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**LINGUISTICS AND LANGUAGES DEPARTMENT**



**PLAN EXCEPCIONAL DE TITULACIÓN PARA ESTUDIANTES NO  
GRADUADOS (PETAENG)**

**Methodological Proposal to Teach English Idiomatic Expressions in  
Real Situations to Strengthen Communicative Competence Aimed at  
Students of Centro Boliviano Americano (CBA), La Paz**

**PROFESSIONAL MEMORY**

**TO OBTAIN THE BACHELOR'S DEGREE IN LINGUISTICS AND LANGUAGES**

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**MEMORIA PROFESIONAL:**

**“METHODODOLOGICAL PROPOSAL TO TEACH ENGLISH IDIOMATIC EXPRESSIONS IN  
REAL SITUATIONS TO STRENGTHEN COMMUNICATIVE COMPETENCE AIMED AT  
STUDENTS OF CENTRO BOLIVIANO AMERICANO (CBA), LA PAZ”**

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Para optar el grado académico de Licenciatura en Lingüística e Idiomas

Mención Lenguas Extranjeras - Inglés

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## **Dedication**

To my beloved parents Juan and Gabriela, all my gratitude and love.

To my beloved sons André and Alan because they are my inspiration of my life.

To my beloved husband René, for his unconditional support and words of encouragement.

To my beloved brother Jhonathan (+), I know that from heaven he is giving me his support to  
accomplish this work.

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## **Abstract**

This paperwork has a general objective as a methodological proposal to teach English idiomatic expressions to strengthen communicative competence aimed at students of Centro Boliviano Americano. The methodology of this proposal belongs to a qualitative approach. This paperwork is carried out through descriptive-propositive study. It worked with a population made up of 3.3 level at Centro Boliviano Americano. The conclusion reached is the elaboration of a methodological proposal to teach English idiomatic expressions because of the necessity to have supplementary material to give support to this area, taking into account different points like lexicon, interpretative, and cultural to apply to communicative situations provided by the teacher. This proposal will seek to be a usage manual for students and English teachers from Centro Boliviano Americano.

***Keywords:*** English teaching, Idiomatic Expressions, Teaching Methodology

## **Resumen**

El objetivo general del presente trabajo fue plantear una propuesta metodológica para la enseñanza de expresiones idiomáticas del idioma inglés a estudiantes del Centro Boliviano Americano. La metodología de la presente propuesta está enmarcada bajo el enfoque cualitativo. La memoria está realizada mediante un estudio descriptivo-propositivo. Se trabajó con una población compuesta por 30 estudiantes del nivel 3.3 del Centro Boliviano Americano.

La conclusión a la que se arriba es que la elaboración de la propuesta metodológica para la enseñanza de expresiones idiomáticas, nace a partir de la necesidad de contar con material de apoyo referida a esta área, abordándolo desde diferentes puntos, como ser léxico, interpretativo, cultural, y su aplicación en la oralidad de acuerdo a las situaciones comunicativas dadas por el docente. Esta propuesta buscará ser un manual de uso para estudiantes y docentes de idioma inglés del Centro Boliviano Americano.

***Palabras Claves:*** Enseñanza de Inglés, Expresión idiomática, Metodología de enseñanza



## **Introduction**

Nowadays in our society, learning English has become the most preferred language, indeed, it will be for taste or necessity. Professionalization has adopted the undeniable English Language, such as formative requirements, without leaving aside the usage and learning of original languages.

Leon (2018), sets out that before the variety of languages that we have in the world, English was established as a universal language; according to general data, three hundred seventy and two million are native speakers without taking into account some countries where English is considered as a second language, placing a third position in the world. Thus, it is considered essential to learn English.

To do this it is important to domain the communicative competence of the language to spread better opportunities; it is important to point out that idiomatic expressions are useful tools to develop that ability in the class.

In the process of teaching-learning English language and based on planification that a teacher carries out, many linguistic elements must be taken into account that facilitate the respective assimilation of the information. This acquired knowledge is focused on strengthening the students' linguistics abilities who can put into practice different communicative realities. Indeed, the following work will describe and interpret the idiomatic expressions as a strengthening resource of spoken abilities of the English language.

The purpose of this work is to determine the relationship of idiomatic expressions in the teaching-learning process of the English language, specifically in oral communication, due to the fact that communication is difficult between speakers of foreign languages in real situations because there is no domain of English language. This work focuses on proposing adequate methods to make a good comprehension of English language easier through the interpretation of idiomatic expressions study that will help the comprehension and communicative of a foreign language.

This work has the following structure: In Area I it describes the work context. In this case, the functions have been done in teaching at Centro Boliviano Americano at academic programs of English language teaching.

In Area II, firstly, the justification and the objectives proposed that show the guidelines of this work were worked on. Then, institutional methodological aspects of the situation in context and theoretical definitions related to this work were pointed out. Finally, the proposal of English idiomatic expression was applied to conclude this academic experience.

In Area III, an analysis of professional experience is carried out based on the relevance of the curricular framework of Linguistic and Languages Career related to labor experience acted in the institution: learning process of professional activity and to apply suggestions to improve the professional training in Linguistic and Languages.

## **AREA I. WORK CONTEXT AND DESCRIPTION OF THE ACTIVITY**

### **1.1. Work Context**

Centro Boliviano Americano is an academic institution with high prestige and quality in teaching the English language at the national level. Therefore, the teachers' staff must meet some academic requirements asked by the institution. The Central House of Centro Boliviano Americano is on Arce Avenue in front of Iturralde Square. Moreover, the rest of the branches are located in El Alto city where I had the chance to teach English, the Executive branch which is located on Batallón Colorados Street, and the Federico Suazo branch which is located in front of the Higher University of San Andres.

The importance in teaching the English language lies in the fact that it is a widely spoken language in several countries around the world, mainly abroad and in other countries where it is used for different purposes. In this sense, the work experience is developed in an educational environment, where the Instituto Centro Boliviano Americano is located, where I had the great opportunity to teach English classes which began in 2007 with different levels, developing lesson plans and having young people and adult groups. I had the pleasant surprise of being trained to follow the guidelines that I must follow in classes, applying different strategies in each class.

It is worth mentioning that in classes we received surprise visits to be evaluated by the teacher counselor who gave feedback on performance in classes. Some of the aspects that teachers counselor (TC) evaluated were the use of extra material, use of the whiteboard and relevant material with the unique purpose of the student learning. Teaching classes at different levels and meeting their expectations in teaching the English language entails a great commitment to the institution. In order for each teacher to know different types of students, I had the opportunity to work in different branches like: Sagarnaga branch, Federico Suazo branch, Central House, Executives branch as well as the San Cristobal project.

### 1.2. Period of work activity

The work experience developed from 2007 to 2014 in different branches of La Paz City, as well as in Minera San Cristobal is distributed in the following:

Year	Branches
2007-2009	Minera San Cristóbal Project
2009	Sagarnaga Branch
2010	Federico Suazo Branch
2010	Central House
2011-2012	Executive Branch
2013- 2014	Minera San Cristóbal Project

### 1.3. Positions held

During my work experience at Centro Boliviano Americano (C.B.A.), my position was as an English teacher or English language facilitator. The teachers develop their academic activities in sort of regular or accelerated courses based on the same curricular parameters which are organized by the schedule according to the academic calendar. The teacher's staff is distributed in all branches of the institution in La Paz city: Central House, Federico Suazo branch, Executive branch, and El Alto city, and in different schedules (morning, afternoon, and evening). The teachers also give English classes on different agreements and institutional projects, one of which is the San Cristobal Project with San Cristobal Mining, located in the same community with the same name of Nor Lipez, Province of Potosí City.

The courses or levels assigned to me during this academic experience were from Basic Level to Advanced Level. The parameters and methodological guidelines of the English language teaching process were established by the institution which has teaching efficient methods for

the current education. The execution and development of teachers' academic activities are observed and evaluated by the Teacher Counselor that is assigned to each teacher.

The evaluations and unplanned visits are carried out monthly and bimonthly which is the only objective to identify weaknesses and strengths that a teacher may have, helping to this way to determine methodological actions to improve the teaching-learning process in the next courses.

#### **1.4. CBA's students**

##### **1.4.1. Characteristics of students**

The student's characteristics as basic information is taken into account to select the idiomatic expressions and give real competence situations according to the social interests in the English language. The following describes the sociolinguistics characteristics of students of La Paz city as well as Minera San Cristóbal Project.

###### **1.4.1.1. Social level**

The students are from different social classes like the middle class and upper class. This aspect was identified through the direct conversations set out by the teacher in classes.

###### **1.4.1.2. Linguistic Aspects**

Many students who enter the CBA are monolingual, finish the academic program and are characterized as bilingual. Nevertheless, it was identified students' speaking level and comprehension of native languages such as Aymara and Quechua. These students who finish the program have the trilingual category.

###### **1.4.1.3. Academic Aspects**

In different CBA branches of La Paz city, there are students from schools, technical institutes, and universities as well as there are professionals from different areas.

Students from Minera San Cristobal are professionals from different technical fields like engineers, mechanics, welders, heavy equipment operators in the mining field, assistants, supervisors, and managers.

#### **1.4.1.4. Interests**

The students from different branches of La Paz city are motivated to learn the English language to reach the proficiency level in English and to be competent in all linguistic skills such as speaking, reading, writing, and understanding. Thus, some students become interested in looking for more possibilities to obtain scholarships or just for traveling to a foreign country with a particular thing (work, tourism, or other).

Some students have the academic objective to approve for the TOEFL and ECPE certification.

In the case of Minera San Cristobal students have the objective to apply the English language in the labor context to communicate fluently and efficiently with foreign personnel who arrived at the enterprise, as well as, adopting cultural aspects through sentences or idiomatic expressions, and slang to find out and master at ESP (English for a specific purpose). As a complementary objective, the students who work there have an interest in learning English to understand or translate manual usage, warning signal instructions, or commands.

### **1.5. General experience description**

The work experience was developed in the following areas:

#### **1.5.1. Academic activities at Centro Boliviano Americano branches**

The activity carried out was teaching English at basic level, intermediate and advanced in different schedules of regular and accelerated courses to teenagers and adults of CBA Cultural Foundation of La Paz city branches like: Sagarnaga, Federico Suazo, Central House and Executive branch.

<b>Levels</b>	Basic Level	Top Notch Fundamentals and Top Notch 1
	Intermediate Level	Top Notch 2 and Top Notch 3
	Advanced Level	Summit 1 and Intelligence Business 1

<b>Courses</b>	Regular	3 years
	Accelerated	1 year and 6 months

### 1.5.2. Academic activity at CBA outreach program (Potosí)

The main academic activity is English language teaching in different levels (Basic, Intermediate, Advanced) and ESP (English for Specific Purpose) at the outreach program CBA San Cristobal (Potosi).

### 1.5.3. Didactic strategies used

According to the characteristics and the student's interests in the project and previous diagnosis it has worked with specific didactics strategies, depending on the student's technical area that belongs to. The strategies that we used with the students were:

- **The experience:** In this strategy, the knowledge of technical area activities was very important since the application of the English language in these activities guided towards meaningful learning.

One of the important aspects in this strategy is the inclusion of everyday experiences in English language learning. These elements are the experience and everyday activities

that each student does at work. At the same time it will work with the content of curricula established by the institution and help students to be familiarized with the technical vocabulary used in real situations.

Examples:

- Students use warning signs to work safety in the work area.
  - Students use vocabulary commands in emergency situations.
- **The interaction:** This strategy refers to the way that each student understands the content of the language. Whatsmore, the content of his classmates, teachers, the social environment or labor environment. The social function that the English language has in society is the main importance of this strategy.

Example: Manual of technical terminology at the institutional level.

- **Cooperation:** The important trait is the cooperative work in the social context or labor context throughout the students to relate constantly in an empathetic way with the rest of people using English language the only purpose of practicing.
- Example: Elaboration of situationals dialogues.
- **The feedback:** To consolidate this strategy it is very important that students and teachers get involved with each other. The feedback is also considered a tool that will help to categorize student's learning levels during the teaching-learning process of the English language. For this reason, the previous evaluation as a fundamental tool is appealing to know and identify the communicative competence of the students as well as their strengths and weaknesses of all units covered. The only purpose is to refocus the process, identifying the right answers and mistakes in the teaching process of the English language.
- Example: Assessment (teacher-student) and review the units covered.



Occasionally, teaching Spanish to foreign personnel were given such as: Japanese, Americans and Australians at CBA San Cristobal outreach program, Potosi, developing classes and activities with the book called Lengua Viva was used from basic to advanced level.

#### **1.5.4. Academic-pedagogical aspects**

- **Curricula content**

The content covered is determined and structured from the curricula based on “Top Notch”. The units are focused on developing the following aspects: Vocabulary, vocabulary booster, conversation strategies, grammar, speaking, pronunciation, listening, reading and writing.

