar para aprender inglés?

- a) Textos (0%)
- b) Revistas (0%)
- c) Periódicos (0%)
- d) Historietas (0%)
- e) Películas (0%)
- f) Canciones (0%)
- g) a-b-c-d-e-f (60%)
- h) Otros (10%)

The seventh pie chart is about question number 7. It gives eight options from a) to h). And, according to the results the largest number belongs to letter (g) which means that 60% of students in the center want to use the materials mentioned in letter (g) to learn English.
APPENDIX B

CHARTS OF PROCEDURES IN THE GUIDED WORK

TIMETABLE OF ACTIVITIES

THE SYLLABUS

APPROACH/METHOD-STRATEGY-TECHNICS

LESSON PLANS SAMPLES

THE MATERIALS

(Additional Short Themes Proposed by the Students)

PHOTOS
This timetable indicates that the program of English Course was designed for eight months from January to August. And it was divided in four stages (1 to 4) from the beginning of the classes till the end of it. In stage 0, it shows all the activities carried out before initiating the English classes in the center CCJCC.

<table>
<thead>
<tr>
<th>STAGE (0)</th>
<th>STAGE(1)</th>
<th>STAGE(2)</th>
<th>STAGE(3)</th>
<th>STAGE(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activities before the course starts</td>
<td>Activities to be Developed</td>
<td>Activities to be Developed</td>
<td>Activities to be Developed</td>
<td>Activities to be Developed</td>
</tr>
</tbody>
</table>

- **STAGE (0)**
  - **December 2010**: Make an invitation to all the students of the center to make the English course.
  - **January-February 2011**: Provide questionnaires to CCJCC authorities & students.
  - **March-April 2011**: Take a Diagnostic Evaluation to the student through an English Oral Test.
  - **May-June 2011**: Take an interview to the CCJCC Coordinator (authority in charge of the CCJCC).
  - **July-August 2011**: Prepare the first lessons for the first stage of the course.

- **STAGE (1)**
  - **January-February 2011**: Initiate the English course.
  - **March-April 2011**: Apply the lessons prepared for stage 2.
  - **May-June 2011**: Use supporting materials for every lesson.
  - **July-August 2011**: Use supporting materials for every lesson.

- **STAGE (2)**
  - **January-February 2011**: Take the teenagers some quizzes.
  - **March-April 2011**: Take the students the 1st written evaluation.
  - **May-June 2011**: Take the students the 2nd written evaluation.
  - **July-August 2011**: Take the students the 3rd written evaluation.

- **STAGE (3)**
  - **January-February 2011**: Take the teenagers some quizzes.
  - **March-April 2011**: Take the students the 2nd written evaluation.
  - **May-June 2011**: Take the students the 3rd written evaluation.
  - **July-August 2011**: Take the students the 4th written evaluation.

- **STAGE (4)**
  - **January-February 2011**: Take the teenagers some quizzes.
  - **March-April 2011**: Take the students the 3rd written evaluation.
  - **May-June 2011**: Take the students the 4th written evaluation.
  - **July-August 2011**: Oral test will be taken by a native speaker.

**Oral test will be taken by a native speaker.**
## TABLE 1

**THE SYLLABUS FOR THE ENGLISH COURSE AT THE CCJCC**

This table shows the number of the lessons advanced in the course (13 lessons in total), the titles of the topics of the lessons, the objectives of the lessons (functional and linguistic), and the competences that students acquired in every lesson.

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Functional Objectives</strong></td>
<td><strong>Linguistic Objectives</strong></td>
</tr>
<tr>
<td>1</td>
<td>The Simpsons</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about jobs</td>
<td>➢ The Personal pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Learn the greetings and leaving-takings</td>
<td>➢ The verb Be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Learn how to make reports.</td>
<td>➢ The verb Be plus Personal pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ The articles A/AN</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ The plural forms</td>
</tr>
<tr>
<td>2</td>
<td>Places Around the City</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about places around a city</td>
<td>➢ The Simple Present with auxiliar DO/DOES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about the Simpsons characters, their jobs, and about the places where they work</td>
<td>➢ Rules of the use of the verbs in the Simple Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Regular and irregular verbs</td>
</tr>
<tr>
<td>3</td>
<td>The Family Simpson</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about the family through the Simpsons</td>
<td>➢ The Possessive Noun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about the things that belong to them or to other people</td>
<td>➢ Preposition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about the exact position of something</td>
<td>➢ The use of Can</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about things can or can’t do</td>
<td>➢ The use of And, But, Or with Can</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Learn to make reports about what their partners can or can’t do</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Functional Objectives</td>
<td>Linguistic Objectives</td>
</tr>
<tr>
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</tr>
<tr>
<td>4</td>
<td>Clothes</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about clothes</td>
<td>- The use of this, that, these and those.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Learn the colors</td>
<td>- The use of there is and there are.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Make some descriptions of clothes indicating the colors.</td>
<td>- The Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Describe the things they can see and find in a clothes store.</td>
<td>- The use of any and some</td>
</tr>
<tr>
<td>5</td>
<td>Events celebrated in the USA</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about the events celebrated in the USA.</td>
<td>- The months of the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Make a comparison between the events celebrated in the USA and in their country Bolivia.</td>
<td>- The ordinal numbers vs. cardinal numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about the dates of the similar events celebrated in both countries.</td>
<td>- The days of the week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The prepositions in vs. on</td>
</tr>
<tr>
<td>6</td>
<td>The Favorite TV Program Time</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about the time of their favorite TV program</td>
<td>- The time in an analogical watch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss about the time they do different activities.</td>
<td>- The time in a digital watch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Learn to say the time making some distinctions between an analogical and digital time.</td>
<td>- The use of the preposition at to say the time</td>
</tr>
<tr>
<td>7</td>
<td>Foods &amp; Drinks</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about foods and drinks</td>
<td>- The count-nouns vs. the non-count nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about the things they posses</td>
<td>- The possessive adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about what they like, what they need, and what they want</td>
<td>- The infinitives with like/want/need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talk about some activities by making suggestions</td>
<td>- The use of Let's</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Functional Objectives</td>
<td>Linguistic Objectives</td>
</tr>
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<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Looking at the Pictures</td>
<td>Ss will: ◦ Describe the activities the characters of the Simpsons are doing</td>
<td>Ss will learn: ◦ The present progressive tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Talk about the activities they are doing in the class</td>
<td>◦ Rules of the -ing ending to the verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Make a report about the things their partners are doing in the class</td>
<td>◦ What/who/where and the Present Progressive Tense</td>
</tr>
<tr>
<td>9</td>
<td>The Pink Panther’s Adventures</td>
<td>Ss will: ◦ Talk about daily routines in Pink Panther’s life</td>
<td>Ss will learn: ◦ The frequency Adverbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Talk about how frequently they make their activities</td>
<td>◦ The Simple Present Tense and the Frequency Adverbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Describe activities the Pink Panther is doing by using time expressions</td>
<td>◦ Time Expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Tell an episode of the Pink Panther in their own words</td>
<td>◦ Present Progressive Tense and Frequency Adverbs plus Time Expressions</td>
</tr>
<tr>
<td>10</td>
<td>Things for Our Personal Care</td>
<td>Ss will: ◦ Talk about thing for their personal care</td>
<td>Ss will learn: ◦ About products in general for their personal care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Talk about the things the Pink Panther uses for his personal care</td>
<td>◦ About products used only by men</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Talk about what product they use for their personal care</td>
<td>◦ About products used only by women</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Functional Objectives</td>
<td>Linguistic Objectives</td>
</tr>
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<td>--------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Asking &amp; Giving Directions</td>
<td>Ss. will:</td>
<td>Ss. will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Learn how to give directions</td>
<td>➢ Words to give directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Tell the inspector the place where the Pink Panther is by giving directions</td>
<td>➢ Expressions to give directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Give the inspector the directions by telling him what he must or must not do</td>
<td>➢ The Imperative</td>
</tr>
<tr>
<td>12</td>
<td>The Munster “A Great TV Serial”</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Read about the story of the Munster, an old TV serial</td>
<td>➢ The Simple Past Tense (was/were)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Read about the description of each character in the TV serial the Munster</td>
<td>➢ Was/were plus who/where/what</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Describe the characters’ physical aspect many years ago</td>
<td>➢ The Simple Past Tense with the Regular &amp; Irregular Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Who/where plus Simple Past Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Adverbs of Time used in the Past</td>
</tr>
<tr>
<td>13</td>
<td>Looking For A Part Time Job in the Newspaper</td>
<td>Ss will:</td>
<td>Ss will learn:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Read about one of the episodes of the Munster</td>
<td>➢ The Future Tense with <em>Be Going to</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Discuss about the episode of the Munster to respond some questions</td>
<td>➢ Subject Pronouns and Object Pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Talk about the activities the main characters of the episode are going to do</td>
<td>➢ Direct and Indirect Objects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ New words, phrases and Informal Expressions</td>
</tr>
</tbody>
</table>
This table describes the approaches, the methods, the strategies and the technics used at stage 1 from lesson 1 to lesson 3; and it explains how some problems were solved through the application of some technics belonging to the methods and approaches we chose to impart the classes at the center.

### Approach/Method-Strategy & Technic

<table>
<thead>
<tr>
<th>Approach / Method</th>
<th>1&lt;sup&gt;ST&lt;/sup&gt; STAGE (LESSON 1 TO 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approach / Method</strong></td>
<td>Natural Approach</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>TV Programs: TV Cartoons &amp; TV Serials</td>
</tr>
<tr>
<td><strong>Technics</strong></td>
<td>Vocabulary: realia and visuals, matching, guessing from context, demonstrating.</td>
</tr>
<tr>
<td></td>
<td>Grammar: explaining directly, eliciting, practicing and presenting.</td>
</tr>
<tr>
<td></td>
<td>Reading: reading comprehension, scanning.</td>
</tr>
<tr>
<td></td>
<td>Writing: parallel composition</td>
</tr>
<tr>
<td></td>
<td>Speaking: reading dialogs aloud, role play</td>
</tr>
<tr>
<td></td>
<td>Listening: listening to other learners, listening for dictation.</td>
</tr>
</tbody>
</table>

**Observation:**

During this first stage it has been advanced three lessons of the textbook and students have learned many things as regard to vocabulary and grammatical structures. However, along the classes we have bumped into some small problems. For example, some students could not understand the meaning of some verbs. So to solve this problem we have applied some of the technics of the Total Physical Response Method.

**Example**

**Technic Applied:** “command drills”

Student: Teacher what’s walk?

(T. doing the action of walking says: “This is walk”; then she asks Ss. to mime the action)

Teacher: ok. Now everybody. Walk! (Ss. as soon as they listen to the T., they do the action of walking)
TABLE 3

This table describes the approaches, the methods, the strategies and the technics used at stage 2 from lesson 4 to lesson 7; and it explains how some problems were solved through the application of some technics belonging to the methods and approaches we chose to impart the classes at the center.

**Approach/Method-Strategy & Technic**

<table>
<thead>
<tr>
<th>Approach /Method</th>
<th>Natural Approach</th>
<th>Total Physical Response Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Communicative Approach</td>
</tr>
<tr>
<td>Strategy</td>
<td>TV Programs: TV Cartoons &amp; TV Serials</td>
<td></td>
</tr>
<tr>
<td>Technics</td>
<td>Vocabulary: Realia and visuals, guessing from context, matching.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Explaining directly, using realias, reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: Reading comprehension, information transfer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing: Writing a composition, a chart of events, a report, and a recipe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking: Reading dialogs aloud, role play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening: Listening to other learners, listening for dictation, listening to music.</td>
<td></td>
</tr>
</tbody>
</table>

**Observation**:

In the second stage we have advanced four lessons of the textbook from lesson 4 to 7 and students likewise have learned many things as regard to vocabulary and grammar. However, they have had some small problems to understand some grammar structures, so in order to solve them we have used some technics belonging to TPR method and Communicative Approach.

**Example 1**

**TPR Method**

**Technic Applied**: “Action Sequence”

To explain the meaning of the structure there is/there are for instance we have applied one of the technics belonging to TPR method, this was action sequence.
TABLE 3

This table describes the approaches, the methods, the strategies and the technics used at stage 3 from lesson 8 to lesson 10; and it explains how some problems were solved through the application of some technics belonging to the methods and approaches we chose to impart the classes at the center.

**Approach/Method-Strategy & Technic**

<table>
<thead>
<tr>
<th>3rd STAGE</th>
<th></th>
<th>(LESSON 8 TO 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approach / Method</strong></td>
<td>Natural Approach</td>
<td>Total Physical Response Method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicative Approach</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>TV Programs: TV Cartoons &amp; TV Serials</td>
<td></td>
</tr>
<tr>
<td><strong>Technics</strong></td>
<td>Vocabulary: Realia and visuals, demostrating.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar: Practicing and presenting, using a picture, explaining directly, reading, discovering, lexical sets, examples.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: Reading comprehension, scanning, and cloze exercise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing: Writing a report, writing a story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking: Dialogs, reading a story aloud, giving opinions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening: Listening to other learners, listening for dictation, listening to music.</td>
<td></td>
</tr>
</tbody>
</table>

**Observation :**
In the third stage we have advanced three lessons of the textbook and this time from lesson 8 to10. In order to teach these lessons we have considered the principles and technics of the TPR method and the Communicative Approach.

**TPR Method**
To teach, for example, some verbs used commonly to describe activities for daily routines, we have considered one of the principles of TPR. That one which says:

“Language learning is more effective when it’s fun.”

So we have worked with some pictures of the Pink Panther doing many activities related to daily routines. This activity was similar to the game, “Simon Says.”
Example

*Teacher: The Pink Panther says, “brush your teeth”* (All the students mime the action of brushing their teeth.)

Thus in this case to teach these verbs without difficulties we have done it as one of the TPR principles says and it indeed helped us very much to introduce these verbs to the students.

**Communicative Approach (CA)**

Another important point in this stage was to give opportunities our students to express their ideas and opinions. For this reason we have chosen to use one of the technics proposed by the Communicative Approach.

(CA) Technic Applied: “Picture Strip Story”

Students in this activity were asked to tell a story illustrated by a sequence of pictures. This story was about one of the Pink Panther’s episodes, “Congratulation it’s Pink”. Students first were said to tell the story on their own words; then once they finished the story the teacher allow them to see the real story in a DVD; students compared their version with the original one and found out if they were right or not. Thus this technic belonging to Communicative Approach helped us to encourage our students to express their ideas and opinions.
TABLE 3

This table describes the approaches, the methods, the strategies and the technics used at stage 4 from lesson 11 to lesson 13; and it explains how some problems were solved through the application of some technics belonging to the methods and approaches we chose to impart the classes at the center.

**Approach/Method-Strategy & Technic**

<table>
<thead>
<tr>
<th>4th STAGE (LESSON 11 TO 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approach / Method</strong></td>
</tr>
<tr>
<td>Natural Approach</td>
</tr>
<tr>
<td>Total Physical Response Method</td>
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<tr>
<td>Communicative Approach</td>
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</tbody>
</table>

**Observation :**

In the fourth stage we have advanced the last three lessons of the textbook from lesson 11 to 13. And in this stage in order to promote communication among the students we have established some situations through one of the technics of Communicative Approach.

**Example 1**

**Communicative Approach (CA)**

**Technic Applied: “Role Play”**

Through this technic students were asked to work in pairs and play the roles of, “the inspector & some other person.” The aim of the activity was to help the inspector to find the Pink Panther by pointing him the place where he can find it through a map.
This technic helped us a lot to encourage our students to practice their speaking skill; besides, this technic we have also used materials belonging to Natural Approach to teach in this case Grammar Structures.

**Natural Approach (NA)**

**Technic Applied: “Films”**

In order to teach, for instance, the structure of “Be Going to”, we have used a film although more exactly a TV Serial, “The Munsters”. In this serial students were invited to recognize the structure for future tense “Be Going to”. So to facilitate them the learning of this structure we have given them the scripts where this structure appeared. Students read the scripts and deducted the use of the future tense. This material proposed by the Natural Approach therefore helped us very much to teach this grammar structure.
Table 4 shows three lessons plans as a sample of all the lessons plans we did for the different lessons in the textbook. They describe the place, the teacher’s name, the name of the level of the course, the age of the students, the number of lessons, the title of lessons, the time, the skills, the materials, the objectives; and they also describe the stages we followed to give the English classes: warm up, main activity, and follow-up.

**Lesson Plan (Sample 1)**

| Place: “Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC)” | Skills: reading, speaking, writing and listening. |
| Teacher: Lidia Chuquimia | Materials: markers, board, flashcards & textbook. |
| Course: English to Elementary Level | |
| Students’ Age: From 14 to 17 | |
| Lesson: #1 “The Simpsons” | |
| Time: 1hr./15 min. (2 classes) | |

**Functional Objectives:**

Ss. will talk about the Simpsons and Jobs; how to make greetings and leaving – takings; how to make reports.

**Linguistics Objectives:**

Ss. will learn the Personal Pronouns; the Verb Be; The Personal Pronouns plus the Verb Be; the Articles a/an; and the Plural Forms.

<table>
<thead>
<tr>
<th>Stages (Interaction)</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td>Activity 1.</td>
</tr>
<tr>
<td>5mins. (T-SS)</td>
<td>T. shows the students two flashcards of Marge and Homer, characters of the Simpsons cartoon and asks the class.</td>
</tr>
<tr>
<td></td>
<td>Teacher: <em>Who are they?</em></td>
</tr>
<tr>
<td></td>
<td>Students: <em>The Simpsons</em></td>
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<tr>
<td></td>
<td>As soon the Ss. recognize them, T. asks Ss. to identify the names of six more characters.</td>
</tr>
<tr>
<td></td>
<td>Teacher: <em>What’s his name?</em></td>
</tr>
<tr>
<td></td>
<td>Students: <em>Homer Simpson</em></td>
</tr>
<tr>
<td></td>
<td>Teacher: <em>What’s her name?</em></td>
</tr>
<tr>
<td></td>
<td>Students: <em>Lisa Simpson</em></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 2.</strong></td>
</tr>
<tr>
<td></td>
<td>T. asks Ss. work in groups of three; then she gives them a pile of flashcards to each group; they follow the same model of questions and answer.</td>
</tr>
<tr>
<td></td>
<td>Student A: <em>What’s his name?</em></td>
</tr>
<tr>
<td></td>
<td>Student B: <em>Apu. What’s his name?</em></td>
</tr>
<tr>
<td></td>
<td>Student C: <em>Moe! What’s…?</em></td>
</tr>
</tbody>
</table>
| 10mins. (SS-SS) | Activity 3.  
T. asks Ss. keep the group of three; then she gives to each group a pile of pictures about famous people; Ss. have to work this time with them by keeping the model of the question and answer.  
  
  *Student A:* What’s her name?  
  *Student B:* Laura Bozo. What’s his name?  
  *Student C:* Bart! |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>5mins. (T-SS)</td>
<td></td>
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<tr>
<td>Main Activity</td>
<td></td>
</tr>
</tbody>
</table>
T. works with the whole class and mixes all the pictures; then, she picks them up one after another, asking the Ss.  
  
  *Teacher:* What’s her name?  
  *Whole class:* Angeline Jolie  
  *Teacher:* What’s his name?  
  *Whole class:* Mr. Burns |
| 15mins. (T-SS) | Activity 1.  
T. introduces the vocabulary of jobs by asking the Ss. to go over activity (1.1) in the textbook.  
T. writes on the board:  
  
  *I am a teacher.*  
  *You are a student.*  
  *Ms. Crabappel is a teacher.*  
  *Kent Brockman is a newscaster.*  
T. asks Ss. build new sentences with the rest of the characters in exercise (1.1) following the model on the board; once Ss. have finished T. asks Ss. to read their sentences to check if they are right or wrong. |
|  | Activity 2.  
T. asks Ss. go over activity (1.2) in the textbook pg.3; then she asks Ss. to match the characters with the appropriate jobs, but first she makes an example on the board for the Ss. to follow the model.  
Example  
  
  “1. Timothey Lovejoy ___ d ___ d. A reverend ”  
Ss. match the characters with the jobs; T. checks and gives some points to Ss. who did it well. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5mins.</td>
<td><strong>Activity 3.</strong></td>
</tr>
<tr>
<td></td>
<td>For Ss. practice the speaking skill T. asks Ss. to practice a dialog by using exercise 1.1 and 1.2 by following a model.</td>
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<tr>
<td></td>
<td><em>Student A:</em> Hi. I am Ms. Crabappel. I'm a teacher. What do you do?</td>
</tr>
<tr>
<td></td>
<td><em>Student B:</em> Hello. I'm Apu. I'm a salesman.</td>
</tr>
<tr>
<td></td>
<td><em>Student A:</em> Nice to meet you Apu.</td>
</tr>
<tr>
<td></td>
<td><em>Student B:</em> Nice to meet you too, MS. Crabappel.</td>
</tr>
<tr>
<td></td>
<td>Once Ss. have finished the activity T. asks Ss. to participate; Ss. participate and get some points.</td>
</tr>
<tr>
<td>10mins.</td>
<td><strong>Activity 4.</strong></td>
</tr>
<tr>
<td></td>
<td>Before starting with this activity T. explains some new words in the activity. Such as how to make a dialog with greetings and leaving – takings; then she asks Ss. to work in pairs and talk about the characters of the Simpson; Ss. follow a model on the board and practice.</td>
</tr>
<tr>
<td></td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td></td>
<td><em>Student A:</em> Who's he?</td>
</tr>
<tr>
<td></td>
<td><em>Student B:</em> He's Mr. Skinner.</td>
</tr>
<tr>
<td></td>
<td><em>Student A:</em> What does he do?</td>
</tr>
<tr>
<td></td>
<td><em>Student B:</em> He's a principal. Who's she?</td>
</tr>
<tr>
<td></td>
<td>T. invites some pairs to participate and make the dialog aloud for the whole class.</td>
</tr>
<tr>
<td>50mins.</td>
<td><strong>Activity 5.</strong></td>
</tr>
<tr>
<td></td>
<td>T. starts explaining the grammar part of the lesson. She uses the board and introduces first the personal pronouns; second, she explains the verb Be; then making a relation between these two structures the <em>personal pronouns plus the verb Be</em> she teaches the Simple Present; further on, she teaches the article <em>a/an</em> and finally the plural form.</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Activity 1.</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>10mins. (SS)</td>
<td>T. asks Ss. read a text and then respond some questions; Ss. read the text and write the answers individually; T. invites some Ss. to participate by responding the questions of the text; Ss. participate and get some points.</td>
</tr>
<tr>
<td>10mins. (T-SS)</td>
<td>Activity 2.</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss. write about the life of one of the characters of the Simpson by following the model of the reading activity; Ss. write about the life of one of the characters of the Simpson; then T. asks them to review it; then she asks them to exchange their pieces of writing with a partner, for their partners to review it; T. asks some volunteers to read their pieces of writing aloud for the whole class. The volunteers stand up and read it and get some points.</td>
</tr>
<tr>
<td>Place:</td>
<td>“Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC)”</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Lidia Chuquimia</td>
</tr>
<tr>
<td>Course:</td>
<td>English to Elementary Level</td>
</tr>
<tr>
<td>Students’ Age:</td>
<td>From 14 to 17</td>
</tr>
<tr>
<td>Lesson:</td>
<td>#9 “The Pink Panther’s Adventures”</td>
</tr>
<tr>
<td>Time:</td>
<td>1hr./15 min. (4 classes)</td>
</tr>
<tr>
<td>Skills:</td>
<td>reading, speaking, writing and listening.</td>
</tr>
<tr>
<td>Materials:</td>
<td>markers, board, flashcards &amp; textbook.</td>
</tr>
</tbody>
</table>

**Functional Objectives:**

Ss. will talk about daily routines in Pink Panther’s life; Ss. will talk about how frequently they make their activities; Ss. will describe activities the Pink Panther is doing by using time expressions; Ss. will tell an episode of the Pink Panther in their own words.

**Linguistics Objectives:**

Ss. will learn the Frequency Adverbs; the Simple Present Tense & the Frequency Adverbs; Time Expressions; Present Progressive Tense & the Frequency Adverbs plus Time Expressions.

<table>
<thead>
<tr>
<th>Stages (Interaction)</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>Activity 1.</td>
</tr>
<tr>
<td>10mins. (T-SS)</td>
<td>T. talks with the class about a new cartoon included in the textbook, <em>the Pink Panther</em>, she shows them a big picture of the Pink Panther and asks them some questions.</td>
</tr>
</tbody>
</table>

Teacher: *Do you know this cartoon?*  
Students: __________  
Teacher: *Do you like it?*  
Students: __________  
Teacher: *What channel is it on?*  
Students: __________  
Teacher: *What time does it start?*  
Students: __________  
Teacher: *What do you know about the Pink Panther?*  
Students: __________  

(As the teacher makes the activity of Brainstorming about the Pink Panther she writes on the board all the things Ss. say about the cartoon.)
<table>
<thead>
<tr>
<th>Activity 2.</th>
<th>Activity 3.</th>
</tr>
</thead>
</table>
| T. asks Ss. open their textbook and go over page 38 (vocabulary); then she explains the lesson will be all about daily routines; T. explains the activity 1.1 and starts to work with the class (teaching new verbs and pronunciation). Example  
Teacher: Here. Look at this picture. What action is this? ‘This is brush teeth’, repeat, please.  
Students: brush teeth.  
Teacher: ok. The next picture what action is this?  
Students: (Ss. read the word next to the picture. T. pronounce the word if the Ss. are wrong )  
Teacher: ok. Now the next picture what action…?  
T. writes on the board a sentence for the Ss. to follow it and practice the activity (1.1.) in the textbook. Example  
(The board)  
“He’s brushing his teeth”  
Teacher: Now let’s talk about the Pink Panther and the actions he is doing. Here in the first picture what is the Pink Panther doing? (T. pointing to the picture in the textbook and the sentence on the board says, “He’s brushing his teeth.  
Now you repeat”).  
Students: (Ss. read the sentence written on the board and repeat )  
Ss. continue the activity (1.1.) by working in pairs and following the model on the board along with the pictures in the textbook. T. asks the whole class to check the pronunciation.  
Teacher: Ok. Now again everybody, “what’s the pink Panther doing? He’s getting up”, repeat, please.  
Whole class: He’s getting up. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5mins.</td>
<td><strong>Activity 4.</strong> T. explains to the Ss. they will play a game similar to “Simon Says” and this is “The Pink Panther Says”. T. explains the rules of the game and they start the activity.</td>
</tr>
<tr>
<td>(T-SS)</td>
<td></td>
</tr>
</tbody>
</table>
| 5mins. | *Teacher: The Pink Panther says, “exercise”*  
*students: (Students mime the action of exercising)*  
Activity 1. T. asks Ss. go to page 40(exercise 1.2) and read the definitions of the new verbs, introduced in activity (1.1), for them to match the definitions with the right verbs. Example  
“1. Exercise __________ b) activity requiring physical effort”  
Ss. do the activity and T. checks the exercises with the Ss.  
Activity 2. T. asks Ss. to read a text about “a Typical Day in the Pink Panther’s Life” (pg.41 ex. 2.1.) and complete some spaces in the text with verbs given in a box.  
Ss. complete the spaces with the verbs in the text; T. reviews the exercise with the whole class.  
Activity 3. For the Ss. practice the new verbs T. asks Ss. to work with a partner and talk about what they do in a typical day page 41(ex. 2.2.)  
Ss. talk about their activities in a typical day, once they finish T. asks Ss. to exchange partners, then Ss. have to report about the typical day of their first partners.  
T. asks for some volunteers to give a report of what they have been told about their partners.  
Ss. participate giving the report and get some points.  
Activity 4. T. starts explaining the grammar part of the lesson through the reading technique, to begin she asks Ss. to go to page 41 and make a circle around all the words which indicate frequency in activities.  
Ss. read the text again quickly and circle all words which indicates frequency in activities; then they tell the T.; T. writes the words on the board; then she explains they are the Frequency Adverbs in English; then she teaches the pronunciation of them.  
T. explains the use of Frequency Adverbs in the Simple Present Tense through some examples written on the board.  
T. explains the use of Frequency Adverbs in the Present Progressive Tense plus some time expressions used in the same tense. |
<table>
<thead>
<tr>
<th>Follow-up</th>
<th>Activity 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>50mins. (SS)</td>
<td>T. asks Ss. to write the story of an episode of the Pink Panther through some pictures strip story in the text activity 4.1 (pg.44); Ss. look at the pictures and write the story about the episode of the Pink Panther according to their own versions; T. reviews the homework and asks the Ss. to correct them.</td>
</tr>
<tr>
<td>15mins. (T)</td>
<td></td>
</tr>
<tr>
<td>50mins. (SS)</td>
<td>Activity 2.</td>
</tr>
<tr>
<td>20mins. (T-SS)</td>
<td>T. asks Ss. to read the version of their own stories aloud for the whole class; all the Ss. read their versions.</td>
</tr>
<tr>
<td></td>
<td>Activity 3.</td>
</tr>
<tr>
<td></td>
<td>T. let Ss. see the original version of the episode on TV; Ss. see the episode and make a comparison with their own versions; T. gives points to Ss. who have been near the original episode; and also gives some points to the rest of the Ss. for their versions about the episode.</td>
</tr>
</tbody>
</table>
### Lesson Plan (Sample 3)

<table>
<thead>
<tr>
<th><strong>Place:</strong></th>
<th>“Centro Comunitario Juvenil Cuerpo de Cristo (CCJCC)”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher:</strong></td>
<td>Lidia Chuquimia</td>
</tr>
<tr>
<td><strong>Course:</strong></td>
<td>English to Elementary Level</td>
</tr>
<tr>
<td><strong>Students’ Age:</strong></td>
<td>From 14 to 17</td>
</tr>
<tr>
<td><strong>Lesson:</strong></td>
<td>#13 “Looking for a Part Time job in the Newspaper”</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>1hr./15 min. (4 classes)</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td>reading, speaking, writing and listening.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>markers, board, flashcards &amp; textbook.</td>
</tr>
</tbody>
</table>

#### Functional Objectives:

Ss. will read about one of the episodes of the Munster; Ss. will discuss about the episode of the Munster to respond some questions; Ss. will talk about the activities the main characters of the episode are going to do.

#### Linguistics Objectives:

Ss. will learn the Future Tense (Be going to); Subject Pronouns and Object Pronouns; Direct and Indirect Objects; New Words; Phrases and Informal Expressions.

<table>
<thead>
<tr>
<th>Stages (Interaction)</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td></td>
</tr>
<tr>
<td>5mins. (SS-SS)</td>
<td>Activity 1.</td>
</tr>
<tr>
<td></td>
<td>T. writes on the board “Plans for Your Birthday,” then she asks Ss. to work in pairs and talk about the topic by following a model of a dialog on the board.</td>
</tr>
<tr>
<td></td>
<td>Example</td>
</tr>
<tr>
<td></td>
<td>A: <em>What are your plans for your birthday? What are you going to do?</em></td>
</tr>
<tr>
<td></td>
<td>B: <em>I’m going to go to the movie theater.</em></td>
</tr>
<tr>
<td></td>
<td><em>I’m going to have a big lunch.</em></td>
</tr>
<tr>
<td></td>
<td><em>I’m going to…</em></td>
</tr>
<tr>
<td></td>
<td><em>I’m not going to…</em></td>
</tr>
<tr>
<td></td>
<td>Ss. work in pairs and talk about their plans for their birthdays; T. exchange partners and make a report about their partners’ plans for their birthdays following a model on the board.</td>
</tr>
<tr>
<td></td>
<td>Example</td>
</tr>
<tr>
<td></td>
<td>A: <em>What’s he/she going to do for his/her birthday?</em></td>
</tr>
<tr>
<td></td>
<td>B: <em>He’s going to the movie theater. / She is going to have a big lunch</em></td>
</tr>
<tr>
<td></td>
<td>T. asks for some volunteers to participate by giving reports about their partners’ plans; Ss. participate and T. gives them some points.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| 5mins. | Activity 2.                                  | T. writes on the board “My mother’s birthday”; then she asks Ss. to work again with a partner and talk about the topic by following a model of dialog on the board. Example  
  A. *What are your plans for your mother’s birthday? What are you going to do?*  
  B. *I’m going to cook her favorite dish.*  
  *I’m going to buy her a nice present.*  
  *I’m going to take her to the…* |
| 5mins. | (SS-SS)                                      | T. asks Ss. exchange partners and make a report about their partners’ plans for their mother’s birthdays; Ss. exchange partners and makes a report about their partners’ plans for their mother’s birthdays following a model on the board. Example  
  *What’s he/she going to do for his/her mother’s birthday?*  
  *She’s going to cook her mother’s favorite dish.*  
  *He’s going to buy her a nice present.*  
  *She’s going to take her to the…* |
| 5mins. | (SS-SS)                                      | T. asks for some volunteers to participate giving reports about their partners’ plans; Ss. participate and T. gives them some points. |
| 20mins. | Activity 3.                                  | T. asks Ss. open their text and go over page 75 (ex. 1.1.) ; then she asks them to work in groups of four and read the text about an episode in the Munster serial “Happy 100th Wedding Anniversary”, clarifying if there is any question as regard to vocabulary they have to consult the section “Understanding New Words” in the lesson (page 82-83); Once they finish the reading activity they are asked to respond in groups some questions about the episode; Ss. work in groups and do the reading activity; When they finish T. works with the groups and discuss the responses; groups who have the right answers get some points. |
| 15mins. | (Groups)                                    | Activity 4. |
| 15mins. | (T-SS)                                      | T. asks the groups to work together once again and discuss some questions about the episode by giving their opinions; the groups work together once again and discuss some questions about the episode by giving their opinions.; T. asks for some volunteers to participate and give their opinions about the episode according to the questions, volunteers participate giving their opinion and get some points. |
| 5mins. | (T)                                         | Activity 5. |
| 5mins. | (SS-SS)                                      | T. asks Ss. go to pages 81-82(ex.2) vocabulary section in “New Words” and clarify the meaning of words, phrases and expressions used in the episode. |
| Main Activity | Activity 1.  
T. asks Ss. go to page 85 (ex. 2.1.) Vocabulary in “Giving the Correct Definitions” section and asks the Ss. to match new words with their right definitions; Ss. read the new words and match them with the right definitions;  
T. checks the answers with the class and them the correct answers; Ss. who did it well get some points.  
| Activity 2.  
T. asks Ss. go to page 84 (ex. 2.2.) Vocabulary, in “Connecting pairs of Opposites” section and asks them to connect some pairs of opposites;  
Ss. connect some pairs of opposites; T. reviews giving the right opposites.  
| Activity 3.  
To start the grammar Section T. rewrites on the board the statements she wrote for activities in warming up and asks Ss. to discover in those sentences the structure which indicates the future tense.  
A. What are you going to do for your birthday?  
B. I’m going to go to the movie theater.  
Ss. read and try to discover the structure that might indicate the Future Tense; once they discover the structure, T. explains the Future Tense.  
| Activity 4.  
T. asks’ Ss. go to the first page of the lesson (pg.75) and read the episode of the Munster quickly applying the scanning technique with the purpose to find and circle all the structure of Be Going to in the episode; Ss. applying the scanning technique circle all the structures of Be Going to in the episode then they tell the teacher; T. writes on the board the sentences the Ss. tell her and some others which she consider very important.  
I’m going to draw $1.000.  
I’m going to take $1.000.  
Do you know what I’m gonna do?  
I’m gonna surprise Lily.  
T. makes a comparison between the two forms and explains that gonna is the contraction of going to so either of them indicate the Future Tense.  
| Activity 5.  
To continue the grammar section part II, T. uses the board to explain the pronouns (Subject and Object) through some statements used in the episode.  
|
Follow-up

Activity 6.

Finally, to explain in the grammar section III, the Direct and Indirect object,(pg.87, ex. 3.2) T. uses some examples of the episode and teaches the new structure through a comparison between first language and the target language.

Activity 1.

T. asks Ss. build sentences with the unscrambled words by using the structure of be going to (pg. 88, ex.4); Ss. unscramble the words and build sentences with be going to.

T. checks the exercises and asks for some volunteers to participate; Ss. participate and get some points.

Activity 2.

T. asks Ss. go over (pg.89, ex.2) Reading Activity1. And make a circle around all the Objects Pronouns they can find; Ss. read the activity 1, and circle around all the objects pronouns they found.

T. asks Ss. tell her all the objects pronouns they found in the activity 1 and she writes them on the board and review with the class if they are indeed the object pronouns.

Activity 3.

T. asks Ss. go over (pg.89, ex.3) and underline the direct and indirect object on the sentences given; Ss. read the sentences and identify the direct and indirect object by underlying them with color pens.

T. reviews the exercises with the Ss. and gives them the right answers; the Ss. who do the exercises well get some points.

Activity 4.

As a homework, T. asks Ss. write about an episode of the Munster serial and share it in class by reading it aloud (pg. 89, ex. 3); Ss. write about an episode of the Munster serial for the next class ; the next class T. reviews the homework and Ss. share it with the class by reading it aloud.
TABLE 5

MATERIALS

The table 5 below shows all the materials we used during the four stages of the course: the textbook with its own supplementary materials plus other supporting materials.

<table>
<thead>
<tr>
<th>Course Book</th>
<th>Supporting Materials</th>
<th>Others</th>
</tr>
</thead>
</table>
| Textbook & Supplementary Materials (Song Worksheets) | - Additional Themes*  
- Elementary Grammar Workbook  
- Simple Speaking Activities  
- Side by Side 1A  
- Side by Side 1B  
- Fun with Grammar  
- Grammar and Practice(Oxford Business English) | - Markers, eraser, board  
- Radio/Television  
- DVD, CDs, DVDs  
- Flash Cards, Playing Cards, Articles, etc. |

*Note: As regard to the Additional Themes used in classes to strengthen the English course they are in the next page.
### Additional Theme

**Title of the theme:** “Advertisements in the Newspaper”

<table>
<thead>
<tr>
<th><strong>SECURITY ENTERPRISE</strong></th>
<th><strong>KITCHEN HELPER REQUIRED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires staff:</td>
<td>Fine pay: Victor Sanjines St.</td>
</tr>
<tr>
<td>Men and Women.</td>
<td>#2805 (1 ½ España Square)</td>
</tr>
<tr>
<td>Generate fine incomes!</td>
<td>Call Telephone 2423039</td>
</tr>
<tr>
<td>Call Cellphone 78831270</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STAFF AND ADMINISTRATOR REQUIRED</strong></th>
<th><strong>CLEANING STAFF REQUIRED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• With/without experience</td>
<td>We require people with</td>
</tr>
<tr>
<td>• Good treatment</td>
<td>experience and responsibity.</td>
</tr>
<tr>
<td>Phone 76746409 for “Ceja” El Alto</td>
<td>Call Cellphone 65580652</td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RESTAURANT</strong></th>
<th><strong>BUILDING COMPANY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires new staff:</td>
<td>Requires: Laboratory Mechanic, Tractor</td>
</tr>
<tr>
<td>Counter, waiter/waitress, kitchen</td>
<td>Worker, Assistants in General</td>
</tr>
<tr>
<td>helper and barman.</td>
<td>Call 75852211-76785899</td>
</tr>
<tr>
<td>Call 777-47-247 or 725-48-162</td>
<td>Obras#490 between H. Siles and 14 de</td>
</tr>
<tr>
<td></td>
<td>Septiembre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PLAIN ACTIVITIES</strong></th>
<th><strong>MASSAGE ROOM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 20 h. a week</td>
<td>Requires a woman administrator.</td>
</tr>
<tr>
<td>• From Mon. to Fri.</td>
<td>Call 70551469-79106345</td>
</tr>
<tr>
<td>Contact Jasmine 76528446</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NORTHAMERICAN COMPANY</strong></th>
<th><strong>2000$ PER MONTH!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>For office team requires people</td>
<td>Generate fine incomes!</td>
</tr>
<tr>
<td>with/without experience.</td>
<td>Coordinating, organizing,</td>
</tr>
<tr>
<td>Earn $1000 per month full or part-</td>
<td>answering phone lines.</td>
</tr>
<tr>
<td>time.</td>
<td>4hoursContact Daniela Chura</td>
</tr>
<tr>
<td>Book your interview calling 78751592</td>
<td>68188873</td>
</tr>
</tbody>
</table>
Additional Theme

Title of the theme: “The Animals”

FINDING THE ANIMALS IN THE PUZZLE!

- Rooster
- Cat
- Duck
- Horse
- Donkey
- Dog
- Tiger
- Turkey
- Dove
- Sheep
- Bee
- Lion
- Cow

Activity #5

GUESSING THE RIDDLES!

- This animal makes a sound like *croak, croak*. What animal is it? __________
- This animal is big. It has a lot of coat. It uses to live in the woods. What animal is it? __________
- This is a farm animal. It likes to sing in the morning. What animal is it? __________
- This animal is dangerous and it can kill other animals by suffocating them with the whole of its body. What animal is it? __________
- This pet is said to be the best friend of the man. What animal is it? __________
- This is a farm animal. It has horns and when it gets angry it is very brave. What animal is it? __________
Additional Theme

Title of the theme: “How are you today?”

Activity #1

1. I’m _______ because my mother buys me new shoes today for my birthday.
2. Lucia is _______ because her boyfriend travels today to Canada.
3. Maggie is _______ today because her boyfriend doesn’t come to visit her.
4. Mark feels _______ because his girlfriend is talking to another boy.
5. Marian feels _______ today she has a presentation in her class.
6. Anthony feels _______ because today he receives another medal at school.

Activity #2

1. Caro runs every day, but when she arrives home she feels _______.
2. Lenny doesn’t feel good. He has a pain in his stomach: he is _______.
3. Tania feels _______. She ate a lot of food.
4. George finished his project. He feels _______.
5. Tony studied for his test until 02:00 a.m.
6. Mark forgot his keys. He doesn’t know how to enter his house. He feels _______.

Ask your partners the following questions about what they feel when they go through some negative situations. Read the five situations for them.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. How do you feel when people throw their trash on the floor?</strong></td>
<td></td>
</tr>
<tr>
<td>a) Disgusted                  b) nervous</td>
<td>D  N</td>
</tr>
<tr>
<td>D  N          D  N          D  N          D  N          D  N</td>
<td></td>
</tr>
<tr>
<td><strong>2. How do you feel when you talk in front of the class?</strong></td>
<td></td>
</tr>
<tr>
<td>a) Disgusted                  b) nervous</td>
<td>D  N</td>
</tr>
<tr>
<td>D  N          D  N          D  N          D  N          D  N</td>
<td></td>
</tr>
<tr>
<td><strong>3. How do you feel when your partners take your things without borrowing you?</strong></td>
<td></td>
</tr>
<tr>
<td>a) Disgusted                  b) nervous</td>
<td>D  N</td>
</tr>
<tr>
<td>D  N          D  N          D  N          D  N          D  N</td>
<td></td>
</tr>
<tr>
<td><strong>4. How do you feel when you have a test and you didn’t study?</strong></td>
<td></td>
</tr>
<tr>
<td>a) Disgusted                  b) nervous</td>
<td>D  N</td>
</tr>
<tr>
<td>D  N          D  N          D  N          D  N          D  N</td>
<td></td>
</tr>
<tr>
<td><strong>5. How do you feel when people push you when you are walking by the street?</strong></td>
<td></td>
</tr>
<tr>
<td>a) Disgusted                  b) nervous</td>
<td>D  N</td>
</tr>
<tr>
<td>D  N          D  N          D  N          D  N          D  N</td>
<td></td>
</tr>
</tbody>
</table>
**dditional Theme**

**Title of the theme:** “Talking about the Weather”

**Activity #1**

**THE WEATHER IN BOLIVIA**

**CITIES FORECAST**

**TODAY’S OUTLOOK**

**Example**

- El Alto will be partially cloudy with a mild temperature. The high in this city will be 14 degrees but a cold 3 degrees. Tomorrow El Alto will have storms. The high will be 15 degrees but a cold 3 degrees.
- Cochabamba will have sunny and cloudy skies and a warm temperature. The high will be 28 degrees and a cold 10 degrees. Tomorrow the city will be partially cloudy. The high will be 29 degrees but cold 11 degrees.

**Work with a partner and tell the weather in Bolivia by reading the forecasts in the piece of papers. Follow the model above.**

<table>
<thead>
<tr>
<th>COBIJA</th>
<th>TARIJA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storms P.M.</td>
<td>Partially cloudy</td>
</tr>
<tr>
<td>Temp: warm</td>
<td>Temp: warm</td>
</tr>
<tr>
<td>High temp: 31C.</td>
<td>High temp: 30C.</td>
</tr>
<tr>
<td>/Cold Temp: 20C.</td>
<td>/Cold Temp: 13C.</td>
</tr>
<tr>
<td>Tomorrow: Storms</td>
<td>Tomorrow: Little Change</td>
</tr>
<tr>
<td>High temp: 33C.</td>
<td>High temp: 31C.</td>
</tr>
<tr>
<td>/Cold Temp: 22C.</td>
<td>/Cold Temp: 14C.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRINIDAD</th>
<th>COCHABAMBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some clouds</td>
<td>Sun and clouds</td>
</tr>
<tr>
<td>Temp: warm</td>
<td>Temp: warm</td>
</tr>
<tr>
<td>High temp: 32C.</td>
<td>High temp: 28C.</td>
</tr>
<tr>
<td>/Cold Temp: 21C.</td>
<td>/Cold Temp: 10C.</td>
</tr>
<tr>
<td>Tomorrow: Storms</td>
<td>Tomorrow: Partially cloudy</td>
</tr>
<tr>
<td>High temp: 33C.</td>
<td>High temp: 29C.</td>
</tr>
<tr>
<td>/Cold Temp: 22C.</td>
<td>/Cold Temp: 11C.</td>
</tr>
</tbody>
</table>
SANTA CRUZ
Clouds Later
Temp: warm
High temp: 32°C. /Cold Temp: 21°C.
Tomorrow: Partially cloudy
High temp: 33°C. /Cold Temp: 22°C.

ORURO
Partially Sunny
Temp: mild
High temp: 19°C. /Cold Temp: 2°C.
Tomorrow: Little Change
High temp: 18°C. /Cold Temp: 3°C.

SUCRE
Some Clouds
Temp: moderate
High temp: 22°C. /Cold Temp: 10°C.
Tomorrow: Partially cloudy
High temp: 23°C. /Cold Temp: 11°C.

POTOSI
Clouds Later
Temp: mild
High temp: 17°C. /Cold Temp: 2°C.
Tomorrow: Partially Clear Sky
High temp: 18°C. /Cold Temp: 3°C.

EL ALTO
Partially Cloudy
Temp: mild
High temp: 14°C. /Cold Temp: 3°C.
Tomorrow: Storms
High temp: 15°C. /Cold Temp: 3°C.

GRAN CENTRO (LP)
Dispersed Clouds
Temp: moderate
High temp: 19°C. /Cold Temp: 6°C.
Tomorrow: Storms
High temp: 20°C. /Cold Temp: 7°C.

ZONA SUR
Sun and Clouds
Temp: moderate
High temp: 21°C. /Cold Temp: 8°C.
Tomorrow: Storms
High temp: 22°C. /Cold Temp: 9°C.
Additional Theme

Activity #2

“Looking at the Future”

Read the dialog between a person and a Yatiri.

Fred: Good morning.

Yatiri: Good morning. What can I do for you?

Fred: Ok. This is my story. I work for a big enterprise. My boss will give to me and my co-workers an opportunity to travel abroad, to an English speaking country. There we can earn a lot of money, but we have to give a test of language. And the question is will I pass the test? And if I get it will I have many friends there? Will I earn indeed a lot of money? Will I be able to buy a house and a car? Will I get a bridegroom there? Will she marry me there? Will we have children?

Yatiri: Ok. Let’s see what the coca will say. Yes, you will pass the test. You will meet many friends there and you will earn a lot of money. You will be able to buy a house and a car. You will get a bridegroom there, but she won’t marry you.

Fred: What! No? Why?

Yatiri: Wait. She won’t marry you, but you will meet another girl there. You will marry her and you will have two children.

Fred: Wow! I can’t believe it. How much is it?

Yatiri: It’s ten bolivianos.

Fred: Ok. Thank you. Good bye.

Yatiri: Good bye.
Additional Theme

Title of the theme: “What were you doing yesterday evening at 08.00?”

Activity #1

FINDING THE THIEF OF JEWELRIES AT THE JOHNSON HOUSE!

CHARACTERS IN THE PLAY

Ms. Johnson (The Owner of the House)

You are Ms. Johnson, an old woman of 73. You live alone in a big house. You are not married, but you love a man, Mr. Parker, 40 years old. He wants to marry you very soon. He really insists you to marry him, but you are not sure so you ask him to wait for two months to think it better. He agrees, but he is not very glad. One day in the afternoon at 4.00 p.m., your housekeeper tells you Mr. Parker came and that he waited for you for about 40 minutes. Then he went away promising he would call you. Once you arrive at home you go to your bedroom and you find out your diamond jewelries are not there. So you tell your housekeeper to call the police to find the thief.

Mr. Parker (Ms. Johnson’s bride)

You are Mr. Parker, a man of 40. You are single and you live alone in a flat. You are going out with a woman of 73 for more than six months. She doesn’t like you, but she is very wealthy. You are sure she loves you so you want to take the next step. You want to marry her as soon as possible to enjoy her fortune. When you ask her to marry you she asks you to wait for two months. You accept but you feel very frustrated. One day you go to visit her, but she’s not there. Her housekeeper let you get in the house to wait for her in the living room. While the housekeeper is busy you get in Ms. Johnson’s bedroom and look around it. Soon you see on the bedside table a set of jewelries of diamond. You are very impressed with the brilliants that you pick them up into your pocket. Then you go out of the bedroom. As no one see you to leave the room you go back to the living room and pretend to wait for Ms. Johnson. And as she does not arrive, you decide to go away telling the housekeeper you will call Ms. Johnson. One hour later the inspector of the police calls you from Ms. Johnson’s house and he wants you to be there to make you some questions about the diamond jewelries. Use The Simple Present Tense, The Present Progressive Tense and When and While to answer the questions.
Emilie (The Housekeeper)

You are the housekeeper at The Johnson House. You have worked for Ms. Johnson for twelve years. You have two children. They study at the school. You raise your children alone because you are a single mother. You like to work for Ms. Johnson she is a very kind woman but mug. Sometimes people want to take advantage of it. One day Ms. Jonson’s bridegroom came to visit there but she was not there so you let him pass to the living room since he wanted to wait for her. After 40 minutes, he decided to go away telling you he would call Ms. Jonson. When Ms. Johnson was back home she went upstairs and called you to phone the police. Ms. Johnson’s diamond jewelries were not there.

Bill Madison (The Inspector)

You are the inspector of the police; the housekeeper at the Johnson’s house has called you because of the disappearance of Ms. Johnson’s diamond jewelries. You want to find out the thief. So you gather all the workers together in the Johnson’s house and ask them some questions in order to find out the suspect. Use The Simple Present Tense, The Present Progressive Tense and When and While in your questions.

Jack Lionel (The Gardener)

You are the gardener at the Johnson house. You worked for Ms. Jonson for twelve years. She is very happy with your work. As you work in the garden you never go upstairs to the rooms. You just go to the kitchen at the lunch time. One afternoon the inspector called you to ask you some questions about Ms. Johnson’s jewelries. Use The Simple Present Tense, The Present Progressive Tense and When and While to answer the questions.

Laura (The Cook)

You are Laura the cook at the Johnson house. You worked for Ms. Jonson for ten years. She is very happy with your work. As you work in the garden you never go upstairs to the rooms. You just go from the kitchen to the dining room to make and serve the breakfast, and lunch. One afternoon the inspector called you to ask you some questions about Ms. Johnson’s jewelries. Use The Simple Present Tense, The Present Progressive Tense and When and While to answer the questions.
Additional Theme

Title of the theme: “Asking for Permission”

Activity #1

Choose the verbs in the box and write statements with the modal *Can* and *Could* for each situation.

Answer – borrow – go out – have (x2)

1. You are in your English class. The teacher is explaining the topic. Everybody in the class listen to her. Suddenly your cellphone rings loudly. What can you say?
   Answer:
   T. can I ______ the cellphone, please?

2. You are in the meeting room. Your boss and your workmates are there, too. Your boss is about to tell something important, but suddenly you feel sick. What can you say to the people in the room?
   Answer:
   Excuse me. Could I ______?

3. You must go to work, but your car does not work. Your brother’s car is free. He is not there. So you want to borrow the car by calling him by cellphone. What can you say?
   Answer:
   Can I ______ your car, please?

4. You and your friend have a lot of homework at university. You two are very worried. So you decide to do homework together in your friend’s house. When you’re there she invites you some biscuits. They are delicious for you and you want to eat more. What can you say?
   Answer:
   Can I ______ more, please?

5. You are in your history class. Your partners and you feel very tired, because you class last 4 hours from 8.00 to 12.00. It’s 10.00 and your professor has forgotten to give you a recess. What can you say?
   Answer:
   Teacher can we ______ a break, please?
Additional Theme

Activity #1

Dialogs

A. Mr. Carrot may I have your cellphone, please?
B. Yes, of course. It's 7-7-5-0-2-8-3-3

A. Mr. Carrot may I have your cellphone number, please?
B. Yes, of course. It's 7-7-5-0-2-8-3-3

A. Ms. Thomson may I invite you to eat out tonight?
B. Oh. I'm sorry Mr. Kettle I can't, but we may go out tomorrow.

A. Mr. Johnson might I give you an invitation card?
B. Sure. Thank you very much.

A. Excuse me Ms. Hanson may I go out for a moment?
B. Yes you can.

A. My dear Ms. Crumble might I ask you to dance with me?
B. Oh. Mr. McCartney it will be a pleasure to dance with you.

A. Good morning ladies and gentlemen before we start the ceremony might I ask you to take off your hats, please?
B. Of course. Why no.
Additional Theme

Activity #1

(Situation)

Mrs. Turner and Her Little Girl

Every day Ms. Turner goes out of home with her little girl. She must go to work. Her mother always takes care of her daughter but this time she can’t help her because she needs to solve some problems of hers. Mrs. Turner works in a house as a housekeeper. She must clean, sweep, wash and cook, etc. how can she work with her child? Imagine the permissions her child asks her.

Example:

“Mum. May I play with the dog in the garden?”
**Additional Theme**

**Activity #1**

**Teacher’s paper**

1. Who didn’t go to the concert of “Ricardo Arjona” in Santa Cruz?
   
   _Me!_ My brother told me that I couldn’t go because my parents are not at home to ask them for permission.

2. Who didn’t see on TV the soccer match between Bolivar and the Stronger last Sunday?
   
   _Me!_ My mother told me that I couldn’t watch TV until I finish my homework.

3. Who didn’t bring coat for the laboratory?
   
   _Me!_ My friend told me that I couldn’t wear my coat because he forgot to bring it. I lent him two days ago.

4. Who said the teacher that he/she could be a good soccer player if he/she trained every day?
   
   _To me!_ The teacher told me that I could be a good soccer player if I trained every day.

5. Who said the teacher that he/she couldn’t pass the course if he/she didn’t study?
   
   _To me!_ My teacher told me that I couldn’t pass the course if I didn’t study.

6. Who said the teacher that he/she can’t present the homework the next class?
   
   _To me!_ The teacher told me that I can’t present my homework the next class.

7. Who has the permission to make a party in his/her house?
   
   _Me!_ My parents told me that I can make a party in my house.

8. Who doesn’t have the permission to travel with the class?
   
   _Me!_ My father told me that I can’t travel with the class.

9. Who didn’t have the opportunity to visit “The Tiwuanaku Ruins”?
   
   _Me!_ I couldn’t visit “The Tiwuanaku Ruins.”

10. Who didn’t sleep well last day?
    
    _Me!_ I couldn’t sleep well last day, because I had a lot of homework.
Additional Theme

Activity #1

Students’ paper

Make a report on the line below about the things you can/could or can’t /couldn’t do according to the situations.

1. You didn’t go to the concert of Ricardo Arjona in Santa Cruz, because your parents are not at home to ask them for permission. And for that reason your brother said it was not possible for you to go there.
   Me! _____________________________________________________________________

2. You did not see on TV the soccer match between Bolivar and The Stronger last Sunday, because your mother told you that you must do your homework first.
   Me! _____________________________________________________________________

3. You have classes in the laboratory today, but you don’t have your coat on. You lent it to your friend two days ago, but he forgot to bring it.
   Me! _____________________________________________________________________

4. The teacher told you that you could be a good soccer player if you train every day.
   Me! _____________________________________________________________________

5. The teacher told you that you couldn’t pass the course if you didn’t study.
   Me! _____________________________________________________________________

6. The teacher told you that you can present the homework the next class.
   Me! _____________________________________________________________________

7. You have the permission of your parents to make a party in your house.
   Me! _____________________________________________________________________

8. Your father did not give you permission to travel with the class.
   Me! _____________________________________________________________________

9. You did not have the opportunity to visit “The Tiwanaku Ruins,” because of time.
   Me! _____________________________________________________________________

10. You didn’t sleep well last day.
    Me! _____________________________________________________________________
Additional Theme

Activity #1

Dialogs

A. Whose hat is this?
   B. Oh! That is mine. (pointing to yourself)

   A. Whose handkerchief is that?
   B. That's yours. (pointing to the person who you are talking to)

   A. Whose pencil is this?
   B. It's hers. (pointing to a girl)

Practices

A. Whose book is this?
   B. It's not mine. Isn't it yours?
   A. No.
   C. Hey, you! That is my book what are you doing with it?

A. Whose sunglasses are these?
   B. They are not mine. Aren't they yours?
   A. No.
   C. Hey, you! Those are my sunglasses what are you doing with them?

A. Whose umbrella is this?
   B. It's not mine. Isn't it yours?
   A. No.
   C. Hey, you! That is my umbrella what are you doing with it?

A. Whose coat is this?
   B. It's not mine. Isn't it yours?
   A. No.
   C. Hey, you! That is my coat what are you doing with it?
Activity #2

Dialogs

A. Whose scarf and gloves are these?
B. That's my scarf, but those are not my gloves.
A. Whose gloves are these?
C. Are they new?
A. Yes, they are.
C. So they are mine.

A. Whose pencil and eraser are these?
B. That's my pencil, but that's not my eraser.
A. Whose eraser is this?
C. Is it new?
A. Yes, it is.
C. So it is mine.

A. Whose coat and hat are these?
B. That's my coat, but that's not my hat.
A. Whose hat is this?
C. Is it new?
A. Yes, it is.
C. So it is mine.

A. Whose bracelet and earrings are these?
B. That's my bracelet, but those are not my earrings.
A. Whose earrings are these?
C. Are they new?
A. Yes, they are.
C. So they are mine.
Activity #3

Dialogs

A. Whose keys and wallet are these?
B. They are my keys, but that’s Pedro’s wallet
C. No, it is not mine. It is Erick’s wallet
D. Yes, it is mine. Thank you.

A. Whose correction fluid and sharpener are these?
B. That’s my correction fluid, but that’s Omar’s sharpener.
C. No, it is not mine. It is Jonas’s sharpener.
D. Yes, it is mine. Thank you.

A. Whose hamburger and soft drink are these?
B. That’s my hamburger, but that’s Maria’s soft drink.
C. No, it is not mine. It is Alice’s soft drink.
D. Yes, it is mine. Thank you.
Additional Theme

Activity #1

Dialogs

1.  
   A. Bill do you want me to help you with your shoelaces?  
   B. No, thanks. I can do it by ________

2.  
   A. Mark you don’t need anybody to do your exercises. You can do it by ________  
   B. Yes, I know, but I don’t have time.

3.  
   Good professionals don’t need to make tricks to get a fine position at their jobs.  
   They can get it by ________.

4.  
   Mrs. William does not need to buy a wool sweater for her grandson she can make it by ________.
EFFORT & SACRIFICE

Carrie and her siblings are very good guys. They are respectful, humble, and industrious.

These guys did not grow up with their parents because they died when they were still children. Only their grandfather lived with them, but he was too old to help them. So Carrie the oldest sister along with her siblings had to work hardly. They were four, two boys and two girls. Tony came after Mercy, then Alexis came and finally the youngest sister Alice. These guys learnt how to do many things by themselves. For example, Carrie herself learnt how to sew clothes. Tony himself learnt how to drive a car. Alexis himself learnt how to fix things. And Alice herself learnt how to cook. Nobody taught them anything. They themselves learnt how to do many things. That is how they have learnt to do many things and now with all that effort and sacrifice they are about to finish their studies at university.

Reading comprehension

1. Describe how are Carrie and her siblings?
2. Did they grow up with their parents?
3. When did their parents die?
4. How was their grandfather?
5. How did these guys learnt to do many things?
6. What are the things they have learnt to do by themselves?
7. **Activity #3**

Find the emphatic pronouns in the puzzle.

- **YOURSELF**
- **HERSELF**
- **THEMSELVES**
- **ITSELF**
- **HIMSELF**
- **OURSELVES**
- **MYSELF**
**Additional Theme**

**Title of the theme:** “Talking about the Customs in the USA”

**Activity #1**

Read the text and complete with the DOS and DON’TS from the USA Customs by writing the Imperative Form on the lines below.

“Americans often greet total stranger, particularly in small towns and communities. This may vary from a formal “good morning” to a more casual “Hi”; it’s considered polite to respond likewise. On parting, it’s customary to say ‘Have a nice day’. Americans often reply ‘You’re welcome’ or something similar when somebody thanks them, and they may think you’re impolite if you don’t do likewise. If someone asks ‘How are you?’ it’s usual to reply ‘Fine thanks’ (even if you feel dreadful)”

**Source:** [http://www.justlanded.com/english/USA/Articles/Culture/Social- Customs-in-the-US](http://www.justlanded.com/english/USA/Articles/Culture/Social-Customs-in-the-US)

1. **Greet** strangers in small towns and communities. It’s considered polite to respond likewise.
2. ______‘Have a nice day’, on parting.
3. _____ ‘You’re welcome’ or something similar when somebody thanks you.
4. _____ ‘Fine thanks’ (even if you feel dreadful)

**Activity #2**

Read the text and infer the DOS and DON’TS by writing sentences in the Imperative Form on the lines as it is done in activity 1.

“Some families say grace before meals, so follow your host’s example before tucking in. If you’re confused by a multitude of knives, forks and spoons, don’t panic but just copy what your neighbor is doing (the rule is to start at the outside and work in)...”

**Source:** [http://www.justlanded.com/english/USA/Articles/Culture/Social- Customs-in-the-US](http://www.justlanded.com/english/USA/Articles/Culture/Social-Customs-in-the-US)

1.  
2.  

**Activity #3**

Circle the DOS and DON’TS in the text.

“After you’ve been introduced to someone, you usually say something like, ‘Pleased to meet you’ or ‘My pleasure’ and shake hands with a firm grip (although more common among men). When saying goodbye, it isn’t customary to shake hands again, although some people do. Among friends, it’s common for men to kiss ladies on one or both cheeks. Men don’t usually kiss or embrace each other, although this depends on their nationality or ethnic origin (or sexual proclivity)”

**Source:** [http://www.justlanded.com/english/USA/Articles/Culture/Social- Customs-in-the-US](http://www.justlanded.com/english/USA/Articles/Culture/Social-Customs-in-the-US)
PHOTOS ABOUT THE ACTIVITIES IN CLASSES AT THE CENTRO COMUNITARIO JUVENTIL CUERPO
DE CRISTO CCJCC
APPENDIX C

THE TEXTBOOK AND SUPPLEMENTARY MATERIALS
ENGLISH TEXTBOOK TO ELEMENTARY LEVEL ESPECIALLY DESIGNED FOR CENTRO COMUNITARIO JUVENIL CUERPO DE CRISTO CCJCC DEPENDENT ON FUNDACION CUERPO DE CRISTO FCC
Introduction

The present textbook is a text which was designed on the basis of activities belonging to the Total Physical Response method, the Communicative Approach, and the Natural Approach. It was designed exclusively for teenagers and probably for young people, too. The main characteristics of this textbook for the English teaching are the use of cartoons, classical serials and all sorts of dynamic activities in it. It also introduces interesting topics with the purpose to appeal the students' previous knowledge and so that they can participate in every lesson. On the other hand, it's important to clarify that this textbook was designed bearing in mind the four skills of the language (listening, speaking, reading and writing). And finally, at the end of the lessons it includes some supplementary materials for listening activities.

Components

This textbook contains as supplementary materials:

- Worksheet songs

Divisions

The textbook consists of:

Reading

Here the students have the chance to read a dialogue, conversation or a small/big text related to the topic of the lesson. And sometimes it has a reading comprehension (i.e. some questions to make sure the students have understood the text provided)

Writing

Here the students are encouraged to write some exercises according to what they have learned in the lesson.

Vocabulary/understanding new words

Here the students are introduced some new words, phrases or expressions.

Memory

Get the students recollect words, phrases or grammatical structures learned in the class.
Grammar/Checking out the Grammar

It introduces new grammatical structures to the students.

Clarification

It explains the use of some words, phrases or grammatical structures in the lesson.

Speaking

It encourages students to speak using the target language in dialogues etc.

Exercise

Allows students to practice what they have learned during the class.

Notes

Gives students useful information about something mentioned in the lesson.

Examples

It facilitates the students the comprehension or understanding of some words, phrases or structures.

TV Cartoons & TV Serials Used in the Textbook

The TV cartoons and TV serial used for this textbook were, “The Simpson”, “The Pink Panther” and “The Munster”.

Note:

This English textbook was designed for educational purposes only and not for profitable purposes. Therefore, it is considered as an exclusive material of “Centro Comunitario Juvenil Cuerpo de Cristo” depending on “Fundacion Cuerpo de Cristo”.
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Supplementary Materials

Song Worksheet (Carrie by Europe)
Lesson#1                                             THE SIMPSONS!

1. Vocabulary

THE SIMPSONS WHAT DO THEY DO?

1.1. Below you have some characters of the Simpsons. Look at their jobs.

(Ms. Krabappel) a teacher
(Kent Brockman) a newscaster

(Apu) a salesman
(Krusty) a clown

(Timothey Lovejoy) a reverend
(Marge Simpson) a housewife

---

32 The characters of the Simpsons in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
(Clancy Gorgory)
a police officer

(Bart and Lisa)
students

(Otto)
a hippie bus driver

(Willy)
a janitor

(Seymour Skinner)
a principal

(Julius Hibbert)
a doctor
1.2. Match the following characters with the appropriate jobs.

1. **Timothy Lovejoy**  
a. an actor
2. **Rainier Wolfcastle**  
b. a police officer
3. **Murphy Encías Sangrante**  
c. a clown
4. **Clancy Gorgory**  
d. a reverend
5. **Julius Hibbert**  
e. a musician
6. **Krusty**  
f. a doctor
7. **Willy**  
g. a janitor

---

**Speaking**

1.3. Look at the exercise (1.1.) and (1.2.) practice the dialog below with the different jobs.

A: Hi. I'm Ms Krabappel. I'm a teacher. What do you do?

B: Hello. I'm Apu. I'm a salesman.

A: Nice to meet you Apu.

B: Nice to meet you too. Ms. Krabappel.
1.4. Work with a partner and talk about the characters of the Simpson in (1.1.). Follow the model below.

A: Who's he?
B: He's Mr. Skinner.
A: What does he do?
B: He's a principal. Who's she?
A: She's Marge.
B: What does she do?
A: She's a housewife.
A: Who are they?
B: They are Lisa and Bart.
A: What do they do?
B: They are students.

UNDERSTANDING NEW WORDS!

Look at the following new words and expressions.

Hi. Hello.
What do you do? I'm a student
What does he/she do? He's/she's a doctor.
What do they do? They're students.
Nice to meet you. Nice to meet you, too.
2. Grammar

CHECKING OUT THE GRAMMAR II!

Reviewing

THE PERSONAL PRONOUNS

Singular

I (1st person)
You (2nd person)
He (3rd person)
She (3rd person)
It (3rd person)

Plural

We (1st person)
You (2nd person)
They (3rd person)

3. Grammar

CHECKING OUT THE GRAMMAR II!

Reviewing

THE PRESENT TENSE

THE VERB “BE”

(AM, IS, ARE)
THE VERB BE + THE PERSONAL PRONOUNS

<table>
<thead>
<tr>
<th>Full form</th>
<th>Contractions</th>
<th>Full form</th>
<th>Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I'm</td>
<td>We are</td>
<td>We're</td>
</tr>
<tr>
<td>You are</td>
<td>You're</td>
<td>You are</td>
<td>You're</td>
</tr>
<tr>
<td>He is</td>
<td>He's</td>
<td>They are</td>
<td>They're</td>
</tr>
<tr>
<td>She is</td>
<td>She's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is</td>
<td>It's</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example

(+) $S+V+C$
| I'm a newscaster. | She's not a student. | Is she a police officer? |
| It's a desk.     | He's not a salesman. | Are you a doctor?      |
| They're teachers.| It's not a chair.    | Is it a desk?           |

(-) $S+V+\text{NOT}+C$

4. Grammar

CHECKING OUT THE GRAMMAR III!

Reviewing

THE ARTICLES A/AN

(It is used to refer to only one person, animal or thing.)
**Examples:**

- We use *a* when the next word begins with a consonant letter.
  
  a clown.  
  a doctor.

- We use *an* when the next word begins with a vowel letter.
  
  an actor  
  an actress

*Note: *a/an* are used only with singular forms, not with plural forms.

**5. Grammar**

**THE PLURAL FORMS**

(-s/-es/-ies)

- The general rule for plural is adding the (-s) to the words in singular.
  
  an actor  actors  
  a clown  clowns

- Sometimes we can find words which end in (-s or -ss) so we make the plural form by adding (-es) to these words.
  
  a bus  buses  
  an actress  actresses

- When a word ends in (-y) we make the plural form by erasing the (-y) first, then we add (-ies).
  
  a country  countries
6. Reading

Read the text and respond the questions.

Herver Krustobsky is Krusty in the TV cartoon the Simpson. He's single. He's not married. And He's not fat. He's thin. He's always in his TV program and he's very funny too.

1. What does Herver Krustobsky do?
2. Is he fat?
3. Is he single?

8. Writing

Look at the reading text above and use it as a model to write about the life of one of the characters of the Simpson.
Lesson#2  PLACES AROUND A CITY!

I. Vocabulary

1.1. Look at the pictures below and discover how to say some places in English.

Hospital

Museum

School

Airport

33 The pictures about places in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
1.2. Match the characters in (A) with the right jobs in (B) then match the jobs with the right places in (C).

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Timothey Lovejoy</td>
<td>a. Police officer</td>
<td>1) Bar</td>
</tr>
<tr>
<td>2. Moe Szyslak</td>
<td>b. Teachers</td>
<td>2) Church</td>
</tr>
<tr>
<td>4. Mr. Burns</td>
<td>d. Barman</td>
<td>4) Police station</td>
</tr>
<tr>
<td>5. Ms. Krabappel and Ms. Strikter</td>
<td>e. Businessman</td>
<td>5) School</td>
</tr>
</tbody>
</table>

1.3. Write sentences with the characters, jobs and places in exercise (1.2.). Use the verbs be and work.

1. Timothey Lovejoy is a reverend. He works in a church.
2. Ms. Krabappel and Ms. Strikter are teachers. They work in a school.
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________

Speaking

1.4. Work with a partner and talk about the characters of the Simpson in the chart. Follow the Model.

A. What does Ms. Krabappel do?
   B. She’s a teacher.

A. Where does she work?
   B. She works in a school.

B. What do Lou and Eddie do?
   A. They are police officers.
   B. Where do they work?
   A. They work in a police station.
2. Grammar

CHECKING OUT THE GRAMMAR II!

THE SIMPLE PRESENT (2) AUXILIAR DO/DOES

WORK

<table>
<thead>
<tr>
<th>(+)</th>
<th>(-)</th>
<th>(?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>Do</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>We</td>
</tr>
<tr>
<td>He</td>
<td>He</td>
<td>Does</td>
</tr>
<tr>
<td>She</td>
<td>She</td>
<td>She</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td>work.</td>
<td>do not work.</td>
<td>work?</td>
</tr>
<tr>
<td></td>
<td>(don't)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>works.</td>
<td>does not work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(doesn't)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples

<table>
<thead>
<tr>
<th>(+) S+V+C</th>
<th>(-) S+V+NOT+C</th>
<th>(?) V+S+C?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work in a school.</td>
<td>They don’t work in a school.</td>
<td>Do you work in a police station?</td>
</tr>
<tr>
<td>She works in a school.</td>
<td>He doesn’t work in a bowling.</td>
<td>Does she work in a theater?</td>
</tr>
</tbody>
</table>

Note:

✓ If the verb ends in “o” as in go add –es ending instead of only one “s”. For example: goes.
✓ If the verb ends in “y” as in study erase the “y” and add –ies ending instead of only one “s”. For example: studies.

2.1. Look at the verbs below and write sentences positives or negatives with them. Use some of the characters of the Simpson.

<table>
<thead>
<tr>
<th>Go</th>
<th>study</th>
<th>play</th>
<th>drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink</td>
<td>sleep</td>
<td>eat</td>
<td>read</td>
</tr>
</tbody>
</table>

1. Milhouse reads a magazine.
2. Jessica Lovejoy doesn’t play the guitar.
3. _____________________________
4. _____________________________
5. _____________________________
6. _____________________________
7. _____________________________
8. _____________________________
3. Reading

Read the following text and respond the questions.

In Springfield city people regularly go to their job as in any other city people do. Bart and Lisa Simpson, for example, go to school. Homer goes to his office in the Nuclear Plant. Julius Hibbert goes to the hospital. Apu goes to his mini-super (kwik-E-Mart). Timothey Lovejoy goes to the church. Moe goes to his bar (Moe’s). Krusty goes to his office in channel 6. Clancy Gorgory goes to the police station. And the mayor Diamante goes to the City Hall. Everyone in Springfield goes to work.

1. Where does Clancy Gorgory go?
2. Where does Apu go?
3. Where do Bart and Lisa Simpson go?
4. Where does Homer go?
5. Where does mayor Diamante go?

4. Writing

Write a paragraph about one of the characters of the Simpson. Use the simple present to describe the character.
1. Vocabulary

Look at the Simpsons in the picture below and know how to say the members of the family in English.

1.1. Match the names with the words and write sentences. Follow the model.


1. Homer is Bart’s father.
2. Selma and Patty are Bart’s aunts.
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________

34 The picture of the Simpson family in this lesson was taken from a page in the web. See the webpage in bibliography section page 59.
Speaking

1.2. Work with a partner and practice the following exercises matching the words *who* (for questions) and *Marge* (for answers) with the characters of the Simpsons and the new vocabulary about the family. Use the model below.

<table>
<thead>
<tr>
<th>Who</th>
<th>is</th>
<th>1. Homer's</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marge</td>
<td></td>
<td>2. Selma's</td>
<td>sister</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Abraham's</td>
<td>wife</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Lisa's</td>
<td>sister-in-law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Herbert's</td>
<td>daughter-in-law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Jacqueline's</td>
<td>daughter</td>
</tr>
</tbody>
</table>

A: Who's Homer's wife?
B: Marge's Homer's wife.
A: Who's Selma's sister?
B: Marge's Selma's sister.

2. Grammar

CHECKING OUT THE GRAMMAR I!

POSSESSIVE NOUN ('s)

(Use the possessive noun to indicate possession.)

HOW TO USE IT

Look at the following statements. Make a comparison between the columns A and B. Do they mean the same?
A

The brother of Lisa.
The granddaughter of Abraham.

B

Lisa’s brother.
Abraham’s granddaughter.

Now look at the phrases in sentences.

❖ Lisa’s brother is Bart.
❖ Abraham’s granddaughter is Lisa.

Note:

✓ In English to indicate possession we use possessive nouns with (‘s) and possessive adjectives (see lesson #6). The possessive (‘s) is equivalent to ‘of’ as we can see in the example above. So instead of using ‘of’ we use (‘s).
✓ It is important not to confuse the possessive (‘s) with (‘s) which is the contraction of (is) a form of the verb “Be”.

3. Vocabulary 2

WHERE ARE THE CATS?

1.5. Look at the pictures and see the different positions of the cats!

The cat is ON the table.   The cat is AT the table.   The cat is IN the dustbin.

CLARIFICATION!

PREPOSITIONS

We use the prepositions in/on/at to indicate the position of something.

35 The cartoons of cats in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
4. Vocabulary 3

WHO CAN DO THAT?

1.6. Look at the following activities and say who can do the activities in the Simpson.

<table>
<thead>
<tr>
<th>(Lisa)</th>
<th>(Otto)</th>
<th>(Bart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>play the saxophone</td>
<td>drive a bus</td>
<td>skate</td>
</tr>
</tbody>
</table>

1. Lisa can play the saxophone.
2. Otto __________________________
3. __________________________

Speaking

1.7. Work in groups of three and practice with the verbs in the chart. Use the model.

**Example**

A: Can you swim $B$?
B: Yes, I can. And you $A$ can you play the piano?
A: No, I can't. And you $C$ can you ride a motorcycle?
C: No, I can't.
B: And can you ride a bicycle, $C$?
C: No, I can't. But I can drive a car.

**Verbs**

- Swim
- Play the piano
- Drive a car
- Drive a motorcycle
- Dance "salsa"
- Lift weights
- Write a poem
- Read a book
- Drink

**Speaking**

1.8. Use the information in exercise (1.7.) and make a report about what your partners can or can't do.

Use *but* and *or*.

A: “B” can swim.

C: But “A” can't play the piano.

B: and “C” can't ride a motorcycle or a bicycle.
1.9. Say to your partners what you can do.

A: What can you do B?
B: I can play the piano and the trumpet. What can you do C?
C: I can make cakes and cookies. What can you do A?
A: I can ride a bicycle and a motorcycle.

1.10. Use the information in exercise (4.4.) and make a report about the things your partners can do. Use and.

A: B can play the piano and the trumpet.
B: C can make cakes and cookies.
C: A can ride a bicycle and a motorcycle.

5. Grammar 2

CHECKING OUT THE GRAMMAR II!

Reviewing

(Can to indicate things you can do)

<table>
<thead>
<tr>
<th>Can</th>
<th>She</th>
<th>swim?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>You</td>
<td>Yes, I can.</td>
</tr>
<tr>
<td>You</td>
<td>He</td>
<td>No, I can’t.</td>
</tr>
<tr>
<td>He</td>
<td>She</td>
<td>Can he play the guitar?</td>
</tr>
<tr>
<td>She</td>
<td>It</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td>It</td>
<td>We</td>
<td>No, he can’t.</td>
</tr>
<tr>
<td>We</td>
<td>You</td>
<td>What can you do?</td>
</tr>
<tr>
<td>You</td>
<td>they</td>
<td>I can dance.</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>What can she do?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She can swim.</td>
</tr>
</tbody>
</table>
6. Grammar 3

**CHECKING OUT THE GRAMMAR II!**

**And/but/or**

- Use *and* to connect two sentences.
  
  Example
  
  “They can sing *and* dance”

- Use *but* to contrast two sentences.
  
  Example
  
  “She can drive a car, *but* she can’t drive a motorcycle.”

- Use *or* to join two negative sentences.
  
  Example
  
  “It can’ eat *or* drink.”

7. Reading

Read the text and respond the questions.

In the Simpson family everyone can do different activities. For example, Homer can play bowling. Marge can make cookies and cakes. Lisa can play the saxophone. Bart can skate very well. Maggie can help other babies. Marge’s father-in-law can write letters. And Marge’s sisters can smoke cigarettes.

1. Who can write letters?
2. Who can smoke cigarettes?
3. Who can play the saxophone?

8. Writing

What can your family and you do? And what can’t all of you do? Write a paragraph about it. Use *can*, *and*, *but*, *or* and the possessive noun (*’s).
Lesson #4

CLOTHES!

I. Vocabulary

1.1. Look at the pictures below and know how to say the clothes in English.

- a shoe
- a sweater
- a t-shirt
- running shoes
- a sock
- a cap
- a short
- a shirt
- a hat

36 The pictures in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
Speaking

1.2. Work with a partner and say the color of the clothes above in exercise (1.1.). Use the chart of colors below. Follow the model.

**The Colors**

- Red
- yellow
- green
- sky blue
- purple
- Blue
- orange
- brown
- gray
- Pink
- White
- black

A: What color is this sweater?
B: It's orange. What color is that hat?
A: It's yellow, pink and sky blue. What colors are these running shoes?
B: They're green, white, gray, yellow and sky blue. What color ...?

1.3. Work with a partner and read the dialog by phone below. Use the clothes in exercise (1.1.) and others if possible.

A: Is there a blue cap in the clothes store?
B: Yes, there is.
A: Are there any pants in the clothes store?
B: Yes, there are. And there are some blue jeans too.
A: Ok. And are there any nice scarfs in the clothes store?
B: No, there aren't.
A: Oh! Is there a shirt with long sleeves?
B: No, there isn't. But there is a nice shirt with short sleeves.
A: Ok. Buy the blue cap, a pair of blue jeans, and the shirt with short sleeves.

UNDERSTANDING NEW WORDS!

Look at the following new words and expressions.

Clothes store
Long/short
Sleeve
A pair of

CHECKING OUT THE GRAMMAR!

2. Grammar

Reviewing

THIS/THAT/THOSE

➤ Use this (singular) and these (plural) to indicate something is near you.

“This scarf is nice.” “These sweaters are big.”

➤ Use that (singular) and those (plural) to indicate something is far from you.

“That cap is small.” “Those caps are big.”
## 3. Grammar

### Reviewing

**THERE IS/THERE ARE**

<table>
<thead>
<tr>
<th>(+)</th>
<th>(-)</th>
<th>(?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a blue cap in the clothes store.</td>
<td>There is not a blue cap in the clothes store.</td>
<td>Is there a blue cap in the clothes store?</td>
</tr>
<tr>
<td>There are some gray shoes in the clothes store.</td>
<td>There are not any gray shoes in the clothes store.</td>
<td>Are there any gray shoes in the clothes store?</td>
</tr>
</tbody>
</table>

**YES/NO**

Is there a white scarf in the clothes store?
Yes, there is.
No, there isn’t.

Are there any gray shoes in the clothes store?
Yes, there are.
No, there aren’t.
4. Grammar

Reviewing

**ADJECTIVES**

- Use the **adjectives** to qualify a person, animal or object.
- Place the **adjective** before a **noun** (a person, animal or object)

Examples

- “A **blue cap**”
- “A shirt with **long sleeves**”

5. Grammar

Reviewing

**ANY / SOME**

- Use **any** and **some** to indicate indefinite quantities.
- Use **any** in negative and interrogative sentences.
- Use **some** in positive sentences.

Example

Are there **any** pants in the clothes store?

Yes, there are **some** pants in the clothes store.

No, there are not **any** pants in the clothes store.
6. **Reading**

Read the text and respond the questions.

In the family Simpson's living room there are many things. There is a foot lamp. There is a picture. There is a small radio. There is a TV. There is a large coach and there are two cushions on it. There is also a bed table. On the bed table there is a small lamp and a telephone. There is a large bookshelf. In the bookshelf there are many books. And finally there are two rugs.

1. Is there a chair in the living room?
2. Are there any cushions in the living room?
3. Is there a telephone in the living room?
4. How many lamps are there in the living room?
5. Is there a big radio in the living room?

7. **Writing**

In a piece of paper write a paragraph describing your bedroom. Use *there is, there are, adjectives*, and *some or any* if possible.
Lesson# 5  

EVENTS CELEBRATED IN THE USA!

Like in other parts of the world, the United States also has many events and festivities to celebrate during the whole year. In this lesson you will learn about them.

1. Reading

1.1. Read the information in the chart and match the months with the events in the boxes below.

Events in the USA

In Jan. 1st, American celebrate New Year day. And the third Mon. in Jan. they celebrate Martin Luther Kings, Jr. Day.

In Feb. 2nd they celebrate the Ground Hog Day; then in Feb. 14th they have Saint Valentine’s Day; and finally, in the 3rd Mon. they have the president’s day.

In Mar. 17th American celebrate only one event this is St. Patrick’s Day.

In Apr. 1st they celebrate All Fool’s Day; then the third Mon. they have the Patriot’s Day; and finally they have their Good Friday which doesn’t have an exact date.

In May, the second Sunday they celebrate the Mother’s day; and the last Monday of the month they have the Memorial Day.

In Jun. fourteenth they have the Flag’s Day; then the third Friday they have the father’s Day.

In Jul. 4th they celebrate the Independence Day of the USA.

In Aug. they have nothing to celebrate.

In Sept. the first Mon. they celebrate the Labor Day.

In Oct. the second Mon. they celebrate the Columbus Day; then in Oct. 31st they have Halloween.

In Nov., on Tue., after the first Mon. of Nov. in divisible years by four they celebrate the Election Day; then in Nov. 11th they have the Veteran’s Day; and finally the fourth Thursday they have the Thanksgiving Day.

In Dec. 25th they have Christmas Day.

37 The characters of the Simpsons in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
38 The information about the events in USA was taken from the web page: http://www.soitu.es/participacion/2009/01/28/u/marianolozano_1233126500.html
The Mother’s day; the Memorial Day

Nothing to celebrate

St. Patrick’s Day

All Fool’s Day; the Patriot’s Day; Good Friday

The Flag’s Day; the father’s Day

The Labor Day

The Election Day; the Veteran’s Day; the Thanksgiving Day

The Independence Day of the USA

The Columbus Day; Halloween

The Ground Hog Day; Saint Valentine’s Day; the president’s day

The Christmas Day

New Year’s Day; Martin Luther King’s Jr. Day
1.2. Look at the following events and say in what months they are celebrated.

1. Halloween                          a) April 1<sup>st</sup>
2. St Valentine’s Day                 b) January 1<sup>st</sup>
3. Labor Day                          c) Feb 3<sup>rd</sup> Monday
4. Christmas Day                      d) July 4<sup>th</sup>
5. Independence Day                   e) Feb 14<sup>th</sup>
6. Thanksgiving Day                   f) Oct 31<sup>st</sup>
7. New Year’s Day                     g) Sept 1<sup>st</sup> Monday
8. All Fool’s Day                     h) Nov 4<sup>th</sup> Thursday
9. The President’s Day                i) Dec 25<sup>th</sup>

2. Vocabulary

2.1. Look at the months of the year with their abbreviations in English.

January (Jan.)  February (Feb.)  March (Mar.)  April (Apr.)  May (May)  June (Jun.)  July (Jul.)  August (Aug.)  September (Sep.)  October (Oct.)  November (Nov.)  December (Dec.)

3. Vocabulary

3.1. Look at the days of the week with their abbreviations in English.

Monday (Mon.)  Tuesday (Tue.)  Wednesday (Wed.)  Thursday (Thurs.)  Friday (Fri.)  Saturday (Sat.)  Sunday (Sun.)
4. Vocabulary

4.1. Look at the ordinal numbers with their abbreviations in English.

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
<th>Ninth</th>
<th>Tenth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
<td>9th</td>
<td>10th</td>
</tr>
</tbody>
</table>

5. Grammar

- Use "on" with days of the week.
  
  Example
  
  On Monday, on Tuesday, on Wednesday...etc.

- Use "in" with months of the year.
  
  Example
  
  In January, in February, in March...etc.
6. Grammar

To say the dates you can use the ordinal numbers.

Example

A. What date is it today?
B. It's March 9th

7. Speaking

7.1. Work with a partner and make turns asking and guessing the following riddles. Then make up some other riddles on your own related to the events celebrated in the USA.

RIDDLES!

1. This event is celebrated
   in July 4th and all the
   North Americans remember
   every year.
   What is it? __________

[Image]

2. In May there is an event
   where mothers are congratulated
   by everyone.
   What event is it? __________
3. This event is very important
   specially for the children
   because in that day they receive
   many presents.
   What event is it? _________________

4. This event is celebrated
   every beginning of year
   after Christmas.
   What event is it? ____________

8. WRITING

8.1. Write about the events celebrated in your country during the twelfth months of the year. Use the information of the chart in exercise 1.1. as a model then write individually some riddles about the events celebrated in your country. After work in groups of three and ask and answer the riddles you did.
Lesson# 6

THE TIME OF YOUR FAVORITE TV PROGRAM!

1. Reading.

Read the conversation among Troy McClure, Patty and Bart. Troy McClure is the showman in Springfield. He presents all the important events in the city.

PART I

WHAT TIME DO YOU SEE YOUR FAVORITE TV PROGRAM?

Hi! I am Troy MacClure and today we will talk about what time you see your favorite TV program!

Patty what’s your favorite TV program?

What time do you see MacGiver?

Bart what’s your favorite TV program?

What time do you see Krusty?

My favorite TV program is MacGiver!

Umm... I see MacGyver at six o’clock.

I see krusty at four o’clock.

My favorite TV program is Krusty!

04:00

06:00

39 The characters of the Simpsons in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
READING COMPREHENSION!

Answer the following questions about Troy McClure’s TV program.

1. What is the name of the TV program?
2. Who is Troy McClure?
3. Who are the players?
4. What is Patty’s favorite TV program? What time does she see it?
5. What is Bart’s favorite TV program? What time does he see it?

2. Speaking.

Work with a partner and practice the dialog below.

At the Simpsons House

Homer: What time is it? I am hungry!

Marge: It is seven five

Homer: I want my breakfast.

(25 minutes later)

Lisa: Good morning mom and dad. It is thirty past seven and I am ready for the school!

Marge: Wait, Lisa your lunch.

Lisa: Yes, mom.

(15 minutes later)

Marge: Bart! Get up!

Bart: No mom. I want to sleep.

Marge: Get up! Bart. It is almost a quarter to eight. You’ll be late for school!

Bart: Ok mom.

(10 minutes later)

Lisa: Um? It is seven fifty five and the school bus is outside! Let’s go Bart!
Bart: My lunch!

Marge: Here is your lunch! Bye guys!

Bart and Lisa: Bye mom and dad!

Marge and Homer: bye! Bye!

3. Vocabulary.

CLARIFICATION!

- As you can see in the examples above in the dialogs you can ask the time by saying “what time is it?” Then you can answer in different forms. For example, if you see the time in a digital watch you can say the time directly. For example, 07:05 “It is seven oh five”. But if you say the time using an analogical watch you should say, “It is five past seven”.
- If you want to explain you make some activities at any moment, use AT before the time! Ex. “I leave school at six o’clock (06:00)”.

PART II

WHAT TIME DO YOU SEE YOUR FAVORITE TV PROGRAM?

4. Speaking.

Work with a partner and practice the dialog.

Troy: Hello? Hi what’s your name?

You: My name is ____________

Troy: Ok_________. What’s your favorite program?

You: My favorite program is ____________

After those TV commercials about the time let’s continue with the program!
**Troy:** Wow! That is interesting! And what time do you see it?

**You:** I see my favorite TV program at___________________

**Troy:** Good! ___________. Thanks for calling. Now let’s take another call!

   Hello? __________.

**Troy:** Remember the more you call more chances to win a luxurious cell!

---

**5. Speaking.**

Work with a partner and ask and answer the following questions.

1. What time do you get up?

2. What time do you have your breakfast?

3. What time do you go to school/university/institution/work/other?

4. What time do you have your lunch?

5. What time do you return from your activity (school/university/work etc.)?

6. What time do you have your dinner?

7. What time do you sleep?

---

**6. Writing.**

Write a report about your partner by saying what he or she does according to the questions in activity 5 (Speaking)
LESSON #7  FOODS AND DRINKS!

1. Know the new words in English about foods and drinks.40

Hamburger  chard  milk  cheese
hotdog  tomatoes  wine  chicken
Pizza  onion  soft drink  meat
Bread  potatoes  coffee  egg
Cake  lettuce  tea  sugar

40 The pictures about foods and drinks in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
1.1 Answer the following questions
1. What is your favorite food?
2. Do you like the vegetables?
3. What can you make with the vegetables?
4. Do you like the fast food? What do you like most?
5. What's your favorite soft drink?

1.2 Exercises!

Match the sentences in column A with the words in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mouse likes</td>
<td>a) sugar</td>
</tr>
<tr>
<td>2. The vegetarians eat</td>
<td>b) bread</td>
</tr>
<tr>
<td>3. The fast foods are</td>
<td>c) meat</td>
</tr>
<tr>
<td>4. For breakfast we can have</td>
<td>d) cheese</td>
</tr>
<tr>
<td>5. Coca-Cola, Pepsi, Zup are</td>
<td>e) hamburgers, hot dogs, etc.</td>
</tr>
<tr>
<td>6. The ants like</td>
<td>f) tea, coffee</td>
</tr>
<tr>
<td>7. The beakers prepare</td>
<td>g) soft drinks</td>
</tr>
<tr>
<td>8. The vegetarians do not like or eat</td>
<td>h) vegetables</td>
</tr>
</tbody>
</table>
2. Reading.

Look at the pictures\(^{41}\) below. Do you remember this episode in the Simpsons? Yes? /No?

If your answer is positive tell the class something about it. If your answer is negative don't worry. Read the passage below.

In this episode, “Bart Sells His Soul”, Moe closes his tavern because he doesn't have many clients. And he opens instead a new family feedbag\(^ {42}\) because he thinks he will have success in this new business.

Now let's see in the next page how Moe manages his new business!

---

\(^{41}\)The pictures and characters of the Simpson of this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.

\(^{42}\) Although the real meaning of the term Feedbag is “a bag for holding food that is hung around a horse's head”, in the episode “Bart Sells His Soul”, they refer this term more like a family restaurant, the “Uncle Moe's Family Feedbag.”
2.1 Reading and speaking

Read and practice with a classmate or in groups the following eight dialogs in Act I and Act II then you and your classmate must choose a dialog and play the roles.

**ACT I**

**DIALOG #1**

**Moe:** Hi! How are you? Welcome to Uncle Moe's Family Feedbag! The Uncle Moe can bring you whatever you like. Only ask for it!

**Rapha:** Yeah! I want to eat a hamburger and a soft drink!

**Moe:** Yeah! And, for you sir?

**Gorgory:** Bring me a cup of coffee and a piece of cake.

**Moe:** Ok, sir.

**Gorgory:** (pointing to his son) Hey, sir. Don't forget to bring his soft drink.

**Moe:** Yes, sir.

**DIALOG #2**

**MOE:** Homer! Marge! It is good to see you.

**Homer:** Hi, Moe! How is business?

**Moe:** Good. Well. What would you like to ask for?
**Homer:** I want to eat some French fries and some fried chicken.

**Marge:** I only want a cheese sandwich with tomatoes.

**Bart:** I'd like to eat a hot dog.

**Lisa:** I want to eat a hamburger.

**Moe:** Do you want any milk for the baby?

**Marge:** No, Maggie doesn't want to drink milk. She wants to eat some ice cream.

**Moe:** Very good.

**Dialog#3**

**Moe:** Hi, girls! Welcome to Uncle Moe’s Family Feedbag! The Uncle Moe can bring you whatever you like. Only ask for it!

**Sherry and Terry:** Today is our birthday, we want cakes!

**Sherry:** I want a chocolate cake! And a strawberry ice cream!

**Terry:** I want an orange cake and a hemstitch ice cream!

**Moe:** Yeah. Just wait please.

**Dialog#4**

**Moe:** Hi, boys! Welcome to Uncle Moe’s Family Feedbag! What would you like to ask for?

**Flanders:** Good! Guys what do you want to eat?

**Todd:** I don't know. Rod what do you want to eat?

**Flanders:** Rod?
Rod: Mmm...

Flanders: How about a big family pizza with soft drinks, guys?

Todd and Rod: Yea! Yeah!

Maude: Sir, bring us a big pizza with soft drinks, please.

Moe: Very good Mrs.

Flanders: And don't forget the soft drinks!

Moe: Ok, sir.

ACT II

DIALOG#1

Moe: Sir, here is your order a cup of coffee with a piece of cake.

Gorgory: Thank you.

Rapha: And my hamburger! I want to eat my hamburger! Where is it?

Moe: Ok, boy wait, wait! Here is your order.

Rapha: I like to eat hamburgers, thanks!

DIALOG#2

Moe: Homer, here is your French fries and your fried chicken.

Homer: It looks delicious, thanks.

Moe: Marge, here is your hamburger.

Marge: Thanks.

Moe: Guys, here it is .Boy, your hotdog. And girl, here is your cheese sandwich with tomatoes. And here is the ice cream for the baby.
Marge, Lisa and Bart: Thanks.

Homer: Well, guys. Let’s start to eat!

Lisa and Bart: Yeah!

DIALOG#4

Moe: Boys here is your order.

Todd and Rod: No, sir we don’t ask for cake or ice cream.

Flanders: Yes, sir you commit a mistake. That is not our order.

Moe: No? , Oh I’ m sorry!

(Sherry and Terry): Hey, sir! Where are our cakes? Sir! Sir!

Maude: That is their order!

Moe: Oh, I see! Wait, please!

DIALOG#3

Moe: I’m sorry girls, here is your cake.

Sherry: We ask for two cakes!

Moe: Ok, girls. I’ll bring you one more.

Terry: Yeah!

(2 minutes later)

Moe: Here is one more.

Terry: Now, sing for Sherry my sister. It is her birthday!

Moe: Happy birthday to you! Happy birthday to you! The Uncle Moe wishes you Happy birthday Sherry! Now girl take your cake.
Sherry: Thanks. Now, sing for Terry! It is her birthday too.

Sherry and Terry: We are twins!

Moe: Ok. Happy birthday to you! The Uncle Moe wishes you happy Birthday Terry!

Sherry and Terry: (clapping their hands) Yeah, Yeah!

Moe: Now girl, please take that cake out of my head. My head is burning!

Terry: Ok, thanks.

2.1.1 The End of Uncle Moe’s Family Feedbag!

Apparently, according to the previous dialogs Moe seems to success in his business, but almost at the end of the episode (which is not mentioned here) Moe fails, because he doesn’t have enough patience for serving his clients. So he decides to close his family feedbag and reopens his old tavern.
2.2 Grammar.

CHECKING OUT THE GRAMMAR!

REVIEWING COUNT NOUNS VS NON COUNT NOUNS

CLARIFICATION!

COUNT NOUNS

- Words we can count
- They are singular or plural
- Use A or AN

NON COUNT NOUNS

- Words we cannot count
- Do not use a or an
- Do not have plural form
- Use SOME or ANY
- Use some expressions

EXAMPLES

MENU OF COUNT NOUNS

- A cake/ cakes
- A hot dog/ hot dogs
- A sandwich/ sandwiches
- An egg/ eggs
- A hamburger/ hamburgers
- A tomato/ tomatoes

MENU OF NON COUNT NOUNS

- Some/any coffee
- Some/any sugar
- Some/any milk
- A glass of water
- A cup of coffee
- A bottle of milk
- Two pieces of cake
- A head of cabbage

Note:
Look at activity 2.1 you can find some examples about count nouns/non count nouns in the dialogs.
2.2 Grammar.

REVIEWING POSSESSIVE ADJECTIVES

What is your name?

My name is “Willie”

His name is “Homer”.
Her name is “Maude Flanders”.

Its name is “Little Saint Clause’s helper”
Our names are “Todd and Rod”

Their names are “Sherry and Terry”

CLARIFICATION!

POSSESSIVE ADJECTIVES

Indicate possession of someone or something.

So we have:

<table>
<thead>
<tr>
<th>I</th>
<th>YOU</th>
<th>HE</th>
<th>SHE</th>
<th>IT</th>
<th>WE</th>
<th>YOU</th>
<th>THEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY</td>
<td>YOUR</td>
<td>HIS</td>
<td>HER</td>
<td>ITS</td>
<td>OUR</td>
<td>YOUR</td>
<td>THEIR</td>
</tr>
</tbody>
</table>
2.3 Grammar.

**CLARIFICATION!**

The following verbs:

*LIKE/WANT/NEED*

may use the infinitive form of a verb after them to express other actions as in the examples above.

*LIKE/WANT/NEED + V (INFINITIVE FORM)*
2.4 Grammar.

REVIEWING LET’S!

Let’s stand and pray!

Now, let’s dance with Disco Stu!

CLARIFICATION!

**LET’S= LET US**

This form is used to make suggestions about activities as in the examples above.

*You can find other examples in activity 2.1 in the dialogs.

3. Writing
Write the recipe of your favorite dish describe the ingredients and the preparation.

LESSON #8      LOOKING AT THE PICTURES!

WHAT IS GRANDPA SIMPSON\textsuperscript{43} DOING?

1. Look at the picture below and read the dialog.

\begin{center}
\begin{figure}
\centering
\includegraphics[width=\textwidth]{image}
\end{figure}
\end{center}

A: What is Grandpa Simpson doing?

B: He is sleeping on the sofa.

1.1. Speaking

\textsuperscript{43} The character of Abraham Simpson in this lesson was taken from a page in the web. See the webpages in bibliography section page 59.
Now in the next pages you have also some characters of the Simpsons\textsuperscript{44} look at them and read what they are doing.

**DESCRIBING THE PICTURES!**

**A:** What is Bart doing?

**B:** He is doing his test.

**A:** What is Ms. Crabapple doing?

**B:** She is reviewing home works.

\textsuperscript{44} The characters of the Simpsons in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
A: What is Otto doing?
B: Otto is listening to rock music.

A: What is Lisa doing?
B: Lisa is playing the saxophone.
**A:** What is Dr. Hibbert doing?

**B:** He is showing some x-rays.

---

**A:** What are they doing?

**B:** they are laughing.
A: What is Ned doing?
B: Ned is hugging his wife.

A: What is Bart doing?
B: He is giving some instructions to his friends.
2. Grammar.

In activity 1.1 there is a grammar structure which is repeated more than once in different sentences.

What is it? This structure is called...

**THE PRESENT PROGRESSIVE TENSE!**

**REVIEWING**

- The present progressive tense is used to talk about things that are happening in the moment.
- This is the form $\text{BE + VERB + ING}$

**a)** Look at the three forms of this tense! Affirmative, Negative and Interrogative.

**Example**

(+) Grandpa Abraham Simpson is sleeping.

(-) Lisa, Bart and Sherry are not studying.

(?) Is Patty smoking?

**b)** Now if you want to respond some questions using this tense use **Yes** and **No**.

**Example**

1. Are you watching TV?

(+) Yes, I am.
(-) No, I am not.

2. Is the cat Skratchy drinking milk?

(+) Yes, it is.

(-) No, it is not.

c) But if you want to ask questions using this tense use **WHAT/WHO/WHERE**.
   **Example**

   A: What is Otto doing?
   B: He is listening to rock music.
   A: Who is sneezing?
   B: Ned Flanders is sneezing.
   A: Where is the principal Skinner going?
   B: He is going to school.

**NOTE:**
Look at this note: this is the way you can work with this structure to form the present progressive tense.

<table>
<thead>
<tr>
<th>verb</th>
<th>present</th>
<th>present progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>←----------</td>
<td>running</td>
</tr>
<tr>
<td>get</td>
<td>←----------</td>
<td>studying</td>
</tr>
<tr>
<td>carry</td>
<td>←----------</td>
<td>sitting</td>
</tr>
<tr>
<td>run</td>
<td></td>
<td>running</td>
</tr>
<tr>
<td>study</td>
<td></td>
<td>studying</td>
</tr>
<tr>
<td>sit</td>
<td></td>
<td>sitting</td>
</tr>
</tbody>
</table>

2.1 Look at activity 1.1 and work with a classmate transforming the positive sentences into negative and interrogative as to example a). Then work with Yes/No Questions as in part b). Finally make questions related to those sentences in 1.1 as in part c).

2.2 Look at activity 3 and identify in the Reading the structure of the present progressive tense by making a circle around them.
3. Reading.  

THE SIMPSONS CHILDREN!

Read the text. It is about a part of one of the episodes of the Simpsons.

In this episode The Flanders are taking care of the children Simpsons Bart, Lisa and Maggie. Because their parents Homer and Marge are considered irresponsible so the children are living for some days at The Flanders’ house. In this moment they are selecting a program on TV then Ned looking at Bart’s face asks him to choose a program.

**Ned:** Now let’s leave Bart to choose the program! Well, Bart what do you want to see?

**Bart:** Stitchy and Scratchy!

**Ned:** Ok!

(Ned is putting the TV on and the others are preparing themselves to see the cartoon.)

**Voice on TV:**  

**ITCHY AND SCRATCHY**

in

**FOSTER PUSSYCAT**

**KILL!**
DESCRIBING THE EVENTS IN THE CARTOON!

So in the episode, Scratchy is at home. He is reading a book. And someone calls the door. This is Stitchy. He wants to hurt Scratchy again so he knocks the door and waits. Scratchy is taking a gun with him in case it is Stitchy. And when he opens the door he finds a baby. But this is not a baby it is Stitchy he is wearing baby clothes to cheat Scratchy and hurt him, but Scratchy does not know it. The baby is drinking a bottle of milk within a basket. Skratchy looks happy. Now Skratchy is putting the gun down and he is taking the baby in. Skratchy hugs the baby, but suddenly Stitchy dressed in baby clothes, takes the milk bottle and breaks it. He is trying to hurt Scratchy with the broken bottle. Scratchy is afraid and does not have any time to think about a plan to defend himself so Stitchy takes advantage of it. He is stabbing the Skratchy's chest! Skratchy falls down on the floor and he is bleeding. Stitchy, looking at the poor and hurt Scratchy, laughs and goes away!

THE END

(After seeing the cartoon, Bart and Lisa laugh, but Todd and Rod are upset.)

**Todd:** Dad, What is that red thing going out of the pussycat’s ear?

**Ned:** (Ned, protecting his children from the violence, says) Oh! That is raspberry jelly!

**Rod:** Dad, Can I prick Todd as the little mouse does?

**Ned:** No!
3.1. Reading Comprehension

Answer the questions.

1. Who is taking care of the Simpsons children?

2. Why are they taking care of the children Simpson?

3. Where are the children Simpson living?

4. What are they doing in this moment?

5. What program are they seeing?

6. What is happening in that program? Describe it using the Present Progressive Tense.

4. Writing

See an episode of Stitchy and Skratchy in the Simpson and make a description of it by using the Present Progressive Tense.
Lesson #9                                  THE PINK PANTHER’S ADVENTURES!

1. Vocabulary

1.1. Look at the pictures and describe what the pink panther is doing in each chart.

- Brush teeth
- Get up
- Have (one’s) breakfast
- Go to sleep
- Exercise

The pictures of the Pink Panther in this lesson were drawn from different episodes in order to illustrate the activities in the lesson.
(Get undressed)

(Take a shower)

(Look over (one’s) face on the mirror)

(Put on pajamas)

(Shave)
1. Read the definitions of the verbs then match them with the right verbs.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercise___</td>
<td>a) Dress a suit of loose trousers and jacket before going to bed.</td>
</tr>
<tr>
<td>2. Shave___</td>
<td>b) Activity requiring physical effort done to sustain or improve health.</td>
</tr>
<tr>
<td>3. Put on pajamas___</td>
<td>c) A bath in which one stands under a spray of water.</td>
</tr>
<tr>
<td>4. Take a shower___</td>
<td>d) Remove bristles or hair with a razor.</td>
</tr>
<tr>
<td>5. Look over (one’s) face on the mirror___</td>
<td>e) Look at oneself through the reflect of an object.</td>
</tr>
<tr>
<td>6. Get undressed___</td>
<td>f) Take off (one’s) clothes.</td>
</tr>
<tr>
<td>7. Brush teeth___</td>
<td>g) Clean up the teeth with a brush.</td>
</tr>
<tr>
<td>8. Go to sleep___</td>
<td>h) Go to bed.</td>
</tr>
<tr>
<td>9. Get up___</td>
<td>i) Rise from bed after sleeping.</td>
</tr>
<tr>
<td>10. Have (one’s) breakfast___</td>
<td>j) Have first meal of the day.</td>
</tr>
</tbody>
</table>
2. Reading.

A TYPICAL DAY IN THE PINK PANTHER´S LIFE!

2.1. Read the text and complete the spaces with the following verbs.

Brush( one’s )teeth(x2), get up, take a shower(x2), go to sleep, shave, put (one’s) pajamas, do exercises, get undressed, look over (one’s) face on the mirror (x2), have breakfast.

In a typical day the Pink Panther (1) __________ in the morning; then (2) __________. He usually takes a shower in the morning and before he goes to bed. After a hot shower, he often takes the electric tooth brush and carefully (3) __________.

Sometimes, he (4) __________ his mustache but only when it is necessary. When he shaves he spreads all the shaving crème over his face. When he finishes his shaving, he often (5) __________ to make sure that everything is ok with him.

After that, he generally (6) __________. His breakfast consists sometimes on big sandwiches. After his breakfast, he seldom (7) __________.

There are many things the Pink Panther can do in a typical day but he never combs himself with a comb. Probably, he can use a brush but not a comb.

In the evening, after a big day full of adventures and emotions the Pink Panther usually (8) __________ and (9) __________. Then he takes his electric tooth brush and (10) __________. Next, he (11) __________ and decides to (12) __________ his mustaches. When he finally thinks he is ready, he (13) __________ and (14) __________.

3. Speaking

3.1. Work with a partner and talk about what you do in a typical day.

In activity 2 there are some words which indicate frequency in activities they are called...

**FREQUENCY ADVERBS!**

Reviewing

*Always / usually / often / sometimes / seldom / never.*

The frequency adverbs are used to tell how often something happens.

**The Simple Present Tense & Frequency Adverbs!**

The simple present tense in combination with the frequency adverbs are used to talk about daily activities we do.

**Example:**

- *The Pink Panther always spreads the shaving crème over his face.*
- *The Pink Panther seldom does exercises.*

Note:

*These adverbs must always go before the verbs as in the examples above except if we use the verb to be. Since the position of the adverbs when we work with this verb is different, they go after the verb to be.*

**Example**

- *The inspector is always looking for the Pink Panther.*

*There are more examples in activity 1.*
4.1 Grammar.

CHECKING OUT THE GRAMMAR II!

TIME EXPRESSIONS

Now / in this moment / right now

Time expressions are used with actions that are happening in the moment.

PRESENT PROGRESSIVE TENSE & TIME EXPRESSIONS!

The Present Progressive Tense often works with Time Expressions.

Example

A: What's the Pink Panther doing now?

B: He's taking a shower.
In this episode, the pink panther is in a very nice place lying on the ground and resting under a big tree. While in the Recreation Park a family gets into the Picnic Area. Here the Pink Panther is going to have a great adventure. Look at the pictures and try to tell the story in your own words using the Simple Present Tense, the Present Progressive Tense and the Time Expressions if possible.

The first two pictures are already done for you; you can begin with the next.

“It’s a sunny day and the Pink Panther is in a nice place enjoying the fresh air of the mountains. He is lying on the ground and resting under a big tree. Suddenly he smells something. The smell comes from the Picnic Area in the Recreation Park.”

“In the Picnic Area a family is taking many things out of his car. It is a big family the father, the mother, the children and also the baby. They all come in a car full of baggages, clothes and foods.”

---

46For this lesson only some relevant scenes of the episode “Congratulations it is Pink” (not all) were drawn in order to illustrate the writing activity and motivate the students to practice the writing skill.
TATA?
TATA?
TATA!
TATA!
The baby doesn’t stop crying so the Pink Panther looks for something to distract the baby. Soon he sees a rattle snake sleeping on a stone. Then he thinks for a moment and takes out the snake’s rattle. The Pink Panther shakes the rattle and it sounds as a child rattle. So he takes the rattle to the baby.
Lesson #10  
THINGS FOR OUR PERSONAL CARE!

1. Vocabulary.

Recognize the name of the objects by reading the definition of the words. Then write the correct letters of each definition in the pictures.

---

47 The pictures of objects in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.
a) **Toothbrush**: it is an object to clean the teeth.

b) **Comb**: it is an instrument to arrange the hair.

c) **Dental floss**: it is floss used to clean the teeth.

d) **Lipstick**: it is a cosmetic used to redden the lips.

e) **Base/foundation**: it is a crème used to make up the face.

f) **Perfume**: it is a pleasant scent.

g) **Eyeliner**: it is a small instrument used to make up the eyes.

h) **Toothpaste**: it is a paste used to clean the teeth.

i) **Shaving crème**: it is a crème used to shave

j) **Razors**: it is an instrument used to shave.

k) **Shampoo**: it is a special liquid to wash the hair.

l) **Nail clippers**: it is an instrument to clip the nails.

m) **Shoe polish**: it is a crème used to polish the shoes.

n) **Tweezers**: it is an instrument used to take out the mustache one by one and the bear.

o) **Soaps**: it is a cake of soap of smell to cleanse.

p) **Mascara**: it is a liquid used to make up the eye lashes.

**MEMORY!**

What of these things does the Pink Panther use for his personal care?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. Reading.

WHAT PRODUCTS DO YOU USUALLY USE FOR YOUR PERSONAL CARE?

Thomas is a last–year student at a university and he needs to make a report about the products people use for their personal care. So he decides to interview some of his friends at the university.

Dialog#1

Katy Andrew, a second –year student.

AT THE UNIVERSITY

**Thomas**: Hi, Katy!

**Katy**: Hi!

**Thomas**: Katy, What products do you usually use for your personal care?

  Look on this long list.

**Katy**: Products? I usually use tooth brush, tooth paste, comb, shampoo, nail clippers, soap, perfume, and shoe polish.

**Thomas**: Ok and the make-ups?

**Katy**: Oh! Personally I don’t like to use lipsticks, base, eyeliners, mascara or others.

**Thomas**: Why?
Katy: Because I think they are not good for your skin. Doctors say that these products can kill the cells in your skin. Moreover I hear many people say that when one uses make-ups one can get old faster. So I prefer to use other products.

Thomas: Ok Katy thanks for your opinion.

Katy: Bye!

Dialog#2

Sam Miller, a third year student.

AT THE UNIVERSITY

Thomas: Hi, Sam!

Sam: Hi!

Thomas: I see you have a particular style of life.

Sam: Yes.

Thomas: Ok Sam what products do you usually use for your personal care?

Sam: Ok I use comb, toothbrush, toothpaste, shampoo, nail clipper, soap, dental floss, perfume and shoe polish. And as you can see, I don't use razor, shaving crème or tweezers.

Thomas: Yes. And can I ask why?

Sam: Yes. I like to have my mustache and bear long because many girls tell me that they look good on me. Moreover, this style likes me and I feel good with them. They are part of my style you see.

Thomas: It is good to hear that Sam. Well, thanks for your opinion.

Sam: You're welcome.
**Dialog 3**

*Kelly Mac Bell, a first-year student.*

**AT THE UNIVERSITY**

*Thomas:* Hi, Kelly!

*Kelly:* Hi!

*Thomas:* Kelly, you look great today!

*Kelly:* Oh! Thank you.

*Thomas:* Kelly, What products do you usually use for your personal care?

Look on this long list.

*Kelly:* Well, I always use toothbrush, toothpaste, dental floss, and a good shampoo for my long and straight hair. And also fine soaps and one nail clipper. But I don’t use the nail clipper to clip my nails but only to give them form. I like to have them long. I also use the shoe polish for my boots. Finally, I can’t forget to use my favorite products the base, the eyeliner, the lipstick, the perfume and others. I like to use the make-ups because they make me look more beautiful every day!

*Thomas:* Wow! Kelly you almost complete the entire list.

*Kelly:* Yes, I really like to take care of myself!

*Thomas:* Ok. Kelly thanks a lot.

*Kelly:* You are welcome.

These are some of the opinions Thomas obtained from his interview about the products people use for their personal care.

**2.1. Reading Comprehension**

1. Who says the make-ups make people get old faster?
2. Who doesn't wear a razor?
3. Who uses almost all the products for personal care?

**HOW ABOUT YOU?**

What products do you usually use for your personal care? Work with a partner and share your opinions. If you don't use some products say why.

Considering the dialog above, work in groups of three or four and say if you agree with Katy, Sam and Kelly's opinion respect to the use of their products. If you don't agree say why not.

4. Writing.

Write a report about the products your partner uses for his personal care.
LESSON #11  
ASKING AND GIVING DIRECTIONS!

1. Reading.

LOOKING FOR THE PINK PANTHER!

In this activity the inspector is looking for the Pink Panther, but he can’t easily find him, because this is a new city for him. Read the dialog below.

![Inspector and Pink Panther images]

Bonjour, Messier/Madame 
I’m the inspector!

Inspector:

Ola? Ola? Bonjour Messier (Madame) Are you already in this lesson? I need your help. I am new in this city and I am looking for an individual. His name is the Pink Panther. He is tall, thin and pink. Here you have a map; you can use it and tell me where he is. Please, help me! In this moment I think I am next to a museum.

Student:

Yes, you’re next to a museum on White Avenue. Turn right and go past the restaurant. Cross the 1st Street and go past a block to 33rd Street. Turn left and walk up the 33rd Street to 21st Street. The Pink Panther is in a movie theater across from the school.

Inspector:

Merci! Oh thank you! I will catch him!

1.1. According to the dialog, follow the directions and draw a line on the map. Discover the places the inspector must go by to find the Pink Panther.

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48 The pictures of the characters of the Pink Panther used in this lesson were taken from some pages in the web. See the webpages in bibliography section page 59.
1.1 Speaking.

Work with a partner and take turns by being the inspector and the person who helps him to find the Pink Panther. But this time the inspector is not in the clinic but in the restaurant. Use the chart.

**THE INSPECTOR & THE PINK PANTHER’S SITES!**

*Note: To give the inspector the correct directions use the words/phrases in activity Number 2 (vocabulary).
2. Vocabulary

Look up these words in the dictionary!

Right/Left
Street/
Avenue
Block

**Expressions!**

**Ola!** (French expression) means *Hello* in English.

**Bonjour Messier/Madam**
(French expression) means *Good morning Mr. /Mrs.* in English.

**Merci!** (French word) means *Thank you* in English.

**Useful Phrases to Give Directions!**

**Turn Right.**
**Turn Left.**
**Cross.**
**Go One/Two Blocks.**
**Go Past.**
**Walk Up.**
**Walk Down.**

**Pointing the Places!**

Across From
Between
Next To
Behind

Reviewing

CHECKING OUT THE GRAMMAR!

THE IMPERATIVE!

CLARIFICATION!

You can use the Imperative to give orders. You have some examples in the dialog (activity number 1).

Examples:

- Turn right!
- Cross the 1st Street.
- Walk up the 33rd Street.

We can also have the Imperative in Negative Form. We use “Don’t” before the verb.

Examples:

- Don’t cross the avenue when the traffic light is green!
- Don’t ride your bike near the avenue!
- Don’t drive fast!

Note:

In Imperative sentences the subject is always you, but we do not write it. As you can see in the examples, we do not put the subjects in imperative sentences we work directly with the verb either in affirmative or negative form.

So we do not say: “you turn right” but we say “turn right” omitting the subject you.
4. Writing.

4.1. Imagine the people in parenthesis are your friends what advices would you give them? Use the imperative form.

a. (Bart Simpson) He likes to smoke.
Advice: ___________________________________________________________________

b. (Patty & Selma) They like to smoke.
Advice: ___________________________________________________________________

c. (Barney Gomez) He drinks too much.
Advice: ___________________________________________________________________

d. (Homer Simpson) He likes to eat a lot of fast food.
Advice: ___________________________________________________________________

4.2. Read the following situations below, suppose your friend has many problems. Use the Imperative and give him/her some advices.

1. His face is full of pimples. He has acne and he wants to scratch his face.
Advice: ___________________________________________________________________

2. He has problems with his parents. He wants to escape away from home.
Advice: ___________________________________________________________________
3. He has bad grades at school. He wants to commit suicide.

Advice: ____________________________________________________________

4. His brother always wears his clothes without permission. He wants to scold at him.

Advice: ____________________________________________________________

5. He has a headache. He thinks he has stress.

Advice: ____________________________________________________________

6. He likes to watch TV a lot. He can't see very well.

Advice: ____________________________________________________________
Lesson #12

THE MUNSTER!

A GREAT TV SERIAL!

1. Reading

1.1. THE MUNSTER

Do you know this serial? Have you ever seen or heard about this serial? If you know it comment it with your partners in the class. If you don’t, read the text below and learn something about The Munster.

THE MUNSTER

The Munsters was a TV comedy produced by the CBS Chain and was originally transmitted between 1964 and 1966. It had 70 chapters and 2 seasons. Some years later, the films “Munster Go Home (1966)” and “The Munsters’ Revenge (1981)” were performed based on the original serial. This serial was considered as a serial of cult and has been response many times all over the world.

This serial showed us to the peculiar family Munster. It was characterized for using typical personages of terror in comic plots. These comic plots, at the same time, developed daily situations like “The First School Day of the Boy” or “The Arriving of New Neighbors,” which took a comical appearance following upon the contrast between the normality of the medium Americans and the peculiarity of the Munsters.

The idea on which this program was held was similar to that of The Addams Family. The difference between these two programs was that the Munster used typical terror personages while The Adams Family used original personages.

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49 The photos about the Munster serial in this lesson were taken from several pages in the web. See the webpages in bibliography section page 59.

50 The original version of this story about the Family Munster was in Spanish language, but here it was translated for developing the reading activity in the lesson. And it was taken from a page in the web. See the webpage in bibliography section page 59.
In spite of the fact that this serial was a great success in television it was cancelled toward the end of the year 1966, due to a disagreement between the serial producers and the CBS. Until then all the serial had been emitted in white and black. And the chain planned in color the version of all its spectacles. That increased the price of the costs and in the case of this serial was not possible to decide about who would defray the new expenses.

Reading Comprehension

1. Who was The Munster?
2. What year was The Munster transmitted in?
3. Who produced this TV comedy?
4. What was this serial considered like?
5. What was the difference between The Munster and The Adam’s Family?
6. When was the serial cancelled? And why was it cancelled?

1.2. DESCRIBING THE MUNSTER!

* Hermann Munster (Munster of Frankenstein)

He was the father of the family. He was good, rare and very tall.

He loved his wife a lot. Most of the times grandpa and Herman are accomplices of their occurrences.
*Lily Munster (Vampire woman)*

She was a vampire who loved her husband Hermann a lot. She tried to conciliate the grandpa and Hermann. And She considered herself a half - American housewife.

*Grandpa Munster (The Count Dracula)*

He was Lily's father. He was member of the Crazy Scientific Syndicate. He was the only who lived in Transylvania and sometimes he missed it. He spent a lot of time in the basement where he had his laboratory. There he made the strangest experiments. He didn't get along with Hermann and he adored his grandson Eddie.

*Marilyn Munster (The Lady in predicament)*

Marilyn was Lily's niece. She was the only in the family with an ordinary aspect. A beautiful blond girl who studied at the university. The rest of the family was very worried since she did not find a man because of her ugliness.
**Eddie Munster (Wolf Man)**

Eddie was Herman and Lily's son. He was about 10 or 12 years old. And he was a wolf man. He went to school and liked his grandpa's experiments. He slept in a cupboard of the kitchen.

**Spott (Dragon)**

It was the family's pet. It was very big and liked to play with Eddie Munster.

**Kitty**

It was the family's pet. It was Lily's favorite pet. It was a cat that roared like a lion.

**Igor**

It is Grandpa's bat.

**Charly the crow**

It lived in the clock of the house and used to repeat the word "never again," phrase of Edgar Allan Poe.

---

**2. Grammar**

CHECKING OUT THE GRAMMAR 1!

THE SIMPLE PAST TENSE 1!

The forms **was** - **were** indicate the Past Tense of the verb **BE** (**am, is, are**).
So we have:

**AFFIRMATIVE**

1. Hermann Munster was the father in the family Munster.
2. Grandpa was Lily’s father.
3. Hermann and Lily were Eddie’s parents.
4. Spott was Eddie’s pet.
5. Marilyn was Lily’s niece.

**NEGATIVE**

1. Hermann Munster was NOT the father in the family Munster.
2. Grandpa was NOT Lily’s father.
3. Hermann and Lily were NOT Eddie’s parents.
4. Spott was NOT Eddie’s pet.
5. Marilyn was NOT Lily’s niece.

Observe the examples in the three forms: **affirmative, negative, and interrogative.**

Note: Look at the contractions!

WAS NOT—WASN’T
WERENOT—WEREN’T
1. Was Hermann Munster the father in the family Munster?
2. Was Grandpa Lily’s father?
3. Were Hermann and Lily Eddie’s parents?
4. Was Spott Eddie’s pet?
5. Was Marilyn Lily’s niece?

**EXAMPLES**

**YES/NO QUESTIONS WITH WAS /WERE**

- Was Spott Eddie’s pet?
  
  Yes, it was/No, it was not/it wasn’t.

- Were Hermann and Lily Eddie’s parents?
  
  Yes, they were/No, they weren’t.

**INFORMATION QUESTIONS WITH WAS /WERE**

**WHO /WHERE/ WHAT**

A. Who was Marilyn?  B. She was Lily’s niece.

A. Where was grandpa from?  B. He was from Transylvania.

A. What was Spott?  B. It was a dragon.
In English, there are some verbs which are *regulars* and others *irregulars*.

**REGULAR VERBS (-ED)**

The regular verbs are generally followed by (-ed) to form the past tense. Look at the past form of the verbs (*love/consider/like*).

**AFFIRMATIVE**

1. Hermann loved his wife a lot.
2. Lily considered herself a half-American housewife.
3. Eddie liked his grandpa’s experiments.
4. Hermann and Lily loved their son Eddie.
5. Spott liked to eat everything.

**IRREGULAR VERBS**

The irregular verbs are those verbs to which we cannot simply add an (-ed) since they change their form. Look at the past form of the verbs: (*sleep/spend/have/go*).
EXAMPLE

AFFIRMATIVE

1. Eddie slept within a cabinet in a cupboard.

2. Grandpa spent a lot of time in his laboratory.

3. Marilyn had an ordinary aspect.

4. Eddie went to Mocking Bird Heights Elementary School.

Now look at the other forms of the simple past tense with regular and irregular verbs.

(DID is an auxiliary to form the interrogative and negative form)

NOTE:

Look at the position of DID in the forms! And note that the verbs turn back to their original form in contrast to the affirmative form without the addition of the (-ed) in regular verbs or their complete change in irregular verbs.

INTERROGATIVE FORM (DID s v c?)

Did Hermann love his wife a lot?
Did Eddie like his grandpa’s experiments?
Did Eddie sleep within a cabinet in a cupboard?
Did Marilyn have an ordinary aspect?
Did Spott play with Eddie?

NEGATIVE FORM(S DID NOT V C)

Hermann did not love his wife a lot.
Eddie did not like his grandpa’s experiments.
Eddie did not sleep within a cabinet in a cupboard.
Marilyn did not have an ordinary aspect.
Spott did not play with Eddie.

NOTE: Look at the contraction!

did not - didn’t
YES /NO QUESTIONS WITH REGULAR/IRREGULAR VERBS!

EXAMPLES

- Did the grandpa spend a lot of time in his laboratory?
  Yes, he did. / No, he didn’t.

- Did this serial show a peculiar monster family?
  Yes, it did. / No, it didn’t.

INFORMATION QUESTIONS WITH REGULAR /IRREGULAR VERBS!

EXAMPLE

Where did Eddie sleep?
He slept within a cabinet in a cupboard.
Who studied at the university?
Marilyn studied at the university.

Go back to the reading (activity 1) and make a circle around all the verbs in the Simple Past Tense.

ADVERBS OF TIME USED IN THE PAST!

(Yesterday, a week ago, two years ago)

Mention others adverbs you know!

____________________________________________________

____________________________________________________
Look at the adjectives below and describe how *The Munster* was. Use the Simple Past Tense!

**HERMAN (FRANKSTEIN)\**

**LILY (VAMPIRE)**
GRANDPA MUNSTER
(COUNT DRACULA)

Marilyn Munster
(LADY IN PREDICAMENT)

Eddie Munster (WOLF MAN)
### 4. Vocabulary.

In your opinion what do you think they were like? Try to describe them by using the following adjectives. And mention other adjectives!

Describe other aspects of the Munster. Now use these adjectives and write other besides them!

<table>
<thead>
<tr>
<th>Tall</th>
<th>thin</th>
<th>fat</th>
<th>short</th>
<th>beautiful</th>
<th>old</th>
<th>young</th>
<th>ugly</th>
</tr>
</thead>
<tbody>
<tr>
<td>A high forehead</td>
<td>broad face</td>
<td>a straight nose</td>
<td>strong</td>
<td>weak</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good</th>
<th>kind</th>
<th>loyal</th>
<th>sensitive</th>
<th>irritable</th>
<th>bored</th>
<th>honest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimistic</td>
<td>charming</td>
<td>jealous</td>
<td>impatient</td>
<td>temperamental</td>
<td>entertaining</td>
<td></td>
</tr>
<tr>
<td>Protective</td>
<td>creative</td>
<td>friendly</td>
<td>nervous</td>
<td>flirtatious</td>
<td>rude</td>
<td>untidy</td>
</tr>
</tbody>
</table>

| Bad | patient | __________ | __________ | __________ | __________ |
Lesson #13 LOOKING FOR A PART-TIME JOB IN THE NEWSPAPER!

Here in this part of the lesson you will have the opportunity to know one of the episodes of the Munsters which was emitted by television long time ago. But maybe you wonder how you are going to do that. Well, here you are not going to see the episode of course, but you can read it since it was told for you. The episode is about Herman and Lily’s 100th wedding anniversary. Read carefully and you will know how Herman and Lily celebrated their wedding anniversary.

1. Reading.

1.1. In groups of four read the text and respond the questions below in reading comprehension part. Then all the groups must discuss about the answers they have. Are they similar or different? Whose answer is it Ok?

The Munster

in

“Happy 100th wedding Anniversary”

At the Beginning of the Episode:

Herman and Grandpa are at home. They are looking on something. It is an album of photos. They look carefully on them and try to recognize all the people on it. Soon they find a photo showing the whole family. When they see the date on (1865), they discover that it was the date when Herman and Lily got married. So bearing in mind this date they realize that this Saturday is Herman and Lily’s 100th wedding anniversary. So Herman tells Grandpa that he is going to surprise Lily with a wonderful gift for their centennial anniversary. Likewise, Lily and her niece Marilyn remember this date. And Lily tells Marilyn she is going to surprise Herman with a beautiful gift, too.

Herman and Grandpa are looking on the photo which shows the whole Family.

At the breakfast:

While all the members of the family are in the dining room having their breakfast, Herman asks Lily if she has any plan for Saturday. Lily says she doesn’t. Because she wants to give him a surprise so Herman tells her that he is going to work that day because there was an explosion at the back room in the funeral parlor (the place where Herman works) and there were still some things to fix there. So Lily without showing surprise agrees with Herman. After that,

51 The photos of the characters of the Munster in this lesson were taken from the webpage: http://www.aveleyman.com/TVEpisode.aspx?FilmID=238&Episode=19651021
Lily and Marilyn go to the kitchen for more coffee. Then there Lily begins to comment about her great plan to Marilyn. On the other hand, while Eddie goes to feed Spot, Herman tells Grandpa about his great plan, too.

Look at what Herman and Grandpa said:

Herman: Do you know what I’m gonna do? I’m gonna surprise Lily. We have $1,200 in our bank account. I’m going to draw out $1,000 and buy her a super-neato present, something really ring-acting-ding.

Grandpa: (smiling assents with his head)

Now, look at what Lily and Marilyn said.

Marilyn: Aunt Lily. Did you hear what Uncle Herman said about working Saturday? That means he’s completely forgotten your wedding anniversary.

Lily: I know he did. But this gives me a chance to really surprise him. Marilyn I’m going to take $1,000 out of our bank account and get him a fantastic present.

Yes, that was their plan and so they did it. On the same day and without realizing each individually requested $1,000 to the bank. However, the people in the bank realizing that it might not be possible since the Family Munster only had $1,200 in their bank account, resolved not to give the money to anyone of them. Thus, Herman and Lily only received from the bank rejected checks due to insufficient funds.

When Herman learnt about it, he was furious. Read the chart.

Herman: How do you like that?

Grandpa: Herman will you stop waving that thing in front of my face? I’ve seen bum checks before.

Herman: Grandpa how could they do this to such a sweet fellow who just wants to buy his wife a wedding present? Now what am I gonna do?

Grandpa: Herman, there’s only one thing you can do: moonlight you get a part-time job at night to earn enough money to buy Lily a present.

Herman: But Lily might get suspicious if I got extra-curricular nocturnal employment.

Note: The scripts used in this lesson in the charts were taken from the original episode of the Munster in English version, “Happy 100th wedding Anniversary”, to teach the future tense.
Grandpa: Herman then all you have to do is tell Lily you’re working late at the parlor. Then when you’ve earned enough money to buy her the present, you quit.

Herman: That’s a good idea. You know Grandpa, when the chips are down, it’s nice to have a no-good sneak like you to turn to.

And when Lily learnt about it she was also furious. Read the chart.

Lily: “Insufficient funds”. It’s a disgrace. We Dracula have always had a little something tucked away in the vault for a rainy day.

Marilyn: I guess you’ll just have to get Uncle Herman a less expensive anniversary present.

Lily: Oh that’s a shame. Oh, wait a minute, maybe I could take a part-time job to earn the money.

Marilyn: Well, you could do that, Aunt Lily. What do you suppose happened to the bank balance?

Lily: Well, you know, there’s always such a lot of expense when you raise a family. Last year, Eddie’s teeth started coming in straight and we had to buy a new pair of braces. Of course, it was worth it. I wouldn’t want that boy going through life with false fangs.

As none of them could get the money from the bank, they each decided to find a part-time job. So they looked for job advertisements in the newspaper. And casually, they paid attention to the same job-advertisement, at the Cleaver Employment Agency. And right on the same day, without knowing, they went individually to the same Employment Agency and got a job.

There, they were casually hired to work as welders at the Crosby Shipyards. Both had to work at nights and wear overalls with welder’s masks.

So they did it, both Herman and Lily began to work there as welders. And the only who knew about this secret were Grandpa and Marilyn. Both knew about it by his side of course. However neither of them could keep the secret for more time. So Grandpa told Marilyn about Herman’s secret and Marilyn did it, too. She told Grandpa about Lily’s secret. When Grandpa and Marilyn learnt it was about the same secret, they both decided not to let Herman or Lily know about it.

Meanwhile at the Crosby Shipyard, Herman and Lily began to meet each other thinking the other was some other worker in the area; they started to have a very nice friendship without suspecting each was talking to his/her own spouse.

When Lily told Marilyn about her new friend, a welder boy, Marilyn didn’t agree with that friendship. And when Herman told Grandpa about his new friend, a lady welder, Grandpa didn’t agree with that friendship either.

So both Grandpa and Marilyn recommended each to avoid that friendship, before any of the spouses find out and get angry or jealous.
In spite of those recommendations Herman and Lily continued with their friendship since they had in mind that a husband/wife who forgets his/her own anniversary doesn't deserve too much consideration. Moreover, the relationship each had with his/her friend, according to each, was only a friendship.

Grandpa and Marilyn, however, were worried about this situation, thinking that at any moment Herman or Lily could discover each one's secret about that friendship since they were working at the same place. But then they concluded that it couldn't be possible since with so many people working at the Shipyard it was little probable that Herman and Lily could meet there and learn about each one's secret.

But there was something neither of the four (Grandpa, Marilyn, Herman, Lily) knew about that friendship. This was that this friendship was between Herman and Lily, there was no another man or another woman, both made friends between themselves.

So one day, Herman, before going to the job, decides to prepare something to eat for him and for his friend. Likewise, Lily with the same idea in her mind decides to prepare something to eat for her and for her friend.

And at the job, Herman making some signs told his lady welder friend that he brought something to eat for her. Lily, in the same way, making some signs told her welder friend that she also had brought something for him to eat. Both felt grateful and each wanted to know what his/her friend had brought for him or for her.

But just then Mr. Poyer came to make them some warnings. First he called Herman and told him to keep on his toes, since the admiral would be there to make a little inspection and boost the workers' morale.

While Herman was busy with Mr. Poyer, Lily saw what her friend had brought for her, and she discovered it was the food she uses to prepare for her husband. Thus, she discovered that her friend was her own spouse. She was afraid and ashamed. Soon Mr. Poyer called Lily, and began to give her the same instructions that he gave Herman. Meanwhile, Herman was seeing what his friend had brought for him and he discovered also it was the same food that his wife uses to prepare for him. So he discovered his friend was his own wife. Herman was afraid and ashamed too, just like Lily. Both in that situation didn't know what to do. So, with their masks put on they continued working. But when the Admiral came, Mr. Poyer made them take off their masks, since the Admiral wanted to meet each of them. It was there when they discovered to each other. After this discovery, both were so angry with each other that they began to have an argument in front of the Admiral and Mr. Poyer. The Admiral, looking at this spectacle, considered that it was the worse morale he had ever seen. So he fired both of them.

At home, they were still angry with each other. None of them wished to talk to the other. But Grandpa and Marilyn made them understand that each made a sacrifice for the other just because they love to each other. In addition, they reminded Herman and Lily it was their anniversary and they should celebrate, instead of arguing. After that reflection both Herman and Lily regretted then they congratulated to each other with a warm hug.

Thus, Herman and Lily, in the Munster Family, celebrated their centennial wedding anniversary.

Here, Herman and Lily, after regretting, give a kiss and hug to each other.

[*NOTE: Here in the episode Mr. Poyer's occupation is not very clear, but he seems to be an overseer in the shipyard, since Herman and Lily restrained themselves to him.]
Reading comprehension

1. At the beginning of the episode what are Grandpa and Herman looking on?
2. How did Herman and Grandpa discover it is Herman and Lily's 100th wedding anniversary?
3. Does Lily lie when she says she doesn't have any plan for Saturday?
4. Is Herman going to be free on Saturday?
5. Did Herman forget his anniversary?
6. How much did Herman and Lily have in their bank account?
7. How much did each want to withdraw from the bank?
8. Why did Herman and Lily want to get a job individually?
9. Did they get a job? If so, what was their work? And where was it?
10. Did each individually need to wear a uniform? If so, what was the uniform?
11. Did each know the other have a part-time job?
12. Did anybody else know that Herman and Lily had a part-time job? If so, who?
13. What happened with Herman and Lily at the Crosby Shipyard?
14. Did Grandpa and Marilyn agree with Herman and Lily's friendships?
15. Why did each continue with his/her friendship?
16. What was Grandpa and Marilyn worried about?
17. How did Herman and Lily discover each one's secret?
18. What did they do when they discovered the truth?
19. What did Grandpa and Marilyn do to conciliate Herman and Lily?

2. Speaking.

Work in groups of four again and discuss about the episode by responding the following questions.

1. Did you like the story of the episode? Why? Or why not?
2. Do you think it is important to celebrate a wedding anniversary? Why or why not?
3. Do you think Herman and Lily were right when they lied to each other?
Here Herman and Lily are with their helmets in the Shipyards.

Here, Mr. Poyer calls Herman and Lily to give them some recommendations before the Admiral comes. Next, The Admiral wishes to know Herman and Lily in the Shipyard.
3. Vocabulary

Understanding New Words!

**moonlight** [intransitive] *informal* to have a second job in addition to your main job, especially without the knowledge of the government tax department.

**bank account** [countable] An arrangement between a bank and a customer that allows the customer to pay in and take out money.

**fang** [countable] A long sharp tooth of an animal such as a snake or wild dog.

**ship-yard** [countable] A place where ships are built or repaired.

**cheque** *British English*; **check** *American English* [countable] A printed piece of paper that you write an amount of money on, sign, and use instead of money to pay for things.

**bum** [only before noun] *informal* bad and useless.

**re-sign** [intransitive and transitive] to officially announce that you have decided to leave your job or an organization [*quit*]

**withdraw** [transitive] to take money out of a bank account.

**draw out** [transitive] to take money or payments from a bank account or post office. Synonym “withdraw”. **Draw something out (of something)** ex. “I drew out £200” “Can I draw $80 out of my account?”

**weld-er** [countable] someone whose job is to weld metal in a factory.

**request** [transitive] *formal* to ask for something in a polite or formal way.

**brace** [countable] **braces** *American English* a system of metal wires that people, usually children, wear on their teeth to make them grow straight.

**vault** A large room or chamber used for storage, especially an underground one: **a wine vault**. 1. a secure room in a bank in which valuables are stored: **the masterpieces were deposited in the vaults of Swiss banks**. 2. a chamber beneath a church or in a graveyard used for burials: **a family vault**.

**funds** Pronunciation: /fʌndz/ *noun*. A sum of money saved or made available for a particular purpose: **he had set up a fund to coordinate economic investment**.

Results from the Longman Dictionary of Contemporary English:


By Oxford Dictionaries Online (World English)

[http://oxforddictionaries.com/definition/withdraw?q=withdraw](http://oxforddictionaries.com/definition/withdraw?q=withdraw)

[http://oald8.oxfordlearnersdictionaries.com/dictionary/draw+out#draw_1_135](http://oald8.oxfordlearnersdictionaries.com/dictionary/draw+out#draw_1_135)
PHRASES

**A rainy day:** used in reference to a possible time in the future when money will be needed: putting money by for a rainy day.

**Tuck something away:** Store something in a secure place.

**Funeral parlour:** (also funeral home, funeral chapel) noun.
An establishment where the dead are prepared for burial or cremation.

**Boost:** to help, to favor, to encourage.

**On toes:** alert, in view of, ready.

RESULTS FROM:
The Longman Dictionary of Contemporary English:
http://www.ldoceonline.com/dictionary/welder

By Oxford Dictionaries Online (World English)
http://oxforddictionaries.com/definition/withdraw?q=withdraw

“The New World Spanish English and English Spanish Dictionary”

“Diccionario de Modismos Ingleses”

NOTE:
Unfortunately the meaning for the following expressions could not be found out in dictionaries. However, verifying the Spanish version in the episode, we can say that they were translated as follow:

**For the expressions:**

“**Something really ring-acting-ding**” ➔ Something really exceptional.

“**Super neato present**” ➔ A wonderful present.

“**It’s nice to have a no-good sneak like you to turn to**” ➔ It is good to count on something like you.
## 3.1 Vocabulary

**Giving the Correct Definition!**

1. Match the following words in column A with the correct definition in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anniversary</td>
<td>a piece of information that is not generally known or is not known by someone else and should not be told to others.</td>
</tr>
<tr>
<td>2. Sacrifice</td>
<td>a covering for all or part of the face, worn for protection or to hide the face.</td>
</tr>
<tr>
<td>3. Regret</td>
<td>a friendly relationship, or the state of being friends.</td>
</tr>
<tr>
<td>4. Friendship</td>
<td>a pair of pants with an extra piece of cloth that covers the chest and is held in place by a strap over each shoulder.</td>
</tr>
<tr>
<td>5. Mask</td>
<td>a day when we remember or celebrate something important that happened on that day in a previous year.</td>
</tr>
<tr>
<td>6. Overalls</td>
<td>to feel sorry or unhappy about something you did or were unable to do.</td>
</tr>
<tr>
<td>7. Secret</td>
<td>to give up something for something else considered more important.</td>
</tr>
<tr>
<td>8. Argument</td>
<td>a strong and sometimes angry disagreement in talking or discussing something.</td>
</tr>
</tbody>
</table>
3.2 Vocabulary

1. Try to connect the following pairs of opposites.

   a) Busy                                       ____ single
   b) Wife                                      ____ remember
   c) Married                                   ____ fire
   d) Expensive                                 ____ cheap
   e) Forget                                    ____ free
   f) Agree                                     ____ true
   g) False                                     ____ disagree
   h) Hire                                      ____ husband

4. Grammar

CHECKING OUT THE GRAMMAR I!

Reviewing

The Future Tense with

BE GOING TO + VERB

We use the structure Be Going To + Verb when we want to talk about future plans.

*Note: In the scriptures of the episode of The Munsters shown previously you can find the phrase gonna, this is the contraction of going to.
Look at this structure in the three forms:

Example

Affirmative

-Herman is going to surprise Lily with a wonderful gift.

Negative

-Grandpa and Marilyn are not going to tell the truth either of them.

Interrogative

-Is Lily going to give Herman a beautiful gift?

You can also find this structure with Wh-Questions.

Example

-What are Herman and Lily going to do for their 100th wedding anniversary?
-Who are going to work as welders?
-Where are Herman and Lily going to work?

You can use this structure in Yes/No Questions.

Example

-Are Grandpa and Marilyn going to share their secrets?

Yes, they are.

-Is Herman going to be free on Saturday?

No, he is not. He's going to work that day.

4.1. The Pronouns

We can find two sorts of pronouns: The Subject Pronoun and The Object Pronoun. You already know the subject pronouns, but not the object pronouns.

Look!

**Subject pronouns:** I you he she it we they

**Object pronouns:** me you him her it us them

*observe: for each subject pronoun there is an object pronoun, it is indicated with a raw.*

- We use the Subject Pronoun in sentences like this:

**Example**

"Fred Gwynne and Ivon de Carlo act in the serial "The Munster" as Herman and Lily."

Look Fred and Ivon are the subjects in this sentence, but we can replace them for the subject pronouns (HE) and (SHE), because they refer to the same person in the subject position.

**Example**

"He and she act in the serial "The Munster" as Herman and Lily."

(Fred) (Ivon)

The same happens with the other Subjects Pronouns, provided that they are in the position of the subject and act as subjects in the sentence.

- Now, look! How we can use the Object Pronouns.

**Example**

- Mr. Poyer called him (to Herman).
- The admiral met them (to Herman and Lily) in the shipyard.
- Herman told him (to Grandpa) about his welder friend.

We use the Object Pronoun when they are in the position of the object and act as objects in the sentence.

In the example number 1 above we saw that Herman and Lily were replaced by the subjects pronouns he and she because they acted as the subjects in the sentence. But here in example number 2 below, we
cannot replace Herman with the subject pronoun (he), because it takes the position of an object so we must use the correspondent object pronoun for Herman (him).

Remember the order in the structure (subject + verb + object). So we cannot use subject pronouns instead of object pronouns or vice versa.

Example

2 Mr. Poyer called he (to Herman). [Incorrect]

➢ The admiral met they (to Herman and Lily) in the shipyard. [Incorrect]
➢ Herman told he (to Grandpa) about his welder friend. [Incorrect]

Grammar

Choosing Out the Grammar III!

4.2. Direct and Indirect Objects

Look at the following uses of the direct and indirect object:

➢ When the direct object comes first we use (to) or (for) before the indirect object.

Example "Lily brought something to eat for her welder friend"

➢ When the indirect object comes first the use of (to) or (for) is not necessary. So we put only the indirect object and then the direct object.

Example "Herman told Grandpa about his plan"

"This gives me a chance to really surprise him"

➢ When the direct object is a pronoun, it goes before the indirect object. And the indirect object must have (to) or (for).

Example

"Herman made some food for his welder friend. He gave it to her at job"

➢ The direct object answers to the question What.

Example

A: What did Grandpa tell Marilyn?  B: He told her a secret.
➢ The indirect object answers to the question who to/for? Or To/For whom? And it refers normally to a person.

Example

- Who does Herman want to buy a fantastic gift for?
  Herman wants to buy a fantastic gift for Lily.
- To whom did Lily give the food she prepared?
  Lily gave it to her welder friend.

5. Practices

**PUTTING IN PRACTICE THE STRUCTURES!**

1. Build the following sentences with the unscrambled words by using the structure “be going to”.

   a) She /tomorrow morning/ travel/

   ________________________________

   b) Go/ Mary's birthday/to/ Frank/

   ________________________________

   c) Sam/ on /Sunday/ work/

   ________________________________

   d) Get /temporary/Patrick/a/for/holidays/his/job/

   ________________________________

2. Look at the activity 1 Reading, and make a circle around all the object pronouns you can find.

3. Look at the following structures and underline the direct and indirect object.

   - Give it to me!
   - Mike wrote to his girlfriend a very nice poem.
   - “Everything I do I do it for you"
   - Can you give me a hand?

6. Writing.

Write about an episode of the Munster Serial and share it in class by reading it aloud.
Supplementary Materials
of The Textbook
1. Fill in the blanks with the words in the circle.

When lights__________,
I_________ no reason
for ______to cry. We’ve been through this __________
in ______time, in __________season,
God ________ I’ve tried
so __________don’t ________for more.

every
go down
you
see
ask
knows

2. Make a circle around the correct word.

(can/can’t) you see it in (me/ my) eyes
this might be (hour/our) last goodbye

every
please
before

3. Fill in the blanks, there is only a missing word in each space for you to complete.

Carrie, ________, things they change my ________
________ , __________ maybe we’ll________ again
somewhere, __________.

4. Match the phrases in column A with the phrases in column B.

A
I read your mind,
Of being unkind,
It all takes time,
If it’s a crime,

B
a whole lot of patience
with no intentions
how come I feel no pain?
I wish I could explain

Can’t you see it in my eyes
this might be our last goodbye.

5. Complete the following spaces with the words in the circle

Carrie, Carrie,________ they __________ ________ ________
Carrie, Carrie, __________we’ll meet __________, ________ again.

maybe
things
again
change
friend
somewhere
When lights go down…
"ODE TO MY FAMILY"
(THE CRAMBERRIES)

1. Choose the best word for each sentence.

Doo, doo, doo, doo,
doo, doo, doo, doo...
Understand the (things/thinks) I say
Don’t turn away from me
Cause I spent half my (live/life) out there
You wouldn’t disagree
D’you (sing/see) me? d’you see?
Do you (light/like me,
Do you like me standing (dear/there)
D’you notice, d’you (now/ know)
Do you see me, do you see me
Does(someone/ anyone care)

2. Complete the gaps with the words in the chart.

________, where’s when I _______young
And we _______ give a damn
’cause we _______raised
To see life as _______ and take it _______ can
My _______, my mother she _______ me
Did she hold me, when I _______ out there
My father, my _______, he _______ me
Oh he liked me, does anyone care?

3. Order the groups of phrases from number 1 to 4.

But I miss you, I miss
’cause I liked it, I liked it
when I was out there
D’you know this, ________

Understand what I’ve become
It wasn’t my design ________

and people everywhere think
_______ Something better than I am

Unhappiness was when I was young
And we didn’t give a damn
’cause we were raised
To see life as fun and take it if we can
My mother, my mother she hold me
Did she hold me, when I was out there

D’you know You did
not find me, you did not find
_______ does anyone care?
FILLING IN THE BLANKS!
1. Fill in the blanks with the words in the chart.

She ___________ to the man on the street
“_________, can you help me?
It's __________and I've ____________ to sleep,
Is there __________ you can tell me?”
He______________, doesn't ______________
He pretends he can't hear her
Starts to _________ as he________ the
street
Seems _____________ to be there

PHIL COLLINS

(ANOTHER DAY IN PARADISE)

2. Choose the best word for each sentence/phrase.

Oh (thing/think) twice,
It's another (they/day) for you and me in paradise
Oh think twice, (its/it's) just another day for you,
You and me in paradise

ORDERING!
3. Put into order the following sentences from number 1 to 4.

_____ He can see she's been crying
_____ Can't walk but she's trying
_____ She's got blisters on the soles of her feet
_____ She calls out to the man on the street

Oh think twice, it's another day for
You and me in paradise
Oh think twice, it's just another day for you,
You and me in paradise
FILLING IN THE BLANKS!

4. Complete the gaps with the words in the chart.

Oh ________, is there nothing more anybody can do
Oh lord; there must be __________ you can say
You can tell from the ______________ on her face
You can see that she’s been __________
________________ been moved on from every __________
________________ she didn’t ________ in there.

Oh think twice, it’s another day for
You and me in paradise
Oh think twice, it’s just another day for you,
You and me in paradise