



Learn English in an easy, fast and fun way



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Volume 1
"Level A2"

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Volume 1 - Level A2



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INTRODUCTION

Learning a foreign language is a basic need for professionals. NEED, not support, or complement. Nowadays, in order to be successful in professional life and make our lives easier, it is essential to improve our English language level since it is the universal language that is spoken, read, and written in many parts of the world.

In this book, you will find essential aspects that will help you improve in learning the English language in an easy and fun way, tips to improve reading, how to communicate with quick and familiar phrases, which are used in foreign countries, and most importantly, broaden your knowledge with activities that will help you think in English and not be afraid of speaking in public.

One of the most critical points and therefore leads to the production of this book is to emphasize reading that allows human beings to improve various aspects of knowledge, better identify the correct way to write English words correctly, and feed the imagination in an extraordinary way to create new circumstances in real life, with reading readers discover the English name of the things that surround them and interest them. It allows them to incorporate words into their vocabulary and use them with ease when speaking English.

Reading helps to learn new words and expressions. Without a doubt, it is a great activity to expand vocabulary naturally.

Another of the chapters that you will find in this magnificent book is the crucial suggestions to listen and speak the English language better, all this with the knowledge of the authors about the developed methodology that complies with the recommendations stipulated in ISO 29991 that indicates the regulations for language learn attractively way.

The use of this academic book is aimed at people who already have basic knowledge of grammar and writing but who, despite having already acquired these two important steps in learning the English language, have not yet been able to understand or speak English fluently due to lack of knowledge. of practice and important considerations that you will find here.

The experience is documented in six chapters that are summarized below:

Unit 1: Reading in general

Unit 2: Steps to learn how to read

Unit 3: Reading comprehension

Unit 4: Activities to develop reading comprehension

Unit 5: Listening

Unit 6: Speaking

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UNIT 1
READING IN GENERAL

UNIT 1

READING IN GENERAL

1.1. *Definition of reading.*



Sáez (1951) defines reading as "...an instrumental activity in which one does not read to read but reads for something and for something. Always behind all reading there must be a desire to know, a desire to penetrate in the intimacy of things...".

1.2. *The importance of reading*



It is not necessary to indicate how important books are it is enough to investigate a little to understand that all religion is based on one, that the great social movements have been created from a written document and that the great scientific projects have evolved from written records. The book is conclusively an extraordinary invention of mankind.

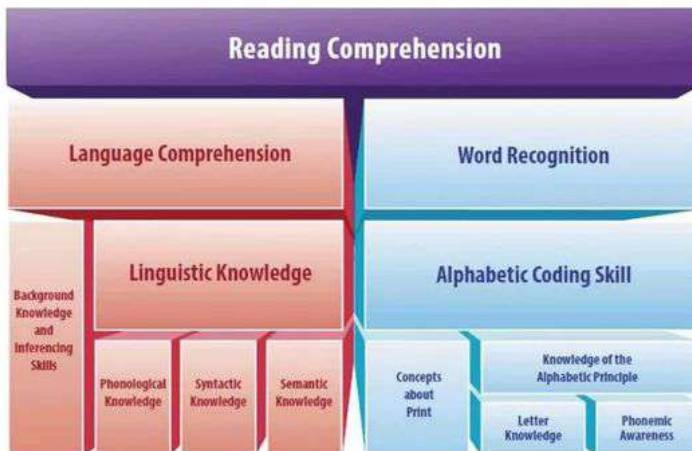
Books have confirmed throughout history that they are the most significant pillar of human culture, and to this day they continue to have more prestige than radio and television. But what about reading?

Spools (1980) states that reading "cannot be separated from language education: the selection of which language children should learn to read is crucial, and once the initial steps in reading instruction are past, reading becomes the enrichment of language".

We understand then that reading is a set of skills, and that the learning process must be developed in the first years of teaching, since it consists of the interpretation of graphic signs through mental recreations that allow us to see what is not present, and So imagine a reality

1.3. The cognitive tasks involved in reading

The cognitive foundations framework



William E. Tunmer & Wesley A. Hoover (2019). The cognitive foundations of learning to read: a framework for preventing and remediating reading difficulties, *Australian Journal of Learning Difficulties*, DOI:10.1080/19404158.2019.1614081

Graphic 1.3. Reading and Comprehension: Cognitive Foundations.



1.4. *Practical activities to teach reading*

Only practice makes perfect, therefore, the best way to learn to read and understand English is by practicing.

Each of the activities that we are developing will allow us to improve our interpretation and obviously accompany them with images that illustrate our minds and lead us to create a clearer idea of the topic we are reading.

We are going to practice with the example that we will see below that has been taken as an example of the activities developed in the Cambridge books and that allow us with a slightly clearer idea, to practice and improve our reading.



1 Geography lessons in Iceland

Vocabulary: The natural world; Animals; geography
;volcanos;eruptions

2 Thousands of people visits volcanoes

1 Read and listen

a Read the text quickly and choose the best title.

3 Students escape when volcano erupts

In April 2010, a group of 14 and 15-year-old students from Loughborough, in the UK, went to Iceland on a school trip. They wanted to see things they studied in their geography lessons at school



so they visited an area which has a lot of active volcanoes. However, in the middle of the night on Tuesday the 13th of April the Eyjafjallajökull volcano began to erupt.

Emergency services woke up the students and their teachers in their hotel at 4am. They didn't have time to get dressed and left in their pyjamas. A bus took them to Reykjavik, the capital of Iceland, where they were safe.

When Eyjafjallajökull erupted, it affected people all over the world. In the local area 800 people left their homes immediately because of floods from local rivers and dangerous smoke and gases. The volcano also sent a big cloud of


ash 8 km up into the air. This was dangerous for planes because the pilots couldn't see in the ash cloud.

Many countries in Europe, including the UK, France, Sweden and Norway, closed their airports for many days in April. Thousands of travellers around the world couldn't get home. They slept in airports or tried to get to their destinations by car, train, bus or even taxi!

Icelandic volcanoes are very active. When the volcano Laki erupted for eight months in 1783, almost two million people died around the world. It was the worst volcanic eruption in history. The students from Loughborough were lucky!

Which is right? Don't look at the text!

The students **were lucky/ had luck**

b  2.13 Read the text again and listen. Are the sentences *right* (✓), *wrong* (✗) or *doesn't say* (-)?

- | | |
|---|--|
| 1 The students learned about volcanoes before they went to Iceland. | 5 The eruption of Eyjafjallajökull didn't affect local people. |
| 2 They stayed near the Eyjafjallajökull volcano. | 6 In April 2010 many airports closed in Europe. |
| 3 The volcano woke up the students. | 7 Volcanoes in Iceland do not erupt very often. |
| 4 The students enjoyed their trip to Iceland. | 8 The eruption of Laki in 1783 wasn't very big. |



READ AND LISTEN


1.5. *How to learn reading?*


Learning how to read in English is the best way to acquire a new vocabulary, as it improves your grammatical understanding and, therefore, the grammar itself.


If you wonder how to read English correctly, these are the first steps you must take.


Most of the time in a class, they emphasize when you are learning English at listening, speaking, and pronunciation; but what, out reading?

Follow these recommendations to work on your comprehension "also in reading," and know how to read in English with the best results.

 Start with books, texts, or content that you like and are easy to read. Read as much as you can, but without saturating yourself; the important thing is that you do it every day and include your reading in English in your daily routine.

 Forget about translating in your mind; try to understand the context "in English"; over time, your mind will be able to assimilate the information in English. Remember that it is like learning to read again; at first, you will go slowly, but we guarantee that your speed in both reading and comprehension will improve with perseverance.

 The most crucial thing of all is that you do exercises, where you can listen to yourself; in this way you are adding great value to your communication, here our initial advice to read aloud, s focused.

 Try to live in English. Set your phone, computer, and other devices to English. Watch movies in English with English subtitles. Read the lyrics of your favorite songs "in English" ...

Another tool that can help you learn to read English correctly are audio books. If you have the book or content visually and the audiobook, you can rely on them to polish your pronunciation.

UNIT 2
STEPS TO LEARN HOW TO READ

UNIT 2

STEPS TO LEARN HOW TO READ

Below you will find a series of steps with activities to develop a comprehensive and efficient reading and thus learn in a better way to understand what you read.

2.1. Step 1: Read out loud


Read loudly out loud, so each of the sounds of the words that you are pronouncing will allow you to hear how you pronounce the words of the reading, if necessary, repeat the reading over and over again until the reading is more and more fluid.

Let's start with the reading that you have next so you can practice actively

In December 2004, big waves from a tsunami in Asia travelled across the sea to Africa. In Kenya, a family of hippos were near the beach when the waves came. Nobody knows what happened to the older animals, but the next day people saw a baby hippo all alone. They took him to Haller Park, an animal park near Mombasa.

When he arrived, the little hippo was tired, lost and terribly unhappy. The workers at Haller called him Owen. They put him together with Mzee, a 130-year-old tortoise – and a strange friendship began.

At first, the tortoise was unfriendly and didn't want the hippo near him. But this soon changed. Mzee seemed to understand that Owen needed him. He showed him where to sleep and what to eat. The two animals went for walks together, swam together and shared the same food. They even had a kind of



'language' that they could both understand. Owen slept next to Mzee, often with his head on the tortoise's front leg.

People began to hear about these animals and thousands of visitors came to see them. Everyone loved the story of the amazing friendship which probably saved the baby hippo's life.

2.2. Step 2: Focused Reading

Performing a comprehensive reading is important because it allows you to develop the activities proposed in your exams or evaluations for the University or pass a class.


Every time you read comprehensively, looking at the associated images and making a list of the words you don't know to later look them up in the dictionary, they allow your reading to be in depth, giving it the importance, it requires.

a Read the text. Are sentences 1–7 right (✓) or wrong (✗)?

In December 2004, big waves from a tsunami in Asia travelled across the sea to Africa. In Kenya, a family of hippos were near the beach when the waves came. Nobody knows what happened to the older animals, but the next day people saw a baby hippo all alone. They took him to Haller Park, an animal park near Mombasa.

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People began to hear about these animals and thousands of visitors came to see them. Everyone loved the story of the amazing friendship which probably saved the baby hippo's life.

1 The family of hippos lived in Asia.

2 The older animals left the beach before the water arrived.

3 People took him to Haller Park because they wanted to help him.

4 Owen and Mzee were both very young animals.

5 At first Mzee didn't want to make friends with Owen.

6 Later the two animals walked, went swimming, ate and slept together.

7 Lots of people visited Haller Park.

2.3. Step 3: *Don't try to translate every single word*

It is an extremely bad habit because it does not allow you to speak a language fluently. This is one of the main reasons why so many speakers from countries where translation is heavily used in the teaching process go through more than a decade of instruction and barely speak English. They are mistakes that also happened to us once. Having a large passive vocabulary, which will only be useful for reading a wide variety of media in English, but barely being able to speak English. It will not allow you to become fluent so that is why we present you some of the most efficient methods.

If your goal is to become a translator or interpreter, don't start this way. Don't wait until you start "thinking" in the target language naturally; that usually doesn't happen until you're immersed in it or have to preferentially use it all the time. The best way to get started with a new language is to force yourself to think about the target language after you have learned the first few words and some very basic grammar. It may be hard for you to switch to that now, but you have to.



2.4. Step 4: Underline the new words and take vocabulary for flashcards

Find the new words in your dictionary, internet or ask the family

Write its meaning in your notebook or flashcard.



2.5. *Wordlist*

Word	Definition
amazed	very surprised
amazing	very surprising
ancient	from a long time ago
army	a large group of soldiers that fight wars
assertive	behaving or speaking in a strong, confident way
assistant	someone whose job is to help a person who has a more important job
atmosphere	the feeling that exists in a place or situation
attraction	somewhere you can visit that is interesting or enjoyable
axe	a tool with a sharp piece of metal at one end, used for cutting trees or wood
bee	a yellow and black insect that makes honey
bacteria	very small living things that can cause disease
bakery	a shop where you can buy bread, cakes, etc.

bat	a small animal like a mouse with wings that flies at night
battle	a fight between two armies in a war
bite	to cut something using teeth
blood pressure	the force with which blood flows around your body
bone	one of the hard, white pieces inside the body of a person or animal
Briton	someone who comes from Great Britain
butterfly	an insect with large, colored wings
cabbage	a large, round vegetable with a lot of green or white leaves
calm	If the weather or the sea is calm, it is quiet and peaceful.
captain	the person in control of a ship or aero plane
castle	a large, strong building that was built in the past to protect the people inside from being attacked
cave	a large hole in the ground or in the side of a mountain
chain	a line of metal rings connected together
charge up	put electricity into

chlorine	a gas with a strong smell, used to make water safe to drink and swim in (symbol Cl)
chopsticks	thin sticks used for eating food in East Asia
cocoa bean	the seed of the cacao tree. Chocolate is made from this.
colony	a country or area controlled by a more powerful country
comic	a magazine with stories told in pictures
compass	a piece of equipment which shows you which direction you are going in
complain	to say that something is wrong or that you are angry about something
contract	a legal agreement between two people or organizations
convenient	near or easy to get to
country	the areas that are away from towns and cities
criminal	someone who has done a crime
depressed	very sad, often for a long time
depressing	making you feel sad and without any hope for the future
desert	a large, hot, dry area of land with very few plants

determined	wanting so much to do something that you keep trying very hard
diet	the type of food that someone usually eats
diplomat	someone who is good at dealing with people in a sensitive way
dyslexic	Someone who is dyslexic has difficulty with reading and writing.
elevator	(AmE) a machine that carries people up and down in tall buildings (BrE lift)
empire	a group of countries that is ruled by one person or government
enemy	a person or country that you are arguing or fighting with
expedition	an organized journey, especially a long one for a particular purpose
explode	If a bomb explodes, it bursts (= breaks suddenly from inside) with noise and force.
fail	to not be successful
faithful	always liking and supporting someone or something
fan	someone who likes a person or thing very much
fascinating	very interesting
feather	one of the soft, light things that cover a bird's skin

fishing boat	a boat used to catch fish
flight	a journey in an aircraft
float	to stay on the surface of a liquid and not go under
forever	for all time in the future
fox	a wild animal like a dog with brown fur and a long thick tail
fur	the thick hair that covers bodies of some animals like cats and rabbits
gravity	the force that makes objects fall to the ground
guard	to protect someone or something so that no one attacks or steals them.
guidebook	a book that gives visitors information about a particular place
habitat	the natural environment of an animal or plant
helmet	a hard hat that protects your head
hero	a very brave man that a lot of people admire
honey	a sweet, sticky food that is made by bees
horizon	the line in the distance where the sky and the land or sea seem to meet

hydrogen	a gas that combines with oxygen to form water
image	the way that other people think someone or something is
in danger	when it is possible that something bad will happen
intend	to want and plan to do something
invent	to design or make something new
jealous	upset and angry because someone you like likes another person
jogging	the activity of running at a slow regular speed, especially as a form of exercise
jungle	an area of land in a hot country where trees and plants grow close together
keyboard	a set of keys on a computer, which you press to make it work
kiss	to put your lips against another person's lips or skin because you love or like them
lake	a large area of water which has land all around it
leaf (leaves)	a flat, green part of a plant that grows from a stem or branch
lend	to give something to someone for a period of time
lightning	sudden bright light in the sky during a storm

lonely	sad because you are not with other people
mechanic	someone who repairs vehicles and machines
medicine	something that you drink or eat when you are ill, to stop you being ill
monitor	a screen that shows information or pictures, usually connected to a computer
monster	an imaginary creature that is large, ugly, and frightening
mosquito	a small flying insect that drinks your blood, sometimes causing a disease
mustard	a spicy yellow or brown sauce often eaten in small amounts with meat
nest	a home built by birds or insects for their eggs
oven	a piece of kitchen equipment which is used for cooking food
panic	to suddenly feel very afraid so that you stop thinking clearly and do silly things
pet	an animal that someone keeps in their home
pineapple	a large fruit with leaves sticking out of the top which is sweet and yellow inside
pirate	someone who attacks ships and steals from them
programming	when someone writes computer programs

protest	when people show that they disagree with something by standing somewhere, shouting, carrying signs, etc
qualification	what you get when you pass an exam or a course
raw	not cooked
react	If a chemical substance reacts with another substance, it changes.
recycle	to use paper, glass, plastic, etc. again and not throw it away
rent	to pay money to live in a building that someone else owns
resident	someone who lives in a particular place
rhyme	If a word rhymes with another word, the end part of the words sound the same.
rhythm	a regular, repeating pattern of sound
rugby	a sport played by two teams with an oval ball and H-shaped goals
scream	when someone makes a high, loud cry because they are afraid or upset
shake	to make quick, short movements from side to side or up and down
shy	not confident, especially about meeting new people
slave	someone who is owned by someone else and has to work for them

slim	Someone who is slim is thin in an attractive way.
soap opera	a series of television or radio programs that continues over a long period and is about the lives of a group of characters
sofa	a large, comfortable seat for more than one person
software	programs that you use to make a computer do different things
species	a group of plants or animals which are the same in some way
spider	a creature with eight long legs which catches insects in a web
sprinter	someone who runs short distances in competitions
stripy	with a pattern of stripes
suitcase	a rectangular case with a handle that you use for carrying clothes when you are travelling
sulphur	a yellow chemical element that has an unpleasant smell (symbol S)
survivor	someone who continues to live after almost dying because of an accident, illness, etc.
temple	a building where people in some religions go to pray
tent	a structure for sleeping in, made of cloth fixed to metal poles
terrified	very frightened


terrifying	very frightening
thunder	the loud noise in the sky that you hear during a storm
tragedy	something very sad which happens, usually involving death
treasure	something valuable; gold, silver and jewellery
tunnel	a long passage under the ground or through a mountain
uniform	a special set of clothes that are worn by people who do a particular job or by children at school
vegetarian	someone who does not eat meat or fish
vet	a doctor for animals
volcanic	volcanic rocks come from a volcano (a mountain that sends gas and hot rocks out of a hole in the top)
wasp	a flying insect with a thin, black and yellow body
waterfall	a stream of water that falls from a high place, often to a pool below
wave	to put your hand up and move it from side to side in order to attract someone's attention or to say goodbye
weep	to cry, usually because you are sad
whale	a very large animal that looks like a large fish and lives in the sea

wind	a natural, fast movement of air
wipe your feet	clean dirt from your shoes on a mat before entering a room or house
witch	a woman who has magical powers
wonderful	very Good
worm	a small creature with a long, thin, soft body and no legs

2.6. Activities

Vocabulary

The natural world

- a  2.14 Match the words with the pictures.
Then listen and check.

A 5 island

- 1 beach 2 field 3 forest 4 hill
5 island 6 lake 7 mountain
8 river 9 sea 10 village

Get it right!

island and mountain

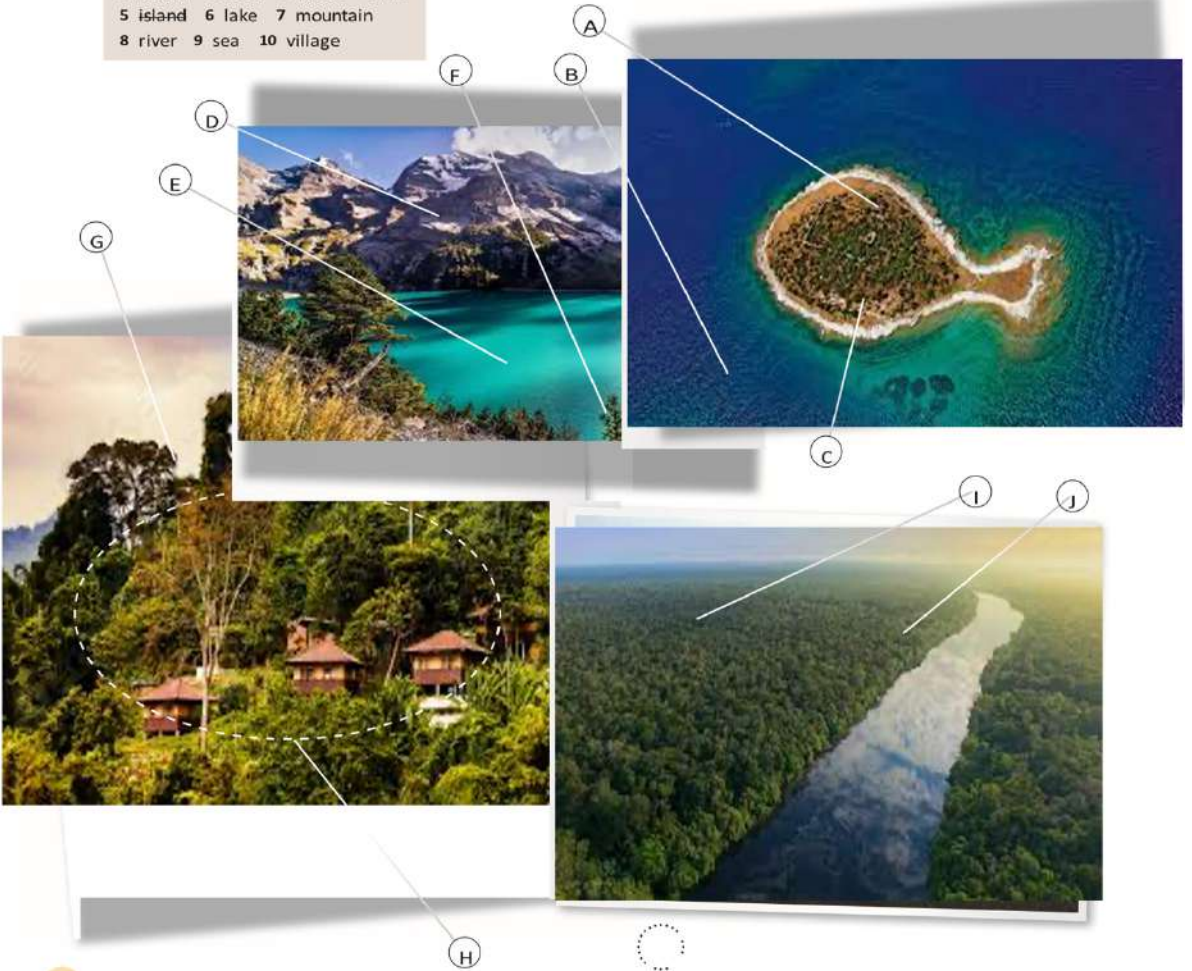
We pronounce some words differently to their spelling.

island

/ai lənd/

mountain

/maʊn tɪn/



- b Choose the correct words.

- 1 Britain is *a beach / an island*. There's a new shop in the *village / lake*.
- 2 The Mediterranean and the Caribbean are *seas / rivers*.
- 3 We went on a boat on the *lake / field*.
- 4 The Andes in South America are *hills / mountains*.

Which things in Exercise 3a are there near your town or city?

Do you know any more things in the natural world?

swim take go have eat see make play ride walk visit. Sleep come

❖ I went on holiday to the mountains.
I swam in a lake and ate lots of fish.
We slept in a tent and made ...

SPEAK

Work with a partner. Imagine you went on holiday to a place in one of the pictures in Exercise 3a. Tell your partner about your holiday. Use the verbs in the past simple.

UNIT 3
READING COMPREHENSION

UNIT 3

READING COMPREHENSION

3.1 Definition of reading comprehension

Reading comprehension is the ability to read a text, process it and understand its meaning. It is based on two interrelated skills: word reading (being able to decode the symbols in reading) and language comprehension (being able to understand the meaning of words and sentences).

However, when we make sense of a text, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the meaning of the words and sentences, like a movie playing in our head.

Good comprehension is vital for purposeful reading, for a reader to engage with and understand a text, and ultimately for a reader to enjoy what they are reading.

For more information on the nature of comprehension, an excellent introduction is provided in *Understanding and Teaching Reading Comprehension: A Handbook* by Jane Oakhill, Kate Cain, and Carsten Elbro (Routledge, 2014).

Related Background Questions	
How is word reading related to reading comprehension?	>
What are some of the challenges to good reading comprehension?	>
What are the factors associated with good comprehension?	>
Why is vocabulary development important for comprehension?	>
How can reading comprehension best be taught?	>
Does the amount of time children spend reading have an impact on their comprehension skills?	>
Is there a difference between reading on screen and reading on paper in terms of comprehension?	>
What does the Curriculum for Wales say about comprehension?	>
How do the national tests assess reading comprehension in Wales?	>

Fuente: Routledge, 2014.

3.2 *The key to reading comprehension*

The relationship between vocabulary and reading comprehension is closely linked: they support each other. One of the reasons for this strong relationship is that the vast knowledge of the meaning of words allows the reader and listener to create thematic links within a text. Simply put, the greater a person's insight into words and their meaning, the easier it is for them to understand even complex texts.

Being familiar with a large number of words is important, the depth of a person's vocabulary is also important - how well they can use knowledge of the word and its relationship to understand what they are reading.

The variety of language used in written text means that reading is a good way to expand vocabulary knowledge, because written text contains more rare and less familiar words than conversations. All students, even those who can predict fluently, benefit from being read aloud to them as it provides access to these less familiar words, as well as providing a model for clear and fluent reading and pronunciation.

3.3. *Reading comprehension techniques*

Comprehension is extracting meaning from what you read and is the ultimate goal of reading. Habitual readers assume this is natural and may not appreciate the necessary reading comprehension skills. The process of understanding is both interactive and strategic. Rather than passively reading the text, readers must analyze it, internalize it, and make it their own. In order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies (Tierney, 1982).

The beginnings of text comprehension begin before a person can read, when someone reads them a picture book, they hear the words, see the pictures in the book, and begin to associate the words on the page with the words they are hearing and the ideas they mean. Thus, to learn comprehension strategies, students need examples, practice, and feedback.



On this the White Rabbit blew three blasts on the trumpet, and then unrolled the parchment scroll, and read as follows:

"The Queen of Hearts, she made some tarts,
All on a summer day;
The Knave of Hearts, he stole those tarts,
And took them quite away!"

"Consider your verdict," the King said to the jury.

This book will be very useful for teachers and students thanks to the wide range and variety of activities, applications and resources it contains that can be used by the teacher at any time. Teachers can use part or all of the resources and adapt them to their educational requirements. The key comprehension strategies are described below:

Preview

When students preview text, they draw on what they already know that will help them understand the text they are about to read. This provides a framework for any new information they read.

Predict

When students make predictions about the text they are about to read, they set expectations based on their prior knowledge of similar topics. As they read, they can mentally review their forecast as they learn more.

Main idea and summary

Identifying the Main Idea and Summarizing is intended for students to establish what is important and then articulate it in their own words. Included in this process is trying to understand the author's plan in writing the text.

Questionnaire

Asking and answering questions about the text is another tactic that helps students focus on the meaning of the text. Teachers can help by organizing both the process of asking good questions and the skills of finding answers in text.

Conclusions

In order to draw conclusions about something that is not clearly mentioned in the text, students must learn to build on prior knowledge and recognize clues in the text itself.

Visual

Studies have shown that students who visualize while reading remember better than those who don't (Pressley, 1977). Readers can make use of the illustrations that are embedded in the text or create their own pictures or mental pictures when reading text without illustrations.

3.3.1. Stories for reading comprehension



Warm-up

- 1 Stick some pictures of comedians or actors on the board and ask your students to rank them from the funniest to the least funny.
- 2 Ask your students *When was the last time you really laughed a lot?* Students could work in pairs, and then you can ask some of the students to tell the whole class about their partner's recent funny moment.

Main activity

- 1 Put students into pairs and give each pair one of the two comic strips with the final frame cut off.
- 2 Ask them to look at the pictures carefully and to think about how they would describe the events in the comic strip. Tell them that the last frame is missing and ask them to imagine how the comic strip ends. Give each pair ten to fifteen minutes to add the dialogue to the speech bubbles, think of the ending and practise describing the events.
- 3 If you think your students are going to struggle to think of a dialogue for the speech bubbles in the comic strips you could put the suggested answers (below) on the board in a jumbled order for students to choose from.

Suggested answers

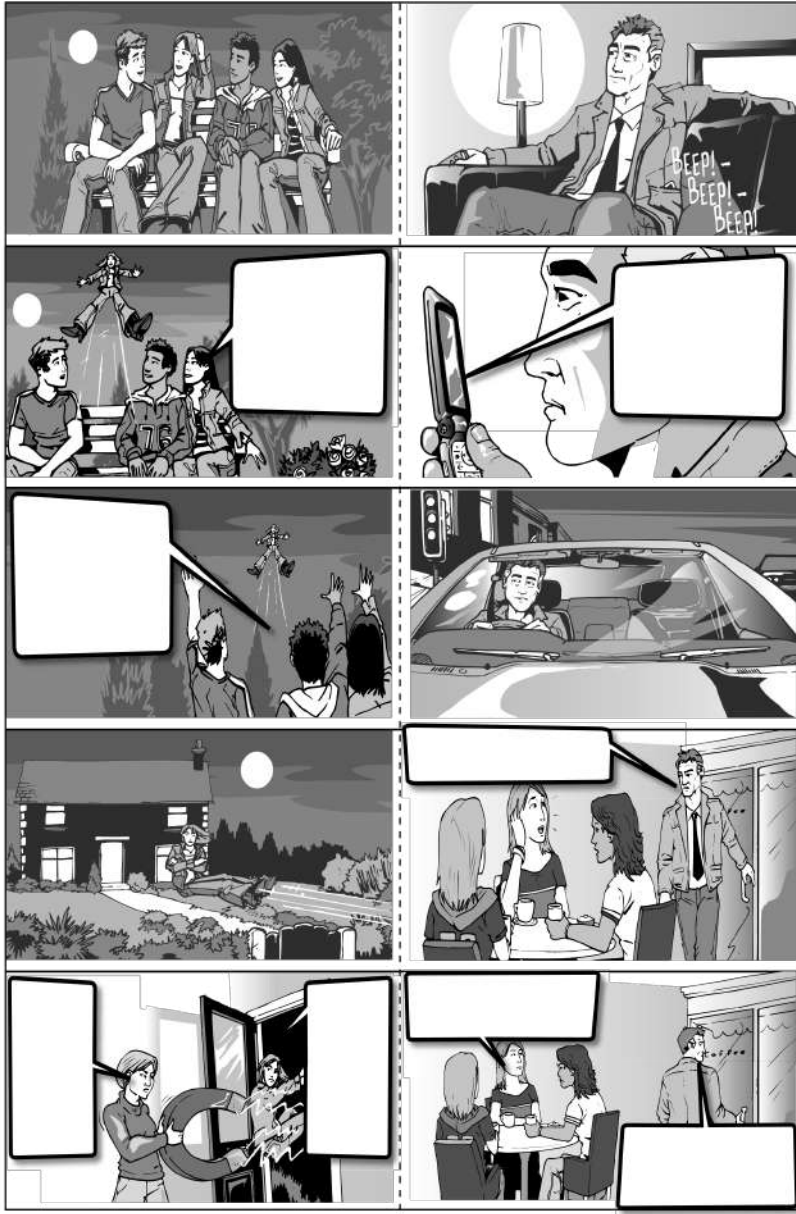
Comic strip 1 Oh no, not again! / See you tomorrow! / I believe I said half past eleven! / Oh Mum, can we talk about this please?

Comic strip 2 Dad, can I stay 1hr + please? We r having fun.* / OK. But you must be back by half past ten. / I'll teach you how to send text messages again if you like. / I like my system better! (* Texting language: hr = hour; += more; r = are)

- 4 Now, put two pairs together to make groups of four, ensuring that the pairs you join both had *different* comic strips. Pairs take it in turns to describe their comic strip to the other pair and to explain their ending.
- 5 Now give the students the final frame of each comic strip so they can compare the endings with their own. Ask the class for feedback about how similar or different their endings were and if they found the comic strips funny or not.

Follow-up

- 1 Ask students what other topics, of interest to teenagers, may be good for creating funny comic strips. Have they ever been in any funny situations with their own parents that would make funny comic strips? They could make their own comic strip about a situation they've been in, or an invented scenario.
- 2 Carry out a class survey about humour. Use questions such as *Who's your favourite comedian? What's your favourite joke? What's your favourite sitcom?*
- 3 Have a joke-telling competition in the class. All students should think of their favourite joke, translate it into English with your help and the aid of a dictionary, and tell it to the class. Beware that some jokes, especially those containing puns, don't easily translate into a different language! You could judge the competition on the basis of a 'Laughometer', where the winner is the one who gets the longest or loudest laugh from the class.



The English language in learning should allow students to acquire knowledge complemented with the habit of reading and reading comprehension, which today is a more complex process, therefore it is difficult to develop students a little more.

The difficulty does not differ much from university students, in which the difficulty in reading and understanding is presented as a constant, which is why activities such as those presented above allow developing the reading ability that people should have when learning English.

3.4. Assessment of reading comprehension

The Water of Wanting



Jean Pascal put a small drop of clear liquid into the drinking water of his mice.

Normally, the mice drank only when they were thirsty. But Jean soon noticed that when there was liquid in the water, they came back to drink it more than usual. They couldn't have been thirsty any more, but they drank. He needed to check this carefully.

Jean was a very careful man.

When he was ten years old, he had tried to relight a firework. He thought the firework was finished, but it wasn't. It was big and expensive and it exploded in his face. Twenty years later he still had the scar on his left cheek where he had been burned by the firework. He was always careful after that.



Jean was now a brilliant chemist. He worked in Montreal, Canada, for a large chemical company. His company made a lot of different chemicals – including chemicals for food, which are often called additives. Additives give food a different colour or flavour or even make it last longer. Food companies pay a lot of money for additives which work well.

‘Sometimes people just don’t seem to want to buy something,’ Jean’s manager, Charles, had told him earlier. ‘Companies spend a lot of money on persuading people to buy something, but then nobody wants it.’

‘Maybe they don’t want it because they don’t like it,’ Jean had suggested. ‘It’s their choice, after all.’

‘People will like anything if you sell it in the right way,’ Charles had said. ‘No, we must be missing something out. What can we do to make sure that people will like

what we sell? Let's think about that. You're our top chemist, Jean. Can you work on that? Work on something to make people love what they eat and drink!

That had been a few months ago. Now Jean thought of his manager's words as he looked at his mice.

The mice kept coming back for more water. Their stomachs were already completely full of liquid, but they still wanted to drink more. They just couldn't get enough of the water which had Jean's additive in it. They didn't want to eat any food at all. Soon they died because their tiny bodies were too full of water. And, amazingly, they were still trying to reach the water when they died.

Jean's son, Alain, was only eighteen months old, but he knew what he didn't like. He didn't like green vegetables. He always threw them away. The green mess on the table had been Alain's vegetable dinner.

Jean smiled as he took Alain from Katya, his wife, and tried to feed the child himself. Katya had given up trying to write her book for a while. She thought she would be able to write while she was at home with their son. But she found she didn't have any time any more. Her eyes were sleepy.

'I can't persuade him to eat any more. I wish I could!' Katya said.

'He eats enough,' Jean said, 'doesn't he?'

'Oh, he's happy to drink milk or eat sugary food,' Katya said. 'But when I try to give him some vegetables, he just shouts and screams!'

Katya was often worried about what their son ate and didn't eat. She had often said she didn't want Alain to eat the unhealthy food people call 'junk food'. Jean and his wife both knew that junk food can make children fat and unhealthy even before they start school. Junk food, like cheap hamburgers and potato fries, usually has too much sugar or salt or other additives in it. The problem is that children often prefer junk food.

'What if,' Jean thought, 'these children could be persuaded to eat healthy food? What if they actually liked vegetables?'



Back at work, Jean was still working on his new additive. There was a long chemical name for it, but he preferred to call it 'Water of Wanting' because it made his mice want more. What's more, he rather liked the short name for his additive: WOW.

He cut the amount of WOW that he added to his mice's water by half. The results were the same. Then he added much smaller amounts of WOW: the mice drank less, but they still came back for little drinks of water all the time. These little drinks were still far more than the mice needed. It was as if they had become addicted to water. They weren't interested in anything else. They didn't even want any food. This time they didn't die of too much water. They all died of hunger.

'This,' Jean thought, 'could be a problem.' He wanted WOW to help the mice to eat certain food and drink certain drinks. But he didn't want the mice to forget about or ignore¹ all the other things they were given.

Jean had been working extremely hard on this. He hadn't allowed anybody else to help him. WOW was his own invention.² He had made it all by himself. He wanted people to recognise his work. What's more, he didn't like the thought that somebody else might steal the credit from him. He wanted to be very careful about that.

'How's the work going, Jean?' Charles asked him at the end of one long, difficult day. 'You've been keeping everything to yourself lately. You're our number one chemist, Jean. I like to know what's happening. So, is the work going well?'

‘Well, things are going well – very well,’ Jean told him.

‘Hey!’ Charles sounded excited. ‘Do you mean to say you’ve found an answer to that problem I mentioned? Because if you have ... let me tell you, there’ll be a lot of interest in it from a lot of people – a lot of interest!’

‘No, Charles,’ said Jean. ‘I haven’t found an answer to the problem, not yet. But I’m a lot closer than I was.’

‘A lot closer, you say? That’s great!’ said Charles. ‘OK, we’re going to need results soon. Look, I’ll have to tell our bosses a bit more about your work – after all, they’re paying us to do it; and they’re paying us very well. And that means you’ll get extra money in your salary if you finish the work. Or perhaps you want more. Is that it, Jean? If you want more, I’m sure it can be arranged – but we need those results ...’

Charles didn’t need to finish. If Jean’s company thought he couldn’t complete his work on WOW, they would ask somebody else to finish it. Jean didn’t want that.

Jean knew he had to tell Charles everything about WOW and what it could do. It was the only way to keep the company interested. So he did.

Charles was very excited.

‘WOW sounds amazing!’ he cried. ‘I’ll get some people in to help you and—’

‘No!’ Jean called out quickly. ‘I’m sorry, Charles. I just mean that I’m so close to this that I don’t want to go over every step with new people. And I really want to finish it myself. I’m so close, so close.’

‘OK, Jean,’ Charles said calmly. ‘I can understand. But I’m going to have to see some of the work you’ve done soon. You do understand that, don’t you?’ ‘Of course,’ Jean said. ‘Of course.’ ‘Great!’ Charles replied warmly.

Little Alain’s face was red with anger when Jean walked in. He threw his plate of vegetables onto the floor.

Katya was crying.

‘I don’t know what to do, Jean!’ she cried. ‘Alain is nearly two years old and I can’t get him to eat any healthy food! I have to feed him rubbish because he’d die of hunger if I didn’t! I hate this! There must be some way to get him to eat better food! It’s making me crazy – I don’t know what to do!’

Both Alain and his mother were crying now. Jean hugged his wife and son.

Soon Alain got tired of crying and allowed Jean to feed him some soup while Katya made some coffee.

‘I know people say he’s going to grow up soon and this problem will stop,’ Katya said. ‘But what if it doesn’t? What if they’re wrong?’

Jean had a lot to do if he was going to make *WOW* work successfully. He wanted *WOW* that would make people want to eat or drink some things but not others. At the same time, he didn’t want *WOW* to make people lose control of their appetites.³

Jean Pascal was a careful man.

Jean gave his mice a choice of two drinks. One drink had *WOW* in it and the other didn’t. The mice still drank from the water with *WOW* in it and left the other drink alone. This time, however, they only drank when they were thirsty. They also ate their food too, just like normal, hungry mice.

At last the *WOW* was successful. Jean looked at his mice and thought hard.

After some time Jean knocked on the door of Charles’s office. He had the results of all his work with *WOW* and he was ready to tell Charles about them.

Charles was very pleased to see him. In a few moments they were chatting over a coffee, talking about their families and their holiday plans. But soon the chat was over. Charles moved closer towards Jean and asked the question he had been waiting to ask.

‘Have you done it, Jean? Have you finished making

WOW?’

‘Yes, I have, Charles,’ Jean replied. ‘I’ve completed everything.’

‘That’s wonderful!’ Charles said. ‘I’ve been really excited about this – and, hey, I’m not the only one, oh no! But come on, Jean, tell me everything. Just in a few words. Give me an idea. Well ...?’

Jean looked a little uncomfortable, but he lifted up his eyes and looked into Charles’s worried face and began, ‘*WOW* is a liquid which you can’t see and you can’t

smell, a liquid which – in itself – is completely harmless.’ Jean could see Charles nodding his head and smiling widely. ‘In carefully measured amounts, it can make a person prefer one kind of food or drink over another—’

‘Hey, Jean!’ Charles cried out. ‘That’s brilliant! Just what we wanted!’

‘I haven’t finished, Charles ...’

Charles apologised, still nodding his head, and Jean continued.

‘However, if these amounts are exceeded ... I mean, if we put too much WOW into a product,⁴ a person can lose control over their appetite for the product. In the worst cases, people will want the product so much that it becomes really dangerous. It could even kill them. The person will eat or drink until they are dead. The person has to have the product – they have no choice.’

For a moment Charles had stopped smiling. ‘So what you’re saying is: if we add too much WOW to something, it’s going to make it dangerous?’

‘That’s right.’

‘But,’ Charles continued, ‘if the amounts are right, we can use WOW safely, right?’

‘Well, yes, but—’

‘No problem then!’ Charles laughed. ‘I’m sure it’ll be perfectly OK, Jean. I’ll make sure everybody understands.’

‘No, Charles,’ Jean said, more impatiently this time. ‘Let me explain. I’ve been doing some thinking about this lately—’

‘You certainly have, Mr Clever!’ said Charles. ‘And it’s about time the company recognised your achievement. I mean, you’ve made something amazing. We’re going to make millions on this one, Jean. Millions!’

‘Charles!’ Jean raised his voice. ‘Let me explain more clearly. WOW is dangerous! If it’s used in the wrong amounts, it can make people crazy ... crazy with a need for ... for anything they eat or drink. And then they won’t want to eat or drink anything else at all! Look, Charles, even if it is used in safe amounts, it gives one product an unfair advantage over another. I mean, shouldn’t one apple pie⁵ sell better than another

because it's a better apple pie and not because we've put some clever additive into it? No, I'm not sure that it should be used at all, even in safe amounts.'

'Now, Jean, just hold on a minute—'

'No, Charles!' Jean shouted. 'Imagine if somebody wanted to use WOW as a weapon – as something to hurt people. Imagine if somebody put it into a city's water supply! People would be just like my mice. They would die from drinking too much water!'



'Well,' Charles replied, more calmly now, 'I see your point now, Jean. We have to be careful with these things.'

'At first,' Jean said, 'I was excited by the idea of helping people to eat good food. There are too many fat people these days; I wanted to help with the problems.'

'Oh, yes!' Charles said. 'Of course!'

'Yes, well,' Jean replied as he touched the scar on his cheek, 'I realise now that I was playing with fire. It'll be better if the research is put away and forgotten about. It's too dangerous and just too ... too wrong. You can see that now, can't you, Charles?'

‘Yes, I can see that, Jean,’ Charles said quietly. ‘Look, leave this with me. I’ll speak to our top people and explain. After all, we can’t ask our customers to buy something that’s dangerous, can we? No, you did the right thing, Jean; you can’t be too careful about these things.’

‘I’m pleased you understand, Charles,’ said Jean. ‘I feel a lot better about things now.’

‘Quite right, Jean,’ said Charles. ‘Listen. Why don’t you take the next few weeks off? You and your family could have a good long holiday. You need a rest. And you’ve earned it.’ ‘Thank you, Charles – I think I will.’ Jean turned to go.

‘Oh, and Jean ...’

‘Yes, Charles?’

‘Could you just leave all your WOW work with me before you go? I’ll see that it’s all taken care of.’

One year later

Katya was feeling very happy. She and Jean had had two long holidays over the last year – one in Brazil and one in Ireland. Little Alain had really loved them. And Jean was working on some interesting new research into making petrol safer and cleaner. Jean liked doing work that helped people. This new research was his biggest interest at the moment.

Alain was healthier and happier. He was even eating green vegetables! Maybe the fresh air at the Irish beaches had helped. In any case, Katya had discovered some new vegetables in packets which Alain seemed to be very happy with. In fact, he often asked for more.

Katya looked at Alain sleeping happily in the early afternoon. She took out her notebook computer – she was sure she could start work on her book now.



But first she decided she would have some lunch. She had never really liked hamburgers, but she had discovered some recently that were really nice. They were her favourite lunch now. She should watch her weight, really, but ... oh, one more burger wouldn't hurt, would it?

Just one more.

ACTIVITIES

1 Underline the correct words in each sentence.

- 1 Jean's additive makes the mice *thirsty* / want to drink the water.
- 2 Katya is worried that her son's diet *isn't healthy* / *son doesn't eat enough*.
- 3 Jean knows his experiment with *WOW* is finally successful when the mice eat and drink *normally* / *more than usual*.
- 4 One year later Katya thinks that *Alain's diet is healthier* / *Alain is sleeping better*.

2 Complete the sentences with the names in the box.

Alain	Charles (x2)	Jean (x2)
Katya (x2)	The mice	

- 1 Jean has been very careful since a firework exploded in his face when he was a boy.
- 2 carry on drinking the water with the additive even though it's killing them.
- 3 tells Jean that he's the company's top chemist.
- 4 refuses to eat vegetables at the beginning of the story.
- 5 explains that it would be dangerous if too much *WOW* were used.
- 6 believes that Jean's additive is going to earn the company a lot of money.
- 7 thinks that Alain's new liking for vegetables could be a result of the fresh air on holiday.
- 8 now likes a type of food that she didn't like before.

3 What do the underlined words refer to in these lines from the text?

- 1 He was always careful after that. (page 5)
..... *the firework exploded in his face*
- 2 'What if,' Jean thought, 'these children could be persuaded to eat healthy food?' (page 7)
- 3 'This' Jean thought, 'could be a problem.' (page 8)
.....
- 4 'Hey Jean!' Charles cried out. 'That's brilliant!' (page 11)
.....
- 5 'No, I'm not sure that it should be used at all, even in safe amounts.' (page 12)
- 6 In fact, he often asked for more. (page 14)

4 Answer the questions.

- 1 At first, how does Jean think *WOW* could help people?
.....
- 2 What does Jean say could happen to people if too much *WOW* is used?
.....
- 3 Why did Charles ask Jean to leave all his *WOW* work with him?
.....
- 4 What do you think has happened to change Alain and Katya's taste in food at the end of the story?
.....

UNIT 4
ACTIVITIES TO DEVELOP
READING COMPREHENSION

UNIT 4

ACTIVITIES TO DEVELOP READING COMPREHENSION

4.1. Analogies

According to Merriam Webster (1828)

An analogy is the comparison of two different things based on the similarity of a particular aspect. If you make or draw an analogy between two things, you show that they are similar in some way.

The word "analogy" comes from the ancient Greek *analogia*, meaning "comparison". It comes from the ancient Proto-Indo-European root **leg-* meaning "to collect" or "to gather." There are many different types of analogies that are used to depict different kinds of relationships. One example of an analogy might be:

Branch: tree :: arm : person.

This is the most common way of writing out analogies; the colons stand in for words. Another way to write it out would be "Branch is to tree as the arm is to person." This is a way of expressing that a branch is a part of a tree in much the same way that an arm is a part of a person. This analogy definition applies to a wide range of topics.

4.2. Main vs. specific ideas

The author Shasha Blakeley (2021) says that there are many kinds of types of analogies that express different kinds of relationships.

- ***Part to whole***
- ***Cause to effect***
- ***Source to product***
- ***Object to purpose***
- ***Characteristic***
- ***General to specific***
- ***User to tool***

- ***Sequences***
- ***Synonyms***
- ***Antonyms***

It is also possible to create other kinds of analogies with sufficient creativity. There are several literary devices, for instance, that are somewhat connected to analogies in that they also serve to express relationships.

- ***Part to Whole***

Perhaps the most common kind of analogy is the part to whole analogy; many analogy examples fit into this category. The example above about branches and arms is a part of the whole analogy. These are relationships between things that compare two sets of objects, both of which are part and whole pairs. Another example of a part to whole analogy is:

Florida: America: living room: house

- ***Cause to Effect***

Cause-to-effect analogies explore the similarities between events that cause a variety of effects. They can help allow people to understand relationships between events. An example is:

drought: wildfire: infection: disease

- ***Source to Product***

Analogies that compare sources and products can be a good way to explain the provenance of various day-to-day objects. This kind of analogy can be particularly useful for explaining production methods to children:

cocoa beans: chocolate: wood: pencil

- ***Object to Purpose***

This is similar to a cause-and-effect analogy or a source to product analogy, meaning that it is about instrumental action. The first word in each half of the analogy is an object, followed by what that object is most commonly used for:

book: reading: racket: playing tennis

- ***Characteristic (Category)***

Some common analogies are about characteristics. The first word in each half of the analogy provides a characteristic, while the second word provides the thing that has that characteristic. It is possible to get quite creative with this kind of analogy:

red: cardinal: amphibious: frog

- ***General to Specific***

One way to express analogy relationships is to focus on things that go from general to specific. This is similar to the reverse of a part to a whole analogy. One example is:

city: New York: genre: science fiction

- ***User to Tool***

In many cases, people who use particular tools have specific titles. This can provide the basis for a user to tool analogy, such as:

doctor: stereoscope, camera operator: camera

- ***Sequences***

Some logic and intelligence tests include analogy tests to see if people can understand sequential relationships between concepts. A simple example might be:

A: B :: 1 : 2

- ***Synonyms***

Analogies can also be created out of pairs of synonyms. This can help show the relationship between the two pairs of words and explain that they are comparable. An example might be:

happy : joyful , angry : furious

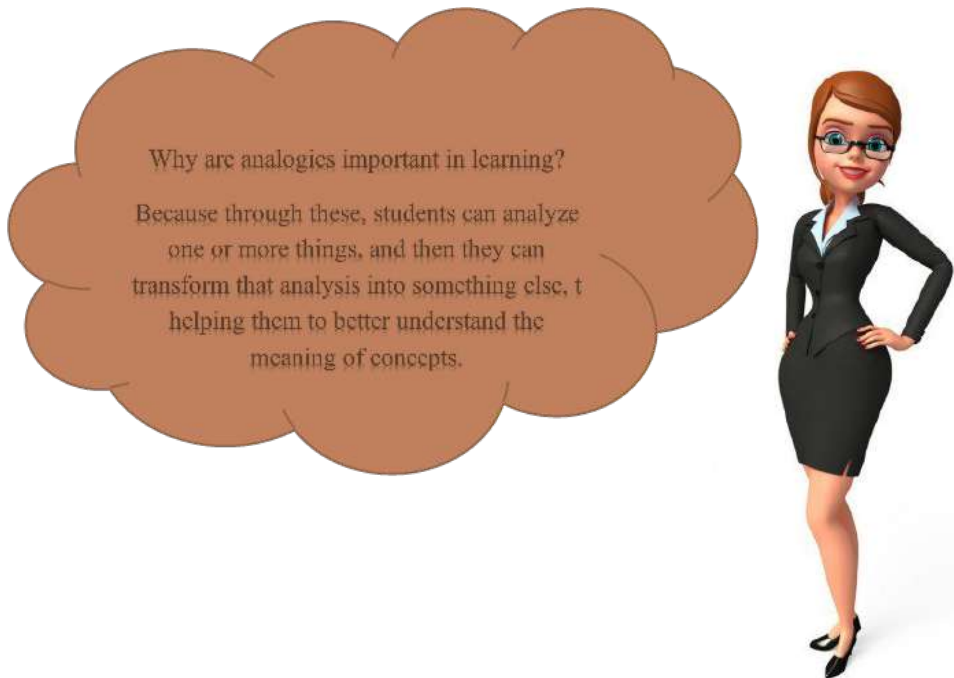
- **Antonyms**

Just like two pairs of synonyms can create an analogy, so can two pairs of antonyms. This shows that two sets of things are functionally opposites:

up : down , left : right

Common Literary Devices

What is an example of an analogy in literature? Several common literary devices are somewhat similar to analogies. These literary devices are all based on the relationships between concepts. Some of them are more abstract than others; none are the same as pure analogies.



- The teacher says hello to the students and asks them to guess the initial mood, and (*I make with my face*) as the example given in (Image 4.1).

Analogies Exercise

1. *Duck is to duckling as horse is to*
A. *Fowl* B. *Foal* C. *Horseling* D. *Neighbour*

2. *Road is to car as* *is to train.*
A. *Street* B. *Path* C. *Track* D. *Engine*

3. *Glass is to window as* *is to table.*
A. *Chair* B. *Tablecloth* C. *Room* D. *Wood*

4. *Mother is to daughter as Grandmother is to* *.*
A. *Niece* B. *Granddaughter* C. *Grandson* D. *Grandfather.*

5. *Exciting is to boring as beautiful is to* *.*
A. *Ugly* B. *Interesting* C. *Pretty* D. *Working*

6. *Typing is to keyboard as* *is to piano.*
A. *Singing* B. *Melody* C. *Learning* D. *Playing*

7. *Child is to adult as* *is to cat.*
A. *Meow* B. *Catty* C. *Kitten* D. *Baby*

Image 4.1. Example of mood (Taken from: <https://www.englishexercises.org>)

Complete each analogy by writing the correct word on the blank line.

1. Sing is to sang as eat is to _____.
2. Bear is to cub as cat is to _____.
3. Nickel is to five as quarter is to _____.
4. Left is to right as down is to _____.
5. Mouse is to mammal as snake is to _____.
6. Which is to witch as weather is to _____.
7. Automobile is to gasoline as television is to _____.
8. Bird is to chirp as cow is to _____.
9. Smile is to frown as ugly is to _____.

Complete each analogy by writing the correct word on the line. Then, tell whether the words in the analogy are synonyms or antonyms.

1. Open is to closed as near is to _____. (far, closed, shut) The pairs of words in this analogy are _____. (synonyms, antonyms)
2. Soft is to loud as slow is to _____. (quiet, quick, sluggish)
3. Little is to small as large is to _____. (tiny, huge, medium) The pairs of words in this analogy are _____. (synonyms, antonyms)
4. Smart is to intelligent as sly is to _____. (sneaky, dumb, genius) The pairs of words in this analogy are _____. (synonyms, antonyms)
5. Dishonest is to honest as always is to _____. (usually, never, sometimes) The pairs of words in this analogy are _____. (synonyms, antonyms)

Linda Farrell, Michael Hunter, Marcia Davidson, Tina Osenga (1986) These authors give us the key to understand why most students struggle with reading comprehension and with being able to find the main idea of a text.

Many readers struggle with reading comprehension every time they read. They may “read” the passage perfectly but have no real understanding of the story. Reading comprehension is an important part of achieving full literacy.

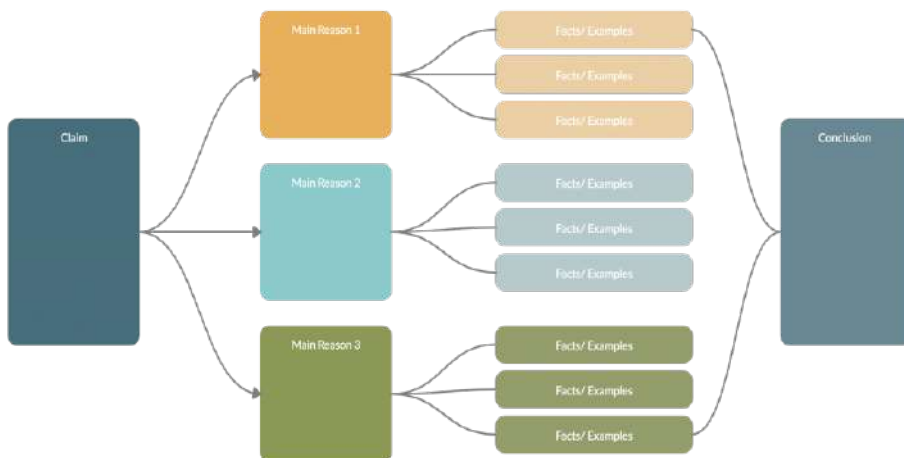
Is an essential reading comprehension skill for our students to develop? Students that become skilled in this art will benefit from it far beyond the perimeters of the school gates. From the small print of an insurance document to writing a book review, the ability to filter a text and identify its central idea is as much a crucial life skill as an essential literacy-based learning objective. Though it isn’t always easy, luckily there is much we can do to help our students hone their abilities in this area.

4.3. Reading charts and graphic organizers

The graphic organizer is a work tool for learning where we find the main ideas of a topic in a dynamic and summarized way, which organizes the ideas in an easy way so that the student can understand and internalize, it is full of connections and relationships between terms, concepts, examples, facts and activities.

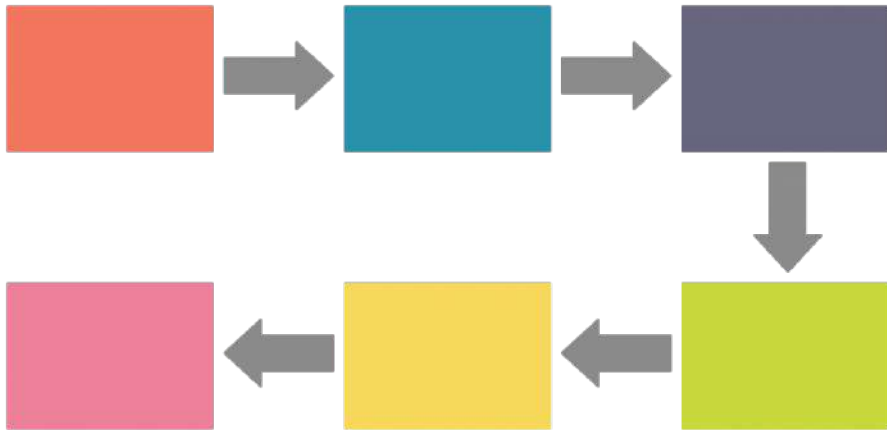
In the following table, (Table 4.3), there are several types of graphic organizers that can be used according to the needs of the teacher and students.

Examples:

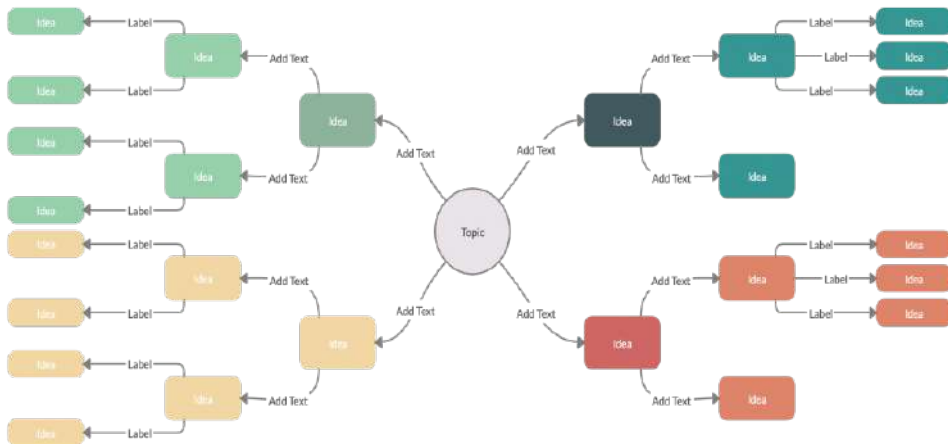


Graphic 4.3. Types of Graphic Organizers.

Taken from: <https://creately.com/blog/diagrams/types-of-graphic-organizers/>



Taken from: <https://creately.com/blog/diagrams/types-of-graphic-organizers/>



Taken from: <https://creately.com/blog/diagrams/types-of-graphic-organizers/>

Graphic organizers are also good for students to organize the material by selecting the most important parts and thus be able to study better.

Linda Farrell, Michael Hunter, Marcia Davidson, Tina Osenga (1986) These authors give us the key to understand why most students struggle with reading comprehension and with being able to find the main idea of a text.

Many people struggle with reading comprehension every time they read. They can "read" the text perfectly but have no real understanding of what they read. Reading comprehension is very important as it is an essential reading comprehension skill for students to develop. It can be clearly noticed when a student has this skill developed since he can study and understand in a better way.

Finding the main idea of a text no matter what kind of text it is requires the reader to identify the topic of a piece of writing and then discover what the writer wants us to know.

To begin to identify the main idea, we should start by locating the main idea in a sentence before locating it in a longer paragraph. As this work is mastered, we will go on to identify the main idea in paragraphs, and thus longer texts in the form of chapters and, finally, complete books.

Generally, if the writer knows what he is doing, we can identify a single main idea in each paragraph.

Activities to improve Reading comprehension by Linda Farrell, Michael Hunter, Marcia Davidson, Tina Osenga (1986):

Read-Aloud Questions

It's always good to do read-aloud together. One benefit of reading together is it allows the teacher to ask questions along the way. Asking questions such as, "What do you think will happen next?" or "I wonder why the character did that?" helps to engage with and think critically about the text and allows the teacher to judge how well the passage is being comprehended.

Story Sequencing

Sequencing is another way you can help to gain reading comprehension. Being able to order the sequence of events in a story is a key component in understanding plot. There are several ways you can practice story sequencing with your reader. You could simply have him write a sentence or draw a picture about what happened at the beginning, middle and end of the story.

Retelling

Closely related to story sequencing, retelling is also good practice for achieving reading comprehension. The rainbow reading bracelet is the perfect tool for gaining proficiency in retelling.

Close Reading

Learning to pay careful attention to a text is a skill that doesn't always come naturally to beginning readers. Can be taught how to look closely at a passage in order to glean the most details and thus gain a better understanding of the author's intent. Reread a passage slowly and thoughtfully will help to improve comprehend what are you reading.

Inferencing

Learning to infer (draw conclusions) is crucial to gaining reading comprehension. There are many subtleties in stories that the author expects readers to notice; if these nuances aren't picked up on the reader may miss important points of the story.

Practical exercises taken from: (University of Victoria 2022)

Nasreddin and the Pot: Reading Comprehension

One day Nasreddin borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasreddin. "While your pot was staying with me, it had a baby."

Sometime later Nasreddin asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasreddin had still not returned the pot. Finally, Ali lost patience and went to demand his property. "I am sorry," said Nasreddin. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?" "Well," said Nasreddin, "you believed me when I told you that your pot had had a baby."

1. *Who was the owner of the pot?*
 - . ? Nasreddin
 - A. ? Ali
 - B. ? the baby

2. *How many times did Nasreddin borrow the pot?*
 - . ? once
 - A. ? twice
 - B. ? three times

3. *How many pots did he give back the first time?*
 - . ? none
 - A. ? one
 - B. ? two

4. *Why was the neighbor happy to lend his pot a second time?*
 - . ? He was greedy.
 - A. ? He was a good neighbor.
 - B. ? He had lots of spare pots.

5. *How many pots did Nasreddin return the second time?*
 - . ? none
 - A. ? one
 - B. ? two

6. *What probably happened to the pot?*
 - . ? It died.
 - A. ? The neighbor took it back.
 - B. ? Nasreddin kept it.

Why People Get Tattoos

Jack lay, quiet and unmoving, for thirty minutes while a stranger repeatedly stabbed him with sharp needles, causing blood to pour steadily out of his leg. Jack was getting a tattoo. His friend Tony had recently gotten a tattoo, and Jack was so

impressed by Tony's bravery and his tattoo that he decided to get one too. Getting a tattoo because your friends and peers have them is just one of the reasons why a lot of young people in North America get tattoos. Peer pressure, media influence, and personal expression are some of the common reasons for wearing tattoos