- **Lesson Plan**

In order to do a lesson plan of each level it must follow the Centro Boliviano Americano guidelines based on the content of curricula, which allows the facilitator to determine the content that will be covered in each session and the activity or situation that he considers most appropriate for students to learn and put into practice.

- **Development**

Firstly, the teacher introduces the information through an explanation of the vocabulary content and grammar explanation. The teacher models the new information so students can apply the new vocabulary in a conversation for adequate learning. The teacher shows many examples of the new knowledge. As a final result, the students are using the new grammatical structures. In order to effectivise the process of teaching-learning of English language, the components more relevants of the lesson plan are:

- Title
- Course

- Unit
- Lesson
- Set
- Linguistic objectives
- Functional Obejctives
- Personal Objective
- Material Needed
- Oral introduction
- Warm Up
- Transition
- Main Activity
- Follow Up

- **Assessments**

The assessments are given at the end of each unit according to the calendar schedule. The institution establishes the assessments according to the schedules of the course levels and the curricular units of the text. The evaluations aim to measure the communication skills learned in the process, such as speaking, writing, reading, and comprehension.

- **Second chance/ feedback**

Each student is evaluated every day to reinforce weaknesses by giving feedback. Moreover, pedagogical support is being offered at the level that a student belongs to. The main objective of the feedback was to show the students' weaknesses in speaking,

writing or other aspects to improve. Subsequently, recommendations are given to help improve students' obstacles, such as suggesting reading a text or making a visit to the study room.

- **Pedagogical Resources (book, supplementary books, audios, videos, so on)**

Top Notch Fundamentals 1, Top Notch 1, Top Notch 2, Top Notch 3 and Intelligent Business were used to teach. This book was prepared for those students who venture to discover and cultivate their knowledge and skills in the English language. With this, it is intended to establish and share the cultural aspect and the student guarantee the continuity in the learning process that will lead him or her successfully towards the achievement and acquisition of this language.

The Institution has study rooms with plenty of reading material, writing, listening, and all kinds of material for all the subskills so each student can study deeply to improve some weaknesses that a student may have.

## **AREA II. DETERMINATION AND ANALYSIS OF THE PROBLEM OR A CASE STUDY DESCRIPTION**

### **2.1. Introduction**

In all educational English teaching processes, the common objective is to achieve a successful result for the students at the lexical level, speaking, grammatical, and cultural. Therefore, different topics and activities can help to strengthen the linguistics knowledge that must be distributed. Thus, they will have to get in touch with the communicative reality.

This proposal focuses particularly on teaching idiomatic expressions as a strength and important tool in the English learning process since this allows the student to be immersed and comprehend a different culture according to an interpretative process that is not the same as learning a simple word or sentence. The interesting of this work is the use of idiomatic expressions in communicative real situations this will help to communicate the student to be fluent and effective with English-speaker. As well as the different activities to reach this purpose will also help the students to become familiar with the terminology and the idiomatic expressions meaning.

### **2.2. Identification of the problem**

Given that English is a relevant language in the teaching of the English language, the use and mastery of English constitutes, today, an important element in the training of students of any university degree in the country. The teaching and learning of English has been considered a main axis that forms the backbone of training programs. Given the existence of idiomatic expressions within natural languages, phraseology has been responsible for studying these linguistic units to explain the phenomena that manifest themselves around their composition and characteristics. In this process, it has been determined that most of the idiomatic expressions do not have an equivalent in another language except for “piece of cake”, for example, which does have an equivalent in Spanish “*pan comido*”. Consequently, this constitutes a difficulty for language students, because idiomatic expressions are complex in their structure and meaning, given that they are made up of two or more words that acquire a global meaning that cannot be

deduced from their literal decoding. That is a student who is learning a new language, such as English, needs to memorize a set of words whose meaning is different from what it denotes. The use of idiomatic expressions by a student learning English is not common. For this reason, the teaching resources and strategies to teach the idiomatic expressions used in this context are non-existent.

Having said this, the main problem raised in this work arises due to the lack of importance in teaching idiomatic expressions of the English language as a foreign language. It should be noted that there are not many works in the field of phraseology or idiomatic expressions. Furthermore, in the content of the English language program, it was observed the little attention to teach English idiomatic expressions. Therefore, the students showed difficulty of comprehend and communicate in English fluently and spontaneously. Moreover, a few activities with idiomatic expressions are developed and this causes difficulty in understanding the language, causing students do not have active role in classes or outside of it.

To sum up, the inadequate use of expressions or unawareness of the idiomatic expressions restricts the student's comprehension so that is the reason idiomatic expressions are not being used in English language teaching-learning. This leads to the student may not be able to have a good lexicon due to a lack of knowledge of idiomatic vocabulary.

### **2.3. Statement of the problem**

Based on the problem mentioned above the following research question is formulated:

What methodological strategies can be used for an adequate learning of English idiomatic expressions at Centro Boliviano Americano?

### **2.4. Justification**

Currently, the accurate use of a foreign language is an essential aspect of good professional practice. Taking into account the social dynamism that exists in different areas such as academic, economic, scientific, technological, and others. On this occasion, this study will give a great relevance to the English language specifically to elaborate a methodological proposal to

teach idiomatic expressions in real situations because of a great percentage of students of Centro Boliviano Americano seek to satisfy the necessity to learn and manage the existing idiomatic expressions naturally in this language in any communicative everyday situation finding oneself in a linguistic context or English-speaking region.

In many cases, talking about teaching-learning, the teacher is the main and unique modeling English speaker. Therefore, there is a necessity that all students of the English language become aware and proficient in using this language at all linguistic levels, especially in using idiomatic expressions adequately when communicating, like the characteristics of the language. Therefore, the student is in the process of learning different types of communicative abilities to appropriate the idiomatic expressions, this will help to speak easily and be sure to strengthen the communicative competence.

Likewise, another motivating element to do this work is that English language nature, in other words, idiomatic expressions are part of every language in its characteristics, which are important to analyze in different levels such as: lexical, morphological, and semantic.

Indeed, this proposal could be a supplementary for all academic material that this institution has, all teachers and facilitators could use it according to topics of units or according to communicative situations that might appear in the process of curriculum development.

## **2.5. Objectives**

### **2.5.1. General objective**

To apply a methodological proposal to teach English idiomatic expressions to strengthen communicative competence aimed at students of Centro Boliviano Americano (CBA) La Paz.

### **2.5.2. Specific objectives**

- To establish strategies for teaching English idiomatic expressions at Centro Boliviano Americano.

- To systematize the teaching of the English language through idiomatic expressions in real situations.
- To develop extra material (Flash Cards, worksheets, didactic cards) with different idiomatic expressions of the English language to strengthen the communicative competence of students of Centro Boliviano Americano.

## **2.6. Institutional framework**

### **2.6.1. General data**

Centro Boliviano Americano (CBA), Educational Cultural Foundation La Paz is an educational institution. Its objective is to join the cultural aspect of Bolivia and the United States of North America through academic activities development, between them English courses at different levels and other activities of the institution. Nowadays, the CBA institution has branches in different cities of Bolivia, La Paz, Cochabamba, Santa Cruz, Oruro, Sucre, Tarija, and El Alto, which independently develop their activities.

### **2.6.2. Background of the institution**

Centro Boliviano Americano (C.B.A.) was founded on May 2nd, 1946 as a private educational institution, non-profitable, autonomous, and cultural, Currently, it is considered an outstanding institution in teaching English in Latin America of Bolivia.

In the beginning, the Centro Boliviano Americano of La Paz was created as an initiative that coincided with the last years of the Second World War in 1946 and 1950. Actually, there was a period when the United Nations gave great hope human rights arose and freely exchanged ideas or ideals between people.

### **2.6.3. Principles, mission and vision**

#### **2.6.3.1. Principles**

Centro Boliviano Americano has the following principles:

- To promote academic, cultural activities and library extension. To strengthen teaching English, Spanish, and native languages with pedagogical and didactics principles.
- To promote equality rights without discrimination.
- To prepare students for a dynamic and globalized World.

#### **2.6.3.2. Mission**

Centro Boliviano Americano has the mission to give service to Bolivian society, promoting and spreading its culture, and developing educational, cultural, and academic activities with ethical values and social responsibility to the community.

#### **2.6.3.3. Vision**

Centro Boliviano Americano's vision is to become a specialized institution of teaching languages that can provide highly qualified professionals to the country.

#### **2.6.4. Institutional objectives**

Centro Boliviano Americano's institutional objectives are:

- To have highly qualified teachers supported by efficient programs for the development of the teaching-learning process.
- To interact among institutions that fulfill the same objectives.
- To strengthen its human resources with seminars given by Bolivian specialists and foreign specialists.
- To organize, maintain, or implement libraries with English, Spanish, Aymara, and Quechua material.
- To have conferences, expositions, debates, and other social and cultural activities as a sponsor.



**2.6.5. Cultural Area**

Centro Boliviano Americano is characterized by encouraging the arts in the English language which is why the choir, dances, and the library are consolidated in the institution.

**2.6.6. SWOT of the institution**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>- This institution Centro Boliviano Americano is highly prestigious in teaching English language, which contributes to its attraction and confidence on the part of students.</li> <li>- The institution offers high-quality English language teaching programs, attracting people with particular English language learning interests.</li> <li>- It has agreements with educational institutions and private institutions, which enrich the educational experience and expand opportunities for students.</li> <li>- It has the infrastructure distributed and organized in different places and is suitable for language teaching, contributing to a favorable environment for learning.</li> </ul>	<ul style="list-style-type: none"> <li>- The presence of other educational institutions in the region may represent competition especially if they offer similar programs in English teaching.</li> <li>- The perception that tuition and monthly fees are high can be a barrier for some students.</li> <li>- Minimum content pre-established by the institution prevents diversification in teaching according to the particular interests of the students.</li> <li>- Problems such as lack of space in classrooms or outdated equipment can affect the quality of teaching.</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>- The increase of globalization and demand for foreign language skills, such as English, it represents an opportunity to attract more students.</li> <li>- As an institution, it develops innovative educative programs adapted to the current trends such as online education or the teaching of specific skills.</li> <li>- The institution has simultaneous cultural programs related to the English language which attracts students with diverse interests and thus diversifies the student body.</li> <li>- It takes advantage of technology to improve the delivery of educational content or upload educational content. Therefore, offering online courses and improving accessibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes in government linguistic policies related to teach foreign languages that could affect the operation and financing of the institution.</li> <li>- Changes in educational preferences and trends that could make certain programs less popular or less in demand.</li> <li>- Events such as pandemics or social problems can affect the normal development of academic activities especially in terms of compliance with calendar or institutional objectives.</li> </ul>

## **2.7. Theoretical framework**

### **2.7.1. Teaching second language**

First of all, it is important to comprehend the definition of a Second Language, understood as any language, learned by a person that has the first language or a mother tongue. The acquisition of a second language may occur with different objectives, such as particular interests or professional labor conveniences, by elemental necessity to communicate with the society. In this case, it is considered a native language or an original language without dismissing that Spanish could also be a second language.

If we talk about people or bilingual societies, the definition of a second language deserves another issue, because the same person can have two or more mother tongues. Therefore, the second language denominative would not be coherent.

Regarding teaching a second language, it should take into account teaching methodology and features or characteristics of the language, so that it can be planned and developed and appropriate teaching and learning process of the determined language. This process can answer the demandings of society, talking about treating language as a social manifestation. Arnau (2001) points out, it is understood for a second language or L2, any other language or languages after the first language has been learned. Therefore, when it is talked about foreign language it depends on the context we learned.

In the following study, the second language will be the main element to analyze. taking into account that the English language will be L2 for all students.

### **2.7.2. Idiomatic expression**

It is understood by idiomatic expression that the combination of words and the meaning is not possible to deduce through a lexical paraphrasing, thus only through joined words. Idiomatic expressions are phrases that carry different meanings than the literal definition of their component words. Learners are unfamiliar with both the words in the expression and the expression itself. Usually, they first analyze the literal level. For instance, "It's raining

cats and dogs," means it is raining extensively, but they usually get the meaning of dogs and felines are falling from the sky.

Segura (1993) indicates, "The Idiomatic expressions are fixed structures composed of more than two lexemes, the meaning is from the total constituent elements". Clearly, to study or to elaborate a strategy to teach idiomatic expressions implies entering into an interpretative field in which cultural pragmatics will have an important role in this treatment.

### **2.7.3. Idiomatic expressions categories**

For a better understanding and analysis of idiomatic expressions, we resort to (Badger) which categorizes Idiomatic Expressions into the following categories:

#### **2.7.3.1. Simile idioms**

These idiomatic expressions compare one object or action to another using the words "like" or "as." For example, the expression "like two peas in a pod" describes how two things are similar or close in nature, by comparing them to peas which grow together in a pod. "Light as a feather" and "busy as a bee" are two other examples of simile-based idiomatic expressions.

#### **2.7.3.2. Phrasal verbs idioms**

These idiomatic expressions function as verbs. They usually contain one or more individual verbs and prepositions that, when used together in a sentence, act as a single verb. For example, the phrasal verb "to get away with" is used to mean "avoid punishment" as in the sentence, "She will get away with stealing that car."

#### **2.7.3.3. Metaphorical idioms**

The metaphorical idiom is a phrase that ordinarily designates one thing is inferred to another, making an implicit comparison (Tang, 2007). It compares two situations, objects or actions. However, idioms based on metaphors do not use the words "like" or "as" to connect the two ideas. For example, a "carrot and stick method," is used to mean a method

of coercion. It compares the situation at hand to the practice of luring a stubborn horse or mule by dangling a carrot in front of him and prodding with a stick behind.

#### **2.7.3.4. Aphorisms**

Aphorisms are idiomatic expressions intended to convey wisdom or morals. They are also colloquially called "sayings," widely read books, famous speeches or other texts. They contain profound philosophical truths in short, easy-to-remember sentences, for example:

*Youth is a blunder; Manhood a struggle; Old age regret.* [Benjamin Disraeli]

#### **2.7.3.5. Cultural and historical idioms**

These idiomatic expressions deal with landmark events and important historical figures. They are therefore particular to certain cultures. For example, in the United States, "John Hancock" means to provide a signature. This expression references one of the signers of the Declaration of Independence, John Hancock, whose signature is one of the largest and most distinct on the document. Another example is "Honest Abe." This idiom alludes to the fabled honesty of Abraham Lincoln, the 16th president of the United States (Badger, cited by Nurul Asri, 2017, p.49).

Therefore, the idiomatic expressions have been used according to different communicative situations by the speakers, which is considered important is the categorization of the characteristics of concepts and interpretative idiomatic expressions done by the author.

#### **2.7.4. Pragmatics function and the metaphor**

Escandell (1996), defines pragmatics as a discipline that takes into account the extra linguistic factors that determine the use of language, those factors which a uniquely grammatical structure can not do the reference, concept referred of issuer, the addressee, intention communicative, context verbal, situation or the World's knowledge that in this study will become the objects of the analysis.

All the different extralinguistic factors mentioned, would be the main importance in the analysis and the proposal of English idiomatic expressions, due to the use of them, will be determined by the extra verbal context, like: the people, the place, emotional states, and so on. For example, in many cases, the different phonological representations of the idiomatic expressions do not keep relation with the semantic, the meaning of words and phrases representations.

Conceptually the metaphor is the comparison between two things that do not have direct relations, the characteristic of this object is “figuratively”. Therefore, the metaphor according to Fajardo (2006), represents a mechanism that allows the conceptualization and reconceptualization of the World and its components, the organization of them and the articulation of all concepts they have. The metaphor not only organizes and reorganizes the reality that we face up but it is capable of creating or recreating from the connections established between the elements that constitute it.

According to the guidelines for this proposal paper, it will have been a metaphoric analysis of idiomatic expressions to have deep knowledge of them whatsmore to find the variety meaning that has in communicative situations. By this mechanism is building new definitions besides the ones we have.

#### **2.7.5. Lexical**

Defining lexical is necessary to mention lexicology, a science that studies the lexical of determined language that is the group of words of a language. It will do a structure analysis based on the form (signifier) and the transformations that is suffering according to the usage in context and the diverse situations.

Fernandez points out (1984) in a general sense defines lexicon as a set of words through which the members of the community can communicate. Also mentioned that lexicon is a theoretical notion of a language reference.

### **2.7.6. Semantic and lexical relationship**

To establish the relation between lexicon and semantics some definitions will be used for an adequate analysis of this proposal. Fernández (1984) mentions that “the lexicon in the most general sense designates to the group of words throughout the words which members of the community can communicate”.

Considering this position about this concept it can be noted that idiomatic expressions are formed by a set of words with different categories that combine between them, and move on from the literal meaning to a metaphorical or figurative meaning. In order to find the relationship between lexicon and semantics, Ullman (1968: 34) will be mention who maintains that semantics is in charge of “studying the meaning of words properly mentioned but it is normal and common explore the semantics from other elements like suffix, prefix and so on”. So, as it mentioned, semantics studies the words and the meanings. When it is spoken about, each term has a particular behavior and specific meaning. However, the meaning of other linguistic elements can be studied for example, grammatical structures, communicative intention, etc.

### **2.7.7. Grammatical aspects**

In terms of grammar, Mc. Carthy (2002), cited by Hernández (2011), shows the following chart which classifies seven groups according to their form. This chart allows us to identify how these structures are made up and bring a better comprehension of the grammatical aspects.

<b>FORM</b>	<b>EXAMPLE</b>	<b>MEANING</b>
<b>Verb+ Object/ Complement (and/or adverbial)</b>	Kill two birds with one stone	Produce two useful results by just doing one action.
<b>Prepositional Phrase</b>	In the blink of an eye	In an extremely short time
<b>Compound</b>	A bone of contention	Something which people argue and disagree over (The apple`s discord)
<b>Simil (as+ adjective+ as or like+ noun)</b>	As dry as a bone	Very dry indeed
<b>Binomial (word+and+word)</b>	Rough and ready	Crude and lacking sophistication
<b>Trinomial (word+word+and+word)</b>	+ Cool, calm and collected	Relaxed, in control, not nervous
<b>Whole clause or Sentence</b>	To cut a long story short	To tell the main points, but not all the fine details.

Table N°1. Mc.Carthy, 2002

### **2.7.8. Communicative competence**

In this paper, we focus on special emphasis the communicative competence as the basic element that a person has and can communicate to get on appropriately and efficiently in any talk situation. The discipline that tries to explain the human's ability to communicate verbally is the science of linguistics, in other words, to translate the concept of communicative competence.

Chomsky, mentions the terms of linguistics competence which refers to knowledge of a person with a mother tongue. This knowledge is identified by a person's ability to build and

understand infinitive sentences following the grammatical structures. That is the ability that a speaker has to combine words so all together have meaning.

Well now, among the evident purposes that exist in the teaching-learning process of English language. Thus, students will strengthen and stabilize these communicative abilities in any situation. In this opportunity to give communicative competence through idiomatic expressions.

### **2.7.9. Meaningful learning**

According to Moreira (2012), meaningful learning is the substantive, non-arbitrary incorporation with meaning; It involves understanding, transfer, the ability to explain, describe, and face up new situations.

Ballester mentions (2002), to achieve meaningful learning it is necessary to relate new learning based on the students' previous ideas. Therefore, it can be said that learning is a construction of knowledge where some pieces fit with others into a coherent whole. So, for authentic learning to occur that is long-term learning that is not easily forgotten, it is necessary to connect the teacher's didactic strategy with the student's previous ideas. Thus, building solid concepts or solid knowledge.

The meanings of idiomatic expressions cannot be deduced from the literal sum of the individual parts that compose them. In this sense, meaningful learning is supported by the idea of connecting these expressions with the student's previous experiences. For example, tell an expression like "being in the clouds" with the feeling of distraction or closing in on your inner self that the student may have experienced at some point in her life.

## **2.8. Methodological references**

The use of figurative idiomatic expressions expands to everyday language in different fields that is why, it lets us look for methods and practical techniques for English language acquisition. Thus, directly or indirectly, it will help students gain or learn the culture and lexicon language.



The idiomatic expressions learning proposed in this paper is innovative and motivational not only for the CBA's students who would express easily, fluently, and efficiently also pushes teachers to share and promote their social commitment to generate new knowledge.

### **2.8.1. Methodological approach**

The qualitative method will proceed in this methodological approach, an analytical interpretative study of reality. According to Rodriguez (n/d). Qualitative methodologies are oriented towards the understanding of unique and particular situations that focus on finding meaning and sense that the agents themselves give to the facts. Well, we will investigate how individuals or social groups experiment with those phenomenus or experiences.

This methodological approach has been adopted in this work. Thus, we understand language as a social phenomenon that requires its treatment like that in the analysis. of this proposal.

### **2.8.2. Population and sample**

#### **2.8.2.1. Population**

The following proposal takes into account the Centro Boliviano Americano of La Paz City, therefore, the study population will be all students of this institution.

Arias (2012) reaffirms this definition that the population is a set of finite or infinite elements with common characteristics that will help to show the conclusions of this investigation.

#### **2.8.2.2. Sample**

Arias (2012) defines the sample as a representative subset part and finite extracted of the population. The type of sample of this work is considered nonprobabilistic because the selection of the participants does not depend on the probability, each student is related to the investigation that belongs to Centro Boliviano Americano. Therefore, the sample of

this investigation is the students from the regular course with 30 students of Top Notch 3.3, having classes from Monday to Friday with the schedule at 18:00 to 19:20.

### **2.8.3. Teaching techniques of idiomatic expressions**

To strengthen the process of learning idiomatic expressions, the strategies used are essay writing using idiomatic expressions, creating conversation using idioms, using real life or authentic materials, using worksheets of idiomatic expressions, and making flash cards of idiomatic expressions.

## **2.9. Propositional section**

### **2.9.1. The Necessity to implement didactic strategies for teaching idiomatic expressions at the C.B.A.**

During this stage of labor experience at the C.B.A the necessity to implement didactic strategies to teach idiomatic expressions was identified to reinforce the student's communicative competence. According to the interests identified by the student's side to learn English and have proficiency in communicative competence. Thus, students can communicate effectively with native speakers in different communicative real situations.

The necessity to teach English at the Minera San Cristobal project came up mainly in specific labor situations in different areas that the enterprise has, like Safety area, health area, Operation Area, Human Resources area, Maintenance area and so on. As well as, foreign personnel visit to the company this force local workers need to use English language to communicate

## **2.9.2. Strategies to develop the proposal**

### **2.9.2.1. Diagnosis**

Considering that the diagnosis is a systematic, dynamic, and participatory process that helps to get closer to the reality to know, to analyze, and to evaluate it. The results of this process could lead the changes in the teaching-learning process.

In this case for the diagnosis is considered the following aspects (Annexes):

- Personal Information
- Work or educative situation
- English learning interests
- English idiomatic knowledge

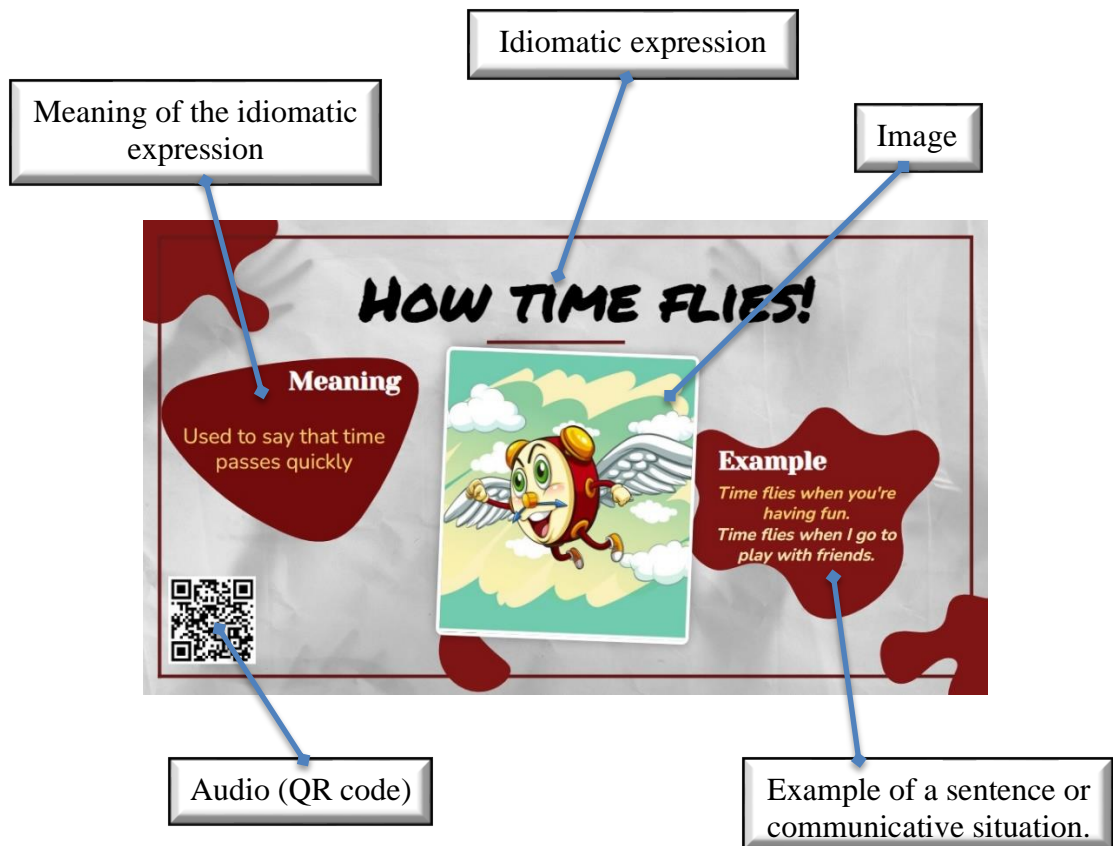
### **2.9.2.2. Real situations of communicative statement**

In the everyday life of a person, we can find a lot of communicative situations those are the set of elements in a communicative act which are sender, receiver, message, code, channel and the context of the place and the moment where the communicative act is done. To make this proposal effective, different communicative situation are given to the students as the main objective is to identify the necessities and knowledge of idiomatic expressions.

### **2.9.2.3. Preparation of illustrative flash cards with contextualized idiomatic expressions**

According to the objectives of this proposal for better language teaching, illustrative and didactic flashcards are elaborated with English idiomatic expressions. The flash cards have the objectives to learn and memorize words, ideas or phrase according to the topic of the unit and student's interests.

According to the proposal, it sets out the following structure:



#### 2.9.2.4. Pilot evaluation

Firstly, the acceptability of the use of this material in the English language learning sessions was observed by the students, who used appropriately idiomatic expressions in specific communicative situations. Subsequently, it was seen that the students felt familiar with the idiomatic expressions that were used in certain situations. This aspect will help students to use idiomatic expressions spontaneously.

Finally, in this stage of the proposal, a selection of idiomatic expressions process was carried out according to the frequency of use and their interpretative effectiveness based on communicative situations.

### **2.9.3. Methodological criteria of teaching idiomatic expressions**

This proposal for English idiomatic expressions will be guided by the active-participatory methodological parameter, for this method the participants in the teaching-learning process are active agents in the use of the language. This methodology is based on the student's interests and prepares them for daily life.

The active participatory methodology promotes and seeks the active and leading participation of all members of the class, in this method also teachers are included in the teaching-learning process. Therefore, the teaching of English idiomatic expressions must be: playful, interactive, flexible and organized by steps. These aspects will contribute positively to effective learning.

It set outs the following methodological strategies

- To start with communicative situations
- To set out the necessity to communicate
- To start from the participant's closest area
- To use audiovisual supplementary material

### **2.9.4. Systematized development of idiomatic expressions in the English language teaching-learning process**

To carry out the teaching of idiomatic expressions within the educational process, different aspects must be taken into account, such as emotional, cultural, political, and others. That is the reason, they are not given the main attention because they were out of the curricula in the academic program. On the other hand, teaching English idiomatic expressions was relevant only for advanced-level students at that time.

Therefore, the teacher must propose his methodology based on visual and verbal elements in order that learning idiomatic expressions are not considered as an obstacle

for the students, the type of material will motivate the use of the idiomatic expressions. To accomplish this with the visual and verbal elements, the material that is proposed to be used is the flashcards already described above referring to idiomatic expressions that have been organized by topics in order to help the student use them in different real situations and express what they want to say.

The topics proposed are the following:

- To express happiness
- To express sadness
- To talk about health
- To express warnings
- To talk about people
- To give opinions or to express what you think
- To give answers for conversations
- To express things you know or you don't know
- To express luck
- To talk about work
- To talk about problems or challenges
- To express anger and negative emotions

**To express happiness**

<b>Idiomatic expression</b>	<b>Meaning</b>
<b>(1) I'm on cloud nine!</b>	It is used to describe extreme happiness.
<b>(2) I'm in seventh heaven!</b>	To be <i>in seventh heaven</i> means to be extremely happy, blissful, or in a state of ecstasy; to be completely satisfied.
<b>(3) I'm thrilled to bits!</b>	Extremely pleased
<b>(4) I'm over the moon!</b>	To be extremely happy or pleased. (About something)
<b>(5) I'm on top of the world!</b>	To feel happy and delighted To feel wonderful To feel ecstatic In a Good modo as everything is going well for you.

**To express sadness**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(6) To be down in the dumps.</b>	Be sad for a short time.
<b>(7) Down in the mouth</b>	Depressed, unhappy, discouraged.
<b>(8) Reduce to tears.</b>	To make someone unhappy or cause someone to be in a bad state or situation.
<b>(9) Feeling blue/to have the blues.</b>	Is an idiom that describes the experience of sadness or melancholy.
<b>(10) Face like a wet weekend.</b>	A very boring and disappointing experience or person

**To talk about health**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(11) I feel under the weather.</b>	Feeling sick, especially sick with the flu or a common cold.
<b>(12) I'm as sick as a dog.</b>	To be very sick.

<b>(13) To look like death warmed up.</b>	To look or feel very ill or tired.
<b>(14) To be as white as a sheet.</b>	Extremely and unnaturally pale, as owing to fear or illness.

### To express warnings

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(15) A necessary evil</b>	Something unpleasant that must be accepted in order to achieve a particular result.
<b>(16) On a knife-edge</b>	In a very difficult situation and there are worries about the future.
<b>(17) Safe and sound</b>	Completely safe and without injury or damage
<b>(18) Take your life in/into your hands</b>	To take a lot of risks when you do something.
<b>(19) To hang by a thread</b>	It is in a very uncertain state and is unlikely to survive or succeed.

### To talk about people

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(20) A hard act to follow</b>	To be so good that it is not likely that anyone or anything that comes after will be as good
<b>(21) Two-faced</b>	Deceitful; hypocritical.
<b>(22) All sweetness and light</b>	To be very peaceful and friendly.
<b>(23) Devil's advocate</b>	Someone who pretends, in an argument or discussion, to be against an idea or plan that a lot of people support.
<b>(23) A laughing stock</b>	Someone or something that seems stupid or silly, especially by trying to be serious or important and not succeeding



**To give opinions or to express what you think**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(24) A matter of opinion</b>	Used to say that something is based on opinion.
<b>(25) A slip of the tongue</b>	To a minor mistake in speech.
<b>(26) To take the mickey out of someone</b>	To make fun of them or copy their behavior for a laugh.
<b>(27) To speak your mind</b>	To express one's feelings or opinions frankly.
<b>(28) To have a feeling</b>	To think or believe something, usually based on a guess or your emotions.

**To give answers for conversations**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(29) Mind your own business</b>	To tell them to stop interfering in things that don't concern them, or to stop asking personal questions.
<b>(30) How time flies!</b>	Used to say that time passes quickly
<b>(31) It is a small world.</b>	To meet someone not expected to be at a certain place
<b>(32) The more the merrier.</b>	Used to say that more people are welcome or invited to do something
<b>(33) Don't make me laugh.</b>	Used as a response to a statement that one thinks is very wrong or foolish.

**To express things you know or you don't know**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(34) To know something inside out</b>	To know everything about a subject
<b>(35) To put two and two together</b>	To understand something by using the information you have.
<b>(36) To get the message</b>	To understand clearly what is meant.

<b>(37) I don't have a clue</b>	To have no knowledge about something.
<b>(38) It's as clear as mud</b>	Very difficult to understand.

**To express luck**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(39) Against all odds</b>	Despite a lot of difficulty or challenges
<b>(40) Just my luck</b>	When something goes wrong for you, or when something inconvenient happens.
<b>(41) No such luck</b>	To express disappointment that something has not happened or is unlikely to happen.
<b>(42) To push one's luck</b>	To do something or ask for something
<b>(43) To try one's luck</b>	To try to achieve something although you know you might not succeed.

**To talk about work**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(44) My hands are full</b>	To be very busy or involved with something.
<b>(45) I'm up to my ears in work.</b>	To express that someone is very busy with a task or has a lot of responsibilities.
<b>(46) To be up to one's eyeballs.</b>	To be very busy doing something
<b>(47) To be as busy as a bee.</b>	To be moving about quickly doing many things.

**To talk about problems or challenges**

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(48) To be (caught) between a rock and a hard place</b>	To be in a very difficult situation and to have to make a hard decision

<b>(49) To come up against a brick wall</b>	Used to describe the action of expressing one's opinions although others are dominating the conversation.
<b>(50) To dig oneself into a hole</b>	To get oneself into a difficult, undesirable, or disadvantageous position.
<b>(51) To draw a blank.</b>	To fail to get an answer or a result.
<b>(52) To face the music</b>	To accept criticism or punishment for something you have done

### To express anger and negative emotions

<b>Idiomatic Expression</b>	<b>Meaning</b>
<b>(53) To be fed up!</b>	Feeling annoyed, upset, bored with something happening for a long time.
<b>(54) To be sick and tired of you!</b>	To be annoyed about or bored with (someone or something)
<b>(55) To give someone a piece of one's mind!</b>	To speak to someone in an angry way.
<b>(56) To be a pain in the neck!</b>	Someone or something that is very <u>annoying</u> or irritating.
<b>(57) To have it up to here!</b>	To have suffered because of someone or something and to be no longer able to bear him, her or it.
<b>(58) To drive someone up the wall!</b>	make someone very irritated or angry

## 2.9.5. Proposal for sequencing of activities in teaching idiomatic expressions

### 2.9.5.1. Approach of communicative situation

Firstly, a real communicative situation is proposed, the verbal interaction between two or more people must be considered in it. The sociolinguistic environment will define which idiomatic expressions to use.

### **2.9.5.2. Selection of idiomatic expressions according to the communicative situation**

This process is carried out based on its meaning, which is necessarily obtained from a social and cultural interpretation. An inappropriate interpretation could lead to an inadequate understanding of idiomatic expressions.

### **2.9.5.3. Presentation of idiomatic expressions selected**

The teacher presents to the class images of idiomatic expressions selected according to the communicative situation. The images will help students to think and search their knowledge for all the words related to the images.

The student makes the effort to understand the image, then the student formulates a hypothesis that will confirm it, at that moment or later. The most productive thing about this stage is that the images are easy to retain and will be decisive in making the understanding, memorization, and, finally, the acquisition of these idiomatic expressions, more enjoyable, simple, and productive for the student.

After that, everyone will read the idiomatic expression with the meanings. Remember that one of the most important characteristics of idiomatic expressions is semantically ambiguous. In other words, the meaning of each element is not equivalent to the total meaning of the expression.

The presentation is carried out through elaborated flashcards prepared for this purpose. The teacher explains the characteristics of idiomatic expressions and the way we use them. Taking into account the interpretive phrase that will be essential for adequate usage.

At this stage of presentation, it is very important to consider the semantic relationship that students do between idiomatic expressions and images. These can be from the first meaning and the contextual interpretation.

#### **2.9.5.4. Monitoring practice**

Before starting the practice, it is possible to propose different activities that help the students to memorize the idiomatic expressions. It is important to carry out this memorization activity in the classroom and take advantage of group work among classmates.

Once they have understood and assimilated the idiomatic expressions students must use these expressions as native English speakers in a real situation given. To do this, it is proposed to carry out the following activity:

First, a group of (4 or 5 people) are formed. All members of the group will receive a communicative situation in which they will make a conversation and idiomatic expressions must be used. The students will act in front of the class and students can create more sceneries.

#### **2.9.5.5. Free production**

Finally, free practice is carried out within the classroom through a contextualized simulation. Each student or participants will pose a communicative situation in the social area, work area, and academic reality.

The conversations must be directed according to the student's interest. Introducing idiomatic expressions in real context to consolidate the topic.

### **2.9.6. Conclusions and implications**

#### **2.9.6.1. Conclusions**

The development of this methodological proposal for teaching idiomatic expressions arises from the necessity to have extra material related to this area, addressing from different points, such as lexical, interpretative, cultural, and its application in speaking according to the communicative situations given by the teacher. This proposal seeks to be a user manual for English language students and teachers at Centro Boliviano Americano.

Methodological strategies for teaching English idiomatic expressions are established through didactic activities and extra materials are used in the classroom. To make these strategies effective it sets out different communicative real situations. They also understand and become familiar with idiomatic expressions using flashcards made for this purpose.

The idiomatic expressions according to the communicative situation were systematized so that the student would use them. All the groups of idiomatic were systematized into twelve areas according to their frequency usage as well as adopted emotions, context, people, and others.

The use of flashcards in the classroom was accepted successfully by the students for all the elements that were contained in them, the idiomatic expression, the meaning, the examples, and the striking images that provoked a kind of game of student imagination and creativity. In other words, the lexical breakdown of idiomatic expressions results in new words learning with meanings.

#### **2.9.6.2. Implications**

The implications of this work are mainly manifested in the incorporation of idiomatic expressions in the teaching-learning process of the English language in each of the pre-established thematic units, which will satisfy the needs identified by the students such as strengthening oral skills and achieving effective communication in any daily or work situation.

Regarding the development of complementary material, it is also considered a positive implication because it can be part of the resources used by the students, as well as by the English language facilitators or teachers and it will be within the reach of all participants who can use them in their social or work environments.

In general, this proposal reinforces the lesson plans established by the institution taking into account the importance of idiomatic expressions in each of the thematic units. This incorporation prioritizes the oral aspect and for this, it is necessary to have an interpretive capacity for Idiomatic Expressions (IE). Otherwise, all the activities suggested in the classroom or in the students' work contexts would not be usable.

### **AREA III. PROFESSIONAL EXPERIENCE ANALYSIS**

One of the most important and relevant fields of Linguistics and Languages Career is the Applied Linguistics and this proposal is precisely developed in that area. The analysis will be carried out in that area.

#### **3.1. Relevance of the curriculum with the professional experience**

From a non-graduated student's point of view, the curricula framework by the Linguistics and Languages Department at Mayor de San Andrés University shows relevance to the activities carried out in my work experience, starting from the theoretical foundation of each of the subjects until reaching the objectives and expectations of the English language students. The linguistic knowledge acquired by students reflects the abilities and competencies of teachers, who are the product of the degree. The curricula relevance of the degree is also manifested in the skills of solving linguistic problems within the society. In this case, pedagogical support for the thematic content of the CBA through the teaching of idiomatic expressions is essential when reinforcing the student oral communication.

According to the current curricula framework at Linguistics and Languages Program, there are several subjects that contribute to train human resources in language teaching, but not all of them will satisfy the expectations of the educational social environment. In addition, the theory differs from the practice as it was experienced by the applicant when the applicant had to teach and apply all the theory learned. For example, teaching English to adult people without any background knowledge was a challenge that was accomplished, but definitely it was a complicated goal to attain.

Because of the demands of the labor market are increasing, and all professional areas seek to modernize and adapt to new social dynamics. The English teaching of language is one of the areas that has to be constantly updated and immersed in all areas. Therefore, the relevance of the curricula with the work environment is deficient in society. However, the authorities and the group of professors are constantly searching for proposals and academic alternatives that can be presented to the degree program in spaces that correspond to linguistic science.

These alternatives can be observed in research, publications, discussions, workshops, webinars, seminars, and others.

Mentioning, the curricula of the Linguistics and Languages Career, the subjects that were relevant and were the fundamental basis for fulfilling the functions assigned in the present professional experience were:

The different elements of language and communication that are within the subject of **General Linguistics** are constantly appeared in the teaching-learning process of the English language in the classroom, that is, these concepts were used in a practical when teaching idiomatic expressions vocabulary on the topics covered.

The subjects of **Phonetic and Phonology** were relevant in teaching the English language since it is the linguistic basis to achieve adequate pronunciation of words, phrases, sentences, or idiomatic expressions in the students.

The different levels acquired in the **English Language** subject were very important to strengthen the different linguistic skills in classes such as: speaking, writing, and reading comprehension. At the same time, English subject contributed to the cultural and social aspects, and, precisely, idiomatic expressions arise from social contexts.

**Grammar, Syntax and Morphology** subjects became relevant in the process of teaching the English language in the sense that it must be follow the grammatical and syntactic rules. Throughout the work experience, the knowledge acquired in these subjects were the vital importance, due to, the sentences, phrases and English idiomatic expressions already have a pre-established structure that cannot be changed/alterd. Therefore, it was asked that the students carry out their activities according to those grammatical rules.

It is very important to have consolidated skills at oral and written levels, to achieve communicative fluency in the classroom and outside of it, in every academic activity, Thus, **Oral and Written Expression** subjects play an essential role in the teaching-English language learning process, to improve communicative relationships between students or the teacher with the students.



Translation subjects were relevant in certain activities carried out at Minera San Cristobal project, but not in the classrooms where English was taught. These activities consisted of translating manuals use of equipment, service forms, evacuation guides and signage. Likewise, I had the opportunity to work with foreign personnel being as an interpreter.

The relevance of **Applied Linguistics to Language Teaching** arises in the search for pedagogical alternatives to improve communicative and teaching process of a second language and understand the different linguistic phenomena to find solutions. In the present work experience, applied linguistics played a fundamental role, given that, in the English language teaching process, the search for better communication was constant, considering the characteristics of a globalizing and multicultural society. We believe that the teaching of idiomatic expressions can contribute to this fluid and efficient oral communication competence in the English language.

Therefore, in this analysis and according to the current curriculum and professional experience, the following points are identified that should be worked on:

- Greater emphasis on the area of Applied Linguistics
- More oral practice in English language subjects
- Use of teaching strategies in different subjects
- Seminars focused on refreshing courses or workshops

### **3.2. Learning in the process of professional activity**

The subject of applied linguistics was vital when I started in the educational field and that is why the new professional acquires learning every day. Teaching knowledge to students according to their needs was a real challenge. Teaching different levels of the English language is when I had the most opportunities to develop and apply techniques, methods and strategies learned at the University in teaching that contribute to both students and teachers. Teaching new structure or more information and establishing real situations helped students increase their confidence in the communicative field. Applying the communicative method in different

activities and using real situations boosts their English. As a final result, students increase their competence.

In other words, the professional practice in the field of teaching is an activity that requires a lot of dedication, patience, and creativity. In addition, this work experience brought me many personal, professional, and academic learnings.

- During the English courses different teaching techniques were used, which motivated the students.
- Through the preparation of this work, the need to give importance to oral practice in a language class was seen.
- The lesson plans were executed in the classroom using different didactics.
- The planning of activities was done by each level, taking into account that the requirements are different in each course.
- We worked in a coordinated manner in teams.
- The preparation of illustrative flash cards helped to find digital tools for their design and demonstration.
- The development and use of extra support material made the sessions dynamic, fun and effective.
- Learning different classroom dynamics helped avoid monotonous classes.
- Playful activities were a fundamental component to teach idiomatic expressions.

### **3.3. Suggestions to improve professional training at Linguistics and Languages**

In order to improve and to transform the professional training in Linguistics and Languages, the support and coordinated work of the entire teaching-student community is required. We find ourselves in a world with many changes, at the social, political and technological level, and, the

professional in Linguistics and Languages must adapt to these changes and fulfill its social function according to the modern needs of this society.

Therefore, based on the experience developed in the field of English language teaching, the following suggestions are made:

- To carry out a reengineering of the curricula content of Linguistics and Languages Career.
- Reformulate the minimum contents of the subjects related to language teaching.
- Consider the creation of subjects related to modern linguistics, for example, in the field of technology, environment, artificial intelligence and others.
- Change theoretical classes into practices classes.
- Seek greater spaces for practices or internships so that professional training will be effective and meaningful.

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Consultado

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## ANNEXES

### 1. Flashcards proposal

CENTRO BOLIVIANO AMERICANO  
TOPIC: IDIOMATIC EXPRESSIONS

TEACHER: MÓNICA CARVAJAL ALARCÓN

# I'M ON TOP OF THE WORLD!




**MEANING**

To feel happy and delighted.  
In a good mood as everything is going well for you.

**EXAMPLES**


- Pablo was on top of the world after she agreed to marry him.
- Sebastian was on top of the world after he won the chess tournament.
- After Martha's favorite soccer team won the finals, she felt on top of the world.



CENTRO BOLIVIANO AMERICANO  
TOPIC: IDIOMATIC EXPRESSIONS

TEACHER: MÓNICA CARVAJAL ALARCÓN

# I'M ON CLOUD NINE!




**MEANING**

It is used to describe extreme happiness.

**EXAMPLES**

- I was on cloud nine when I saw the results!
- I never expected to win, so I'm on cloud nine.
- When my first baby was born I was on cloud nine.



# A MATTER OF OPINION

## Meaning

Used to say that something is based on opinion



## Example

*Choosing the best soccer player of all time is really a matter of opinion.  
Whether she's clever or not is a matter of opinion.*



# HOW TIME FLIES!

## Meaning

Used to say that time passes quickly



## Example

*Time flies when you're having fun.  
Time flies when I go to play with friends.*



# I FEEL UNDER THE WEATHER

## MEANING

Feeling sick, especially sick with the flu or a common cold.



## EXAMPLES

I called in sick to work today because I was feeling under the weather.  
I was really under the weather last week and thought I had the flu but it was actually allergies.  
If my daughter is still under the weather tomorrow, we'll take her to the

# TO BE DOWN IN THE DUMPS

## MEANING

Be sad for a short time



## EXAMPLES



He's feeling a bit down in the dumps and needs cheering up.  
The twins were down in the dumps this morning, so after lunch I took them to the playground and they had a lovely time.



**TO HANG BY A THREAD**

**MEANING**  
It is in a very uncertain state and is unlikely to survive or succeed.

**EXAMPLE**  
*After his drunken antics at the wedding, Fred's reputation was left hanging by a thread.*

**TWO-FACED**

**MEANING**  
Deceitful; hypocritical.

**EXAMPLE**  
*The receptionist was a president lookalike with his safari suit and two-faced welcome*




# I don't have a clue



## MEANING

To have no knowledge about something.

## EXAMPLES

*I don't have a clue what I did with my basketball ball.*  
*He doesn't have a clue about how to fix a car.*



# To be as busy as a bee

## MEANING

To be moving about quickly doing many things.

## EXAMPLE

*I'm currently choreographing three plays, so I'm as busy as a bee.*

*Can we meet next week instead?*  
*I'm busy as a bee right now.*



2. Diagnosis applied to students

**DIAGNOSIS**

Personal information			
Name		Gender	
Age		Origin	

Work or educative situation			
Do you work?	Yes	<input type="checkbox"/>	Institution
	No	<input type="checkbox"/>	
Do you study?	Yes	<input type="checkbox"/>	Institution/level
	No	<input type="checkbox"/>	

English learning interests	
What do you think of the English language?	
Why are you interested in studying English language?	

English idiomatic expressions knowledge			
Do you know what an idiomatic expression is?	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Write an example of an idiomatic expression in English or Spanish.			

2. Lesson plan applied at Centro Boliviano Americano

**WHO'S THE BEST?**

**Book:** Top Notch 1(3)

**Unit:** 7

**Set:** 1

**Linguistic Objectives:** "Comparative Adjectives" "Idiomatic Expressions"

**Functional Objectives:** "To describe people" "To use idiomatic expressions"

**Personal Objective:** "To link activities"

**Material Needed:**

Book pages 51

TN 1 unit 7

Workbook page 44-45

Word by word dict. page 42 CD2

FC (Adjectives)

**Oral Introduction:**

How are you and your siblings alike?

(class work)

(3min.)

**Transition:** *What are the advantages of being similar to your siblings?*

**Warm Up:**

Writing Activity: Book page 51 (Presentation)

Similar

Different

(ind work - pair work - group work) (4min)

Post: Procedures:

Students give their opinions.

Students compare their answers.

Teacher checks their answers.

**Transition:** Let's describe you and a member of your family!

**Main Activity:**

Writing Activity: Exercise Book page 44 ex. C1 -C2

Students write a paragraph.

Students compare their answers.

**Transition:** Let's listen to the conversation and fill in the blanks!

**Follow Up:** On the board

**Listening Activity:** Students complete the conversation.

Students fill in the blanks.

Students compare their answers.

(ind work - pair work - group work) (4min)

## TALK ABOUT PEOPLE'S APPEARANCE AND PERSONALITY

**Book:** Top Notch

**Unit :** 7

**Set:** 2

**Linguistic Objectives:** "Comparative Adjectives" "Superlative Adjectives"  
"Use idiomatic expressions using animals"

**Functional Objectives:** "To talk about people's appearance"

**Personal Objective:** "To link activities"

### **Material Needed:**

Book pages 52-55

TN 1 unit 7

Workbook page 45-47

Word by word dict. page 42 CD2

FC (Adjectives)

### **Oral Introduction:**

How many brothers and sisters do you have?

What things do you have in common?

(class work)

(3min.)

**Transition:** *Well, let's listen to your descriptions!*

### **Warm Up:**

**Procedures:** A student has to ask 3 students and report in front of the class.  
Teacher monitors them.

**Transition:** *Well, let's listen to your descriptions!*

### **Main Activity:**

**Vocabulary Activity:** Book page 52- 53 ex. (Words for physical description)

Students study the words.

Students listen the new vocabulary.

Students practice the new words.

(ind work - pair work - group work) (4min)

**Transition:** *I'm shorter than Maria. Let's practice more!*

**GRAMMAR EXPLANATION:** Book page 53

Add: -r	Add:-er	Change:y and -ier	Double the final consonant	More than one syllable	Irregular Forms
looser	sweeter	spicier	hotter	more comfortable	better
nice	younger	friendlier	thinner	less interesting	worse
	taller	healthier	fatter	less practical	
	later	busier	sadder	more popular	
	wilder	prettier			

**Transition:** *Let's keep on practicing more!*

**Follow Up:**

**Writing Activity:** Book page 54 (Practice).

Students write sentences.

Students compare their answers.

Teacher checks their sentences.

(ind work - pair work - group work) (4min)

## TALK ABOUT SIMILARITIES AND DIFFERENCES

**Book:** Top Notch 1(3)

**Unit:** 7

**Set:** 3

**Linguistic Objectives:** "Comparisons of equality: As.....as"

**Functional Objectives:** "To talk about similarities and differences"

**Personal Objective:** "To link activities"

### Material Needed:

Book pages 56-59

TN 1 unit 7

Exercise Book page 49-50

Day by day book +CD

FC (Adjectives)

### Oral Introduction:

What are the negative and the positive characteristics of one of your friend? Let's make a list.....



**POSITIVE**

enthusiastic

patience



**NEGATIVE**

stubborn

impatience

(class work)

(3min.)

**Transition:** *Well, let's write more!*

### Warm Up:

**Procedures:** A student has to ask 3 students and report in front of the class.  
Teacher monitors them.

**Transition:** *Well, let's read a letter and see what the problem is?*

### Main Activity:

**Reading Activity:** Book page 56 ex. (letter)  
Students read the letter.  
Students answer the questions below.  
Students compare their answers.



### Focus Questions

1. What is the problem?
2. Are Sammy and her mother alike?
3. What did her mother find?

(ind work - pair work - group work) (4min)

**Transition:** *Women are as intelligent as men. Let's practice more!*

**GRAMMAR EXPLANATION:** Book page 57

*English language is as interesting as Spanish language.*



Adj.

*Spanish language is not as important as English language.*



Adj.

**Transition:** *Let's keep on practicing more!*

**Follow Up:**

**Writing Activity:** Book page 57 (Practice).

Students write sentences.

Students compare their answers.

Teacher checks their sentences.

**Writing Activity:** Book page 58 ex.II - Application

Students make statements using as .....as.

Students compare their answers.

Teacher checks their answers.

Assign homework :Exercise book pages 50 -51

(ind work - pair work - group work) (4min)

## DEVELOPING SKILLS

**Book:** Top Notch 1(3)

**Unit :** 7

**Set:** 4

**Linguistic Objectives:** "Comparisons of equality: As.....as"

**Functional Objectives:** "To talk about similarities and differences"

**Personal Objective:** "To link activities"

### Material Needed:

Book pages 60-62

TN 1 unit 7

Exercise Book page 52-56

Day by day book +CD

FC (Adjectives)

### Oral Introduction:

How do you deal with annoying people?

(class work)

(3min.)

### Warm Up:

**Procedures:**

A student has to ask 3 students and report in front of the class.  
Teacher monitors them.

### Main Activity:

Book page 60

**Speaking Activity:**

Students ask the questionnaire below.  
Students compare their pictures.  
A teacher monitors them.  
(Ind work- pair work- class)

(4min)

**Transition:** How can you know someone's personality?

**Reading Activity:** Book page 60 ex. II

Students read the article individually.

(ind work - pair work - group work) (4min)

**Transition:** Do you know what body language is? Let's read an article about it.

**Pre. Reading:** Picture Description

**Reading:**

Students decide if the sentences are true, false or it doesn't say.

1. You can go to a supermarket almost anytime you want. T
2. Choosing a time and place for your food shopping can help you buy better. T
3. Shop when you are angry. F
4. Shop during off-peak times. T
5. The best time to shop is very early in the morning, weekend evenings. T

6. The price is convenient in that place.

IDS

(ind work - pair work - group work) (4min)

**Follow Up:**

Writing Activity: Exercise Book page 56 ex. C6

Students have to read the article about culture.

(Ind work- pair work- class)

(4min)

## UNIT ASSESSMENT

**Book:** Top Notch 1(3)

**Unit :** 7

**Set:** 5

**Linguistic Objectives:** "Comparisons of equality: As.....as"

**Functional Objectives:** "To talk about similarities and differences"

"Vocabulary:Idiomatic Expressions"

**Personal Objective:** "To link activities"

**Material Needed:**

Book pages 60-62

TN 1 unit 7

Exercise Book page 52-56

Day by day book +CD

FC (Adjectives)

FC (Idiomatic Expressions)

**Oral Introduction:**

Let's make a list: The Solar System



### SIMILARITIES

enthusiastic

patience

(class work)



### DIFFERENCES

stubborn

impatience

(3min.)

**Warm Up:** What places are the most popular in our city?

**Procedures:** Students discuss about the places they like.  
Teacher monitors them.

**Main Activity:** Book page 64

**Writing Activity:** Students create their own paragraph using the vocabulary of the unit. Use idiomatic expressions "as .....as".

### TITICACA LAKE

Titicaca Lake is the most popular in our city. You can do the most adventurous activities in it.....

Students have to create a nice paragraph describing your city.

(Ind work- pair work- class)

(4min)

## MOVING TO A NEW PLACE

**Book:** TNF 2

**Unit:** 6

**Set:** 2

**Linguistic Objectives:** "There is - There are"

"Affirmative - Negative Statements"

"Prepositions"

**Functional Objectives:** "To talk about where you live"

**Personal Objective:** "Sts practice writing skill"

**Material Needed:**

Book pages 21 -23

TN F unit 7 pages 52 - 53

Exercise Book page 12 -13

Word by word dict. page CD

FC (Prepositions)

Flash Cards Idiomatic Expressions

**Oral Introduction:**

Do you live in a house or in an apartment?

I live in a.....

an.....

(class work)

(3min.)

**Procedures:** A student has to ask 3 students and report in front of the class. Teacher monitors them.

**Warm Up:**

**Speaking Activity:** Each student has to present the conversation in front of the class.

**Transition:** *How many rooms are there in your house .Let´ s learn rooms in the house...*

**Main Activity:**

Vocabulary Activity: Book page 21

**Procedures:**

Sts listen and repeat the new vocabulary.

Have sts recognize each picture.

Sts practice the new vocabulary.

T. monitors them.

(ind work - pair work - group work)(4min)

**Writing Activity:** have sts write some sentences using the vocabulary.

**Grammar Explanation:** Book page 22

**Modeling:** Sts read the grammar chart.

There is a garage next to the yard.

There isn't a yard in my house.

Is there a garage next to the yard?

Yes,there is. / No,there isn't.

There are two bathrooms upstairs.

There aren't three bedrooms in my house.

Are there two bathrooms upstairs? Yes, there are. / No, there aren't.

Bonus: There is - There are worksheet.

Side by side copy: Barbara's living room.

(T - class) (4min)

**Vocabulary Activity:** Book page 22.

Words related to rent an apartment.

Sts listen and repeat.

(Ind work - pair work - group work) (4min)

**Follow Up:**

**Listening Activity:** Let's listen to Tanya. She is an exchange student.

Have sts listen and study the conversation.

Have sts practice the conversation.

(Ind work - pair work - group work) (4min)

**Writing Activity:** Book page 22 ex. E

Sts have to complete the words related to rent an apartment.

T. monitors them.

(Ind work - pair work - group work) (4min)

**Writing Activity:** Book page 23 ex. A - B and Application.

Sts have to complete the sentences

T. monitors them.

(Ind work - pair work - group work) (4min)

## TALK ABOUT FURNITURE AND APPLIANCES

**Book:** TNF 2

**Unit:** 6

**Set:** 3

**Linguistic Objectives:** "Is there - Are there"

"Prepositions" "Idiomatic Expressions"

"To review: There is - There are"

**Functional Objectives:** "To talk about furniture and appliances"

**Personal Objective:** "Sts practice speaking skill"

### **Material Needed:**

Book pages 24-26

TN F 2 unit 7 pages 56 -57.

Exercise Book page 13-14

Word by word dict. Pages 21 - 26.

Flash (Prepositions)

American Streamline Departures

Regent English

**Oral Introduction:** T. shows a hand and asks:

Can you describe your bedroom?

There is a bed next to the night table.

(class work)

(3min.)

**Transition:** We are going to learn some furniture. Let's see .....

### **Warm Up:**

**Vocabulary Activity:** Book page 24 ex B

Procedures: Students listen and repeat the vocabulary.

Students study and practice the vocabulary.

Teacher monitors them.

**Writing Activity:** Exercise Book pages 13 ex.A

Students fill in the blanks.

Students compare their answers.

Teacher checks their answers.

(Ind work - pair work - group work) (3min)

**Main Activity:** Book page 24 ex. A.

Listening Activity: Students listen and repeat the conversation.

Teacher monitors them.

Pre- Listening: Picture Description

Where are they?

What are they doing?

Listening: Sts listen to the conversation.

Post- listening: Sts listen and fill in the blanks.

FILL IN THE BLANKS

Karla: I love our new house!

Luis: It's really nice, but we don't have a nice TV for the living room. We need a plasma TV.

Karla: Luis! First we need a stove, a fridge and a new microwave.

Luis: You are right, but a new laptop is important, too.

Karla: Let's not talk about laptops, please!

A nice table for the kitchen is more important.

Luis: A table!!! Honey....

(Ind work - pair work - group work) (3min)

**Grammar Explan:** Book page 26

T. uses flash cards (Prepositions)

(T - class) (3min)

**Follow Up:**

Writing Activity: Exercise Book page 14 ex. B

Book page page ex C - D

Students draw the missing words.

Students work individually.

Teacher checks their answers.

(Ind work- pair work- class) (5min)



**DISCUSS WHERE TO STUDY OR WORK**

**Book:** TNF 2

**Unit:** 6

**Set:** 4

**Linguistic Objectives:** "Which one - Which ones?"

"Singular and plural nouns"

"DO" Yes/No Questions - Information Questions"

"Idiomatic Expressions"

**Functional Objectives:** "To discuss about furniture and appliances"

**Personal Objective:** "To link activities"

**Material Needed:**

Book pages 27-25

TN F unit 12 pages 104

Exercise Book page 20-21-22

Word by word dict. page 21 -27.

PF (Prepositions)

American Streamline Departures

Regent English

**Oral Introduction:**

I have a new apartment. I really want to buy a new sofa. I don't have a printer in my office. How about you? What do you want to buy?

I want to buy a \_\_\_\_\_.

I want to buy two \_\_\_\_\_.

(Class work)

(3min.)

**Transition:** Let's see what you want to buy

**Warm Up:**

Vocabulary Activity: Book page 27 ex B

Procedures: Students listen and repeat the new vocabulary.

Teacher monitors them.

Students study the vocabulary.

(Ind work- pair work- class)

(5min)

**Transition:** Well, we are going to practice our vocabulary .....

**Writing Activity:** Sts have to write some sentences.

**Main Activity:**

**Grammar Explanation:** Book page 28 ex. (Grammar Frame)

Students have to read and study the grammar chart.

**WHICH ONE ?- WHICH CHAIR?**

**WHICH ONES? -WHICH CHAIRS?**

A: Look at that chair.

B: Which one?

A: The red one.

B: Oh, yeah. It is nice.

A: How much does it cost?

B: \$ 50

(Teacher - class work)

A: Look at those chairs.

B: What ones?

A: The red ones by the desk.

B: Oh, yeah. They're nice.

A: How much do they cost?

B: \$ 100 each.

(5 min)

**Transition:** Let's practice .....

Writing Activity: Book page 28 (Practice)

Sts have to complete the conversations with: What or Which.

Book page 28 ex B

Sts have to circle the correct option to complete the questions and answers.

T. checks their answers.

**Listening Activity: Book page 27 (Presentation)**

**CONVERSATION**

Mr. Perez: Let's buy a new printer.

Mrs Garcia: Ok. Which one?

Mr. Perez: The small one. It is appropriate for the office.

Mrs Garcia : What about a new filling cabinet?

Mr. Perez: You're right. There are nice cabinets.

We don't have memory sticks.

We have to buy two.

Mrs Garcia : Don't forget to buy a new water cooler.

Students fill in the blanks.

Students practice the conversation in pairs.

Teacher monitors them.

Students present the conversations in front of the class.

(Pair work- class) (5min)

**Transition:** Well, let's unscramble the conversation.

Writing Activity: Book page 27 ex C

Students have to compare.

(Ind work- pair work- class) (5min)

**Follow Up:** Book page 28 ex. (Application)

**Transition:** Well, let's pretend you work in a Publicity firm.

**Writing Activity:** Students write a conversation.

Book pages 28 ex. A-B.

Exercise Book page 15 - 16 ex. B - C

(ind work - pair work - group work) (3min)

## **DEVELOPING SKILLS**

**Book:** TNF 2                      **Unit:** 6                                      **Set:** 5

**Linguistic Objectives:** "To practice: Pronunciation - Th Sound"

"To review : Preposition of place"

"To review: There is - There are"

**Functional Objectives:** "To talk about the right home"

**Personal Objective:** "Sts practice reading skill"

"Sts practice listening skill"

### **Material Needed:**

Book pages 29-30.

American Streamline Departures

Exercise Book page 17 -18

Regent English

### **Oral Introduction:**

There is a disco in front of the square.

There is a market next to the school.

(Class work)

(3min.)

**Warm Up:** Book page 29 ex. A

**Speaking Activity:** Sts have to mention some places in S.C.

(Ind work - pair work - group work)                      (4min)

**Transition:** *Well, we're going to listen to some conversations.....*

**Main Activity:** Exercise Book page 17 ex A.

**Listening Activity:** Sts will choose the appropriate answer.

Sts have to compare their answers.

(Ind work - pair work - group work)(4min)

**Listening Activity:** Book page 29 ex A - B.

**Pre-listening:** Picture Description.

**Listening:** Students listen to a conversation.

**Post-listening:** Students listen and fill in the blanks.

Students have to compare their answers.

(Ind work - pair work - group work)                      (4min)

**Transition:** *Well, we are going to practice some pronunciation.*

**Pronunciation Activity:** Book page 30 ex C - D.

Students read the grammar the chart.

(T - class)                      (4min)

**Grammar Explanation:** Book page 30 ex G

AND                      -                      BUT

**Writing Activity:** Book page 30 ex H.

Students have to complete the sentences with "and" or "but".

Teacher monitors them.

Teacher checks their answers.

(Ind work- pair work- class)

(5min)

**Follow Up:** Book page 30 ex E - F (Reading)

Students have to scan the article and find a synonym.

Teacher checks their answers.

(Ind work- pair work- class)

(5min)



## MOVING TO A NEW PLACE

Book: TNF

Unit : 6

Set: 1

**Linguistic Objectives:** "There is - There"

" Affirmative - Negative Statements"

"Prepositions" "Idiomatic Expressions"

**Functional Objectives:** "To talk about places in the neighborhood"

**Personal Objective:** "Timing"

**Material Needed:**

Book pages 19-20

Word by word dict. page

Exercise Book page 11 -12

American Streamline Departures

PF (Places in the city)

Regent English

PF (Prepositions)

Flash Cards (Idiomatic Expressions)

**Oral Introduction:**

Excuse. Is there a bank in this community?

Yes, there is.

What about a pharmacy? Is there a pharmacy next to the  
Institute?

(class work)

(3min.)

**Warm Up:**

**Speaking Activity:** T. will guide them.

**Procedures:** A student has to ask 3 students and report in front of the class.

Teacher monitors them.

(Ind work - pair work - group work)(4min)

**Main Activity:**

**Vocabulary Activity:** Book page 18 ex B and C.

Students listen and study the places in the community.

T. helps to learn more vocabulary.

(Ind work - pair work - group work) (4min)

**Grammar Explanation:** Book page 19

**THERE IS - THERE ARE**

Have sts read the grammar chart.

**PREPOSITIONS**

In front of

Next to

behind

near

between

on

in

**Bonus: TNF 2 worksheet (There is - There are)**  
**(T - class) (5')**

**Procedures:** Sts have to review all the prepositions covered before.

Have sts write sentences

T. checks their sentences.

**Writing Activity:** Book page 19 ex A (Practice)

Have students complete the sentences with there - there are .

(Ind work - pair work - group work)(4min)

**Transition:** Look at the map. How many hotels are there in this map?

Have sts scan the information.

**Writing Activity:** Book page 20 ex B

Have students write singular and plural sentences.

Students have to use the map to write their sentences.

T. checks their answers.

(Ind work - pair work - group work) (4min)

**Listening Activity:** Book page 18 (Presentation)

Pre-listening: Picture Description.

1. Is the man looking for a gym?
2. Is there a supermarket?
3. Is there a café?
4. Is there a police station?
5. Are there squares?

Listening: Students listen to a conversation.

Post-listening: Students answer the questions above.

Students compare their answers.

(Ind work - pair work - group work) (4min)

**Follow Up:**

**Writing Activity:** Book page 20 (Application)

Exercise Book page 11

Procedures:

Students have to write a conversation.

Students follow the model conversation.

Students work individually.

Students compare their answers

Teacher checks their answers..

(Ind work - pair work - group work)(4min)

LEVEL: TNF 2

**Instructions: Listen to the problematic trip and fill in the blanks.**

### LISTENING

Let me begin by telling you my name since it is the cause of the problem I had. It is Albee Newan. Everybody knows that getting a boarding pass seeks a few simple \_\_\_\_\_ . You can do it \_\_\_\_\_ it and pay for it or can \_\_\_\_\_ the nearest check - in counter and you are ready to go in no more than twenty minutes. I followed the second \_\_\_\_\_. I went to the \_\_\_\_\_ and I said "I need the boarding pass". My name is Albee Newan. The person in charge didn't get it. She didn't say anything, but I saw in her face. I repeated, "My name's Albee Newan". I pronounced it carefully and I started spelling it. When the counter agent asked me if it was a \_\_\_\_\_ or \_\_\_\_\_ name. I felt offended because I look very \_\_\_\_\_, but I just set the pass the agent handed me and I headed toward the gate I gave the office the pass and as I entered the plane and heard the officer said, "Welcome a board Mr. Albyn Gloryn".

## TALK ABOUT POLITICS

Book: TN 3(3)

Unit 9

Lesson: 1

Set:1

Linguistic objectives: Listening and Vocabulary Idiomatic Expressions

Functional objectives: Talk about controversial issues and Real Situations

Personal Objectives: Class control.

Material: SS book page 98, 99 WB page 89 to exercise 3

Oral introduction:

SKILL: Listening

TIME: 5'

MATERIAL: Board

Class work

- Have SS listen to the national anthem and then have them listen to other anthems.
- City anthems and have them say what city the anthem belongs to.
- Write ideas on the board

TRANSITION: Bolivia is a democratic country; can you mention a country that has another kind of government?

Warm up:

SKILL: Reading and Speaking

TIME: 7'

MATERIAL: SS book 98

Ind. Work.

- SS read the instructions and listen to the CD, ask SS to repeat.
- Have SS read as well the definitions. As they read the definitions ask them to provide some examples of countries where that type of government is still on the go.

TRANSITION: What's the oldest monarchy in the world?

- Teacher writes on the board.

IDIOMATIC EXPRESSIONS TO GIVE OPINIONS
A matter of opinion
A slip of the tongue
To take the mickey out of someone
To speak your mind
To have a feeling

- WB 89 ex 1. SS read the factoid.
- Have them do the puzzle 3'
- SS ask each other.

TRANSITION: How do you know about politics? WB 90 ex 3 GW 3'

Have SS report their ideas.

Main Activity:

SKILL: Listening

TIME: 25'

MATERIAL: Book page 99

Ind. Work

PRE LISTENING: Picture description. Where are they? What are they doing?

In this conversation there are however some expressions which should be known.

WB 89 Ex 2 3' PW: SS do compare report and correct.

LISTENING: Itself

1<sup>st</sup> LISTENING: General information: What is true according to the conversation?

1. They have the same opinion on where to talk about politics. F
2. They are from different countries. T

2<sup>nd</sup> LISTENING: Specific information. Fill in the blanks.



1. So what \_\_\_\_\_ you \_\_\_\_\_ to these days, Sam?
2. And you know \_\_\_\_\_ I love to talk \_\_\_\_\_. Would it be \_\_\_\_\_ to bring \_\_\_\_\_ at the dinner table?
3. Well, in that \_\_\_\_\_ I \_\_\_\_\_ you to \_\_\_\_\_ about something \_\_\_\_\_.

3<sup>rd</sup>: INFORMATION NON STATED. Questions

1. Was Sam trying to get in touch with San-Chi?
2. Is the woman Sam is dating from USA?
3. Does San-Chi advise Sam to talk about politics at the dinner? Why?

TRANSITION: There was an expression which means that you express your beliefs strongly. What was it?

POST LISTENING: SS Book #99 ex D

- SS scan the text for such word if not said before.
- Pronunciation exercise, SS listen and read. Have them read at the end.
- Ex D: Mixers 3'
- SS come up with the answers.

TRANSITION: Politicians talk about some politics that affect our beloved planet. For example Environment

Follow up: SKILL: Reading

TIME: 15'

MATERIAL: WB 93

Ind. Work

- Go to the WB and have SS scan for unknown word. Write them on the board 2'
- Have them read the instructions and do the exercises from 1-6 7'
- Call on for volunteers to answer. Go over mistakes.
- SS speak: What policies does the company have in favor of the environment.
- Mixers 3'SS are chosen at random and speak for a minute.
- Go over mistakes.

TRANSITION: Let's practice more, using these new idiomatic expressions!!!!

Speaking activity: Give sts role plays to apply in a conversation.

Have sts practicing 5min.

Group of 4 members.

**CONTROVERSIAL ISSUES**

Book: TN 3(3)

Unit 9

Lesson: 1

Set:2

Linguistic objectives: Vocabulary acquisition and Vocabulary Idiomatic Expressions

Functional objectives: Talk about politics

Personal Objectives: To have Meaningful classes - To work on timing

Material: SS book page 100, WB page 90 Ex 4-8, Chicken soup for the soul #236-237, Song “The logical song”

Oral introduction: SKILL: Speaking TIME: 4’

MATERIAL: Board, CD with music. Pair Work

- Play some music you consider SS don’t like. Ask them whether they like that style or not.
- Ask SS what kind of music they dislike ask them to work in groups and to say also why. 2’
- Ask at random write some ideas on the board.

TRANSITION: Do you like rock? Would you like to listen to a song?

Warm up: SKILL: Listening TIME: 7’

MATERIAL: Song “The logical song”. Ind. Work.

- Give them the worksheet: Ask them to work on just the first and second stanzas
- SS read the instructions and explain.

When I was young, it seemed that life was so wonderful,  
 A miracle, oh it was beautiful, magical.  
 And all the birds in the trees, well they’d be singing so happily,  
 Joyfully, playfully watching me.  
 But then they send me away to teach me how to be  
 \_\_\_\_\_,  
 \_\_\_\_\_, responsible, \_\_\_\_\_.  
 And they showed me a world where I could be so dependable,  
 Clinical, \_\_\_\_\_, cynical.

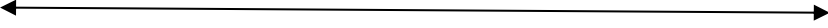
There are times when all the worlds asleep,  
 The questions run too deep  
 For such a simple man.  
 Wont you please, please tell me what we’ve learned  
 I know it sounds absurd  
 But please tell me who I am

Now watch what you say or they’ll be calling you a \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, criminal.  
 Won’t you sign up your name, we’d like to feel you’re  
 Acceptable, respectable, presentable, a vegetable!

- SS listen twice, compare volunteers report.
- Sing that part.

TRANSITION: What does radical or liberal mean?

- Vocabulary presentation:
  - Books page 100 SS read instructions.

- SS repeat, first groups and then individually
  - Ask SS to read the definition in silence, ask for vocabulary.
  - Then ask them to tell what they mean in other words 3'
  - Volunteers report. Go over mistakes.
  - Practice:
    - WB page # 90 ex 7 SS read the instructions and volunteers read. 2'
    - Draw an arrow from left to right. Ask them to write the just acquired words in such an order that the one that likes changes the most goes first on the right and the one which feels least willing to change goes first on the left.
- 
- least supportive of changes most supportive of changes
  - SS do and then they compare they go to the board to copy. 2'
- Production:
    - WB ex 8 page 90 mixers 2'

TRANSITION: Do you like to talk about politics?

Main Activity: SKILL: Speaking TIME: 25'  
 MATERIAL: Book page 100 Pair work

- Pre Speaking : listen and answer: Where are they? What's the topic of the conversation?
  - Listen and Ask at random.
- Practice 1: 4'
  - SS open their books and listen. Rhythm and intonation practice.
  - T-SS SS-T SS-SS
  - Remind SS to use RLUSAY 2'
  - Copy conv. on the board.
- Practice 2: 6'
  - Include other topics. Religion, sex, etc.
  - Situations, party, mass, wedding, etc.
  - SS choose a different partner.
  - SS create a more complete conversation and then they act out
  - Go over mistakes.
- Practice 3: mixers page 101 Conversation 5'
  - SS read the questions and they interview 3 people .
  - Ask two people at random to perform the conversation in front of the class
  - Go over mistakes..
- Practice 4:
- Post speaking. 3' Ind. work
  - WB #90 ex 4: Transition we have a similar conv. in our WB
  - SS do and volunteers read.

Transition: What political party do you support? IS it radical, liberal, conservative? Can you mention some examples for those characteristics?

Follow up: SKILL: listening TIME: 25'  
 MATERIAL: Book page 100 Ind. Work.

- Ask SS to read the instructions for the listening exercise.
- Listen twice do as the book says
- Ask at random ask for details.

## TO TALK ABOUT ABSTRACT IDEAS

Book: TN 3(3)

Unit 9

Lesson: 1

Set:3

Linguistic objectives: Non count nouns for Abstract Ideas, review noun count nouns

Functional objectives: Talk about Abstract Nouns and Ideas – Real Situations

Personal Objectives: SS mastering of Non count nouns.

Material: SS book page 101, 106 ex B Grammar Booster G15 WB page 91 ex 9 #95 ex A Booklet 28 Picture File Food, Quiz count- non count, Reading

Oral introduction:

SKILL: Speaking

TIME: 5'

MATERIAL: Notebooks

Group work

- Show SS two or three pictures and have them name them.
- Give them the rest of the cards and ask them to divide, Count Nouns VS Non-Count nouns
- Write some NC Nouns on the board, Ask some of their characteristics

TRANSITION: What other NC nouns do you know? Write down ideas.

**Warm up:**

SKILL: Reading, writing

TIME: 7'

Presentation

MATERIAL: SS book 101

Ind. Work.

- SS read the instructions exercise C.
- SS read and explain if need is required. Ask for some sentences
- Divide the board in columns for: Food, meat, Academic subjects, Natural Phenomena, Abstract Ideas, and Feelings.
- Under each write some examples, ask SS for more
- Ask for doubts.

TRANSITION: Education \_\_\_\_\_ an important issue for the government.

Ask the people to complete

**Main Activity:**

SKILL: Writing

TIME: 25'

Practice

MATERIAL: Book 101

Ind. Group class work

PRACTICE:

- Ex 101: SS read the instructions and do ex. D 2'
- SS compare and report.
- TRANSITION: Let's continue with #7 on page 108 ex C
- SS read the instructions and do 2'.
- SS exchange notebooks to check.
- TRANSITION: I am interested in the proofs he can show me. Is it right or wrong?
- WB #91 Ex 9 Pair work mixers 4'
- SS stand up, do and return to their groups to compare.
- Teacher time. Choose someone to ask the SS.
- TRANSITION: What is correct: She has beautiful hair. She has a beautiful hair.
- There's a hair in my soup. There's hair in my soup.
- Explain with some drawings. Tell them to understand according to the context.
- We have some more special situations in the Grammar Booster 15
- SS read the frame 5'. Ask groups to choose representatives to teach (explain) 5'
- SS do exercise A. 3' SS compare. Teacher time the ones who explained should not be elected.
- Go over mistakes.
- TRANSITION: The pieces of news about the terrible earthquake in Japan were earth shattering.
- Is the sentence correct or not? Why?
- WB 95 ex A 2' Pair work.

- Ask half the class to put their WBs away and join someone from the other half to complete the exercise.
- SS ask each other. Go over mistakes.

TRANSITION: There are some other Abstract Nouns in our booklets page 28. Have SS read the nouns at the bottom of the page. Explain meaning if necessary, ENTROPY= Kind of energy

**Follow up:**

SKILL: Reading

TIME: 25'

PRODUCTION

MATERIAL: Booklets #28 quiz-reading Ind. Work.

- SS read the instructions for ex. V. Copy the words in the board.
- Test time!!! Ask SS to say whether those words are used as Count or Non Count nouns.
- SS should write on their notebooks, as well as the reasons they have to say so. 5'
- Model with the first word: Language- NC – The word refers to the Academic Subject.
- SS exchange for peer correction, return the notebooks and then they make the corrections.
- Give them the quiz and reading. Read the instructions do the exercises and correct.

## DISCUSS CONTROVERSIAL ISSUES POLITELY

Book: TN 3(3)

Unit 9

Lesson: 1

Set:4

Linguistic objectives: Listen for non stated information

Functional objectives: Talk about controversial issues.

Personal Objectives: Improve SS talking time.

Material: SS book page 102, WB page 91,

Oral introduction: SKILL: Speaking

TIME: 5'

MATERIAL: Board

Class work

- Write on the board "People over 64 should not drive"
- Ask SS if they agree or disagree. Why?
- Write some ideas on the board.

TRANSITION: That's a controversial issue because some people agree and some other do not. Do you know some other? Write ideas on the board. We have some on SS book page 102.

Warm up: SKILL: Reading and Speaking

TIME: 7'

MATERIAL: SS book 102

Ind. Work.

- SS read the instructions and listen to the CD, ask SS to repeat.
- Have SS read as well the ways to agree or disagree.
- Group work 5' SS ask each other their opinions on at least 3 issues. Also they use the expressions of agreement or disagreement.
- Walk around to spot some mistakes, and to ask them to make changes.
- Go over mistakes.
- Fluency exercise 3': Choose two SS at random to say their minds on one of the issues they have a minute without stopping. If possible groups decide on their representatives to visit other groups.
- The visited group members take notes on mistakes and let the speaker know after his/her participation.
- Ask for doubts.

TRANSITION: How would you feel being 65 and according to law unable to drive?

Ask the people who did not participate much.

Main Activity: SKILL: Listening

TIME: 25'

MATERIAL: Book page 102

Ind. Work

PRE LISTENING: Vocabulary: Outlawed, pacifist, behavior,

Ask SS for the meaning, if they do not know give them some hints.

LISTENING: Itself

1<sup>st</sup> LISTENING: General information: What is the main topic of each conversation?

SS compare and write on the board.

2<sup>nd</sup> LISTENING: Specific information

1. I think smoking should be prohibited in restaurants. REALLY, OUTLAWED
2. Let's change our law so that the government doesn't have such a big military force. THE THAT LARGE
3. People shouldn't be permitted to drive unless they are they're eighteen. UNTIL, AT LEAST.
4. Eighteen year olds are clever enough to vote. SMART

5. I don't really want my children to watch much violence and immoral behavior. REALLY, SO, WATCHING

3<sup>rd</sup>: INFORMATION NON STATED. True/false Why?

1. She is at home. F
2. The fewer soldiers the less possible for countries to go to war. T
3. Currently the law permits 16 year old people to drive. T
4. Currently people who are 18 cannot vote. T
5. She has just one child. F

TRANSITION: What do you think of the last topic? Are you for or against birth control? Write on the board.

POST LISTENING: Workbook 91, SS Book #102 ex B

- SS read the instructions SS book and just write for or against. SS explain their choices.
- SS ask each other.
- WB SS read the instructions ex 10, 2'
- Ask at random
- Ex 10 have SS work in pairs.
- Ex. 11 SS ask at each other. 2'

TRANSITION: Can we come up with other controversial issues? Write ideas on the board.

Ask SS to work in pairs and to say their issues. Abortion legalization, death penalty (capital punishment), Uniforms at school, etc. What do other people think about those topics?

Follow up:

SKILL: Speaking

TIME: 25'

MATERIAL: Notebooks

Interview

- Ask SS to get ready to visit a more advanced class and to prepare 5 questions on controversial issues.
- Say you'll write two questions and they should come up with the other 3.
  1. What's your opinion on the legalization of abortion?
  2. Do agree on the censorship of the lyrics of certain songs?
- Ask SS to write 3 more questions in 3'. SS exchange the questions looking for grammar mistakes.
- SS return the questions and incase of need they correct.
- SS visit another class and interview one person. 10'
- SS write a report on the answers, though they should use the expressions of agreement and disagreement. 4'
- SS exchange for peer correction, and make the corrections.
- Homework: SS write a reply to what their interviewees said. Prompt them to use the expressions as well.



## CONTROVERSIAL ISSUES

Book: TN 3(3)

Unit 9

Lesson: 1

Set:5

Linguistic objectives: Verbs followed by Objects and Infinitives  
Functional objectives: Talk about politics and controversial issues  
Personal Objectives: Reduce TTT.  
Material: www.easyenglish.netai.net

SS book page 101, 106 ex B Grammar Booster G15 WB page 91 ex 9 #95 ex A Booklet 28 Picture File Food,  
Quiz count- non count, Reading

Oral introduction: SKILL: Speaking TIME: 5'

MATERIAL: Notebooks

Group work

- Show SS two or three pictures and have them name them.
- Give them the rest of the cards and ask them to divide, Count Nouns VS Non-Count nouns
- Write some NC Nouns on the board, Ask some of their characteristics

TRANSITION: What other NC nouns do you know? Write down ideas.

**Warm up:** SKILL: Reading, writing TIME: 7'

Presentation

MATERIAL: SS book 101

Ind. Work.

- SS read the instructions exercise C.
- SS read and explain if need is required. Ask for some sentences
- Divide the board in columns for: Food, meat, Academic subjects, Natural Phenomena, Abstract Ideas, and Feelings.
- Under each write some examples, ask SS for more
- Ask for doubts.

TRANSITION: Education \_\_\_\_\_ an important issue for the government.

Ask the people to complete

**Main Activity:** SKILL: Writing TIME: 25'

Practice

MATERIAL: Book 101

Ind. Group class work

PRACTICE:

- Ex 101: SS read the instructions and do ex. D 2'
- SS compare and report.
- TRANSITION: Let's continue with #7 on page 108 ex C
- SS read the instructions and do 2'.
- SS exchange notebooks to check.
- TRANSITION: I am interested in the proofs he can show me. Is it right or wrong?
- WB #91 Ex 9 Pair work mixers 4'
- SS stand up, do and return to their groups to compare.
- Teacher time. Choose someone to ask the SS.
- TRANSITION: What is correct: She has beautiful hair. She has a beautiful hair.
- There's a hair in my soup. There's hair in my soup.
- Explain with some drawings. Tell them to understand according to the context.
- We have some more special situations in the Grammar Booster 15
- SS read the frame 5'. Ask groups to choose representatives to teach (explain) 5'
- SS do exercise A. 3' SS compare. Teacher time the ones who explained should not be elected.

- Go over mistakes.
- TRANSITION: The pieces of news about the terrible earthquake in Japan were earth shattering.
- Is the sentence correct or not? Why?
- WB 95 ex A 2' Pair work.
- Ask half the class to put their WBs away and join someone from the other half to complete the exercise.
- SS ask each other. Go over mistakes.

TRANSITION: There are some other Abstract Nouns in our booklets page 28. Have SS read the nouns at the bottom of the page. Explain meaning if necessary, ENTROPY= Kind of energy

**Follow up:**

SKILL: Reading

TIME: 25'

PRODUCTION

MATERIAL: Booklets #28 quiz-reading Ind. Work.

- SS read the instructions for ex. V. Copy the words in the board.
- Test time!!! Ask SS to say whether those words are used as Count or Non Count nouns.
- SS should write on their notebooks, as well as the reasons they have to say so. 5'
- Model with the first word: Language- NC – The word refers to the Academic Subject.
- SS exchange for peer correction, return the notebooks and then they make the corrections.
- Give them the quiz and reading. Read the instructions do the exercises and correct.

## DEBATE THE PROS AND CONS OF ISSUES

Book: TN 3(3)

Unit 9

Lesson: 1

Set:7

Linguistic objectives: Listen for non stated information

Functional objectives: Talk about some other controversial issues and idiomatic expressions

Personal Objectives: SS should use new expressions in agreeing or disagreeing.

Material: SS book page 106, 107. MUSIC OF THE WORLD

Oral introduction:

SKILL: Speaking

TIME: 5'

MATERIAL: Board, MUSIC CD

Class work

- Ask SS where they think they are when they listen to those melodies.
- Explain about the use of animals for science, rain forest, deforestation,
- Write on the board “the use of animals for medicine is beneficial for mankind”, another option “Only a dictatorship government can stop corruption”
- Ask SS if they agree or disagree. Why? Write some ideas on the board.

TRANSITION: Do you remember the ways we disagree or disagree? Write ideas on the board.

Warm up:

SKILL: Reading

TIME: 7'

MATERIAL: SS book 106 ex A

Ind. Work.

- SS read the instructions and listen to the CD, ask SS to repeat.
- Have SS discuss the following silly topics answering using the just learned expressions.
  1. Soap Operas do not teach any value.
  2. Teens should not have such advanced cell phones, because they are target for thieves.
  3. It is not fair that only some people work seven days in and seven days off.
- Have them work in pairs. After 2' SS should say their minds on the issue.
- Fluency 2' each SS; 2 SS are chosen at random. Go over mistakes.

TRANSITION: Let's listen to some people discussing politics.

Main Activity:

SKILL: Listening

TIME: 25'

MATERIAL: Book page 106 ex C

Ind. Work

PRE LISTENING: Vocabulary: Charity, philanthropist, royal family, deserve

LISTENING: Itself

1<sup>st</sup> LISTENING: General information:

- SS read the instructions and the issues they will listen to.
- SS close their books. Ask SS to summarize the conversations and to report
- Call on SS for the summaries ask others for other details.
- Listen to each conversation at a time. Go over pronunciation mistakes.

2<sup>nd</sup> LISTENING: Specific information

- SS open their books and then listen once more.
- Listen to each conversation at a time. SS compare and report.

3<sup>rd</sup>: INFORMATION NOT STATED. True / false SS should say why

1. Conv 1.

○ They live in a democratic country.

T

○ According to the man in some countries people are too radical

T

2. Conv 2.

- One of the proposals of the Liberal Party is to reduce the number of candidates. T
- Political parties which are in government currently govern with less than 51% of the votes. T

3. Conv 3.

- The woman thinks some traditions shouldn't be preserved. F
- The woman says monarchs cost the government a lot of money. F

TRANSITION: Everybody wants to change the world; We have something about a famous politician.  
 POST LISTENING: Workbook 96, Ex 1.

- SS read the instructions SS book and just write for or against. SS explain their choices.
- SS read the instructions and do the exercise. First group to finish gets a prize.

TRANSITION: There are some other opinions on our SS books  
 Follow up: SKILL: Speaking

TIME: 20'

MATERIAL: Books 106, 107 ex B Class work, debate

- Ask SS to read the instructions and decide as a class on one of the topics.
- Divide the class in two groups the ones that agree and disagree, balance the groups.
- Instructions: SS have 3-5' to write arguments for or against. Groups sit face to face and you direct the debate. Prompt them to use the expressions of disagreement each time they participate.
- To begin give the group that disagrees the chance to say why.
- Tell them each person must participate
- To finish give the ones who participated the least a minute to speak
- Go over mistakes: Grammar and Pronunciation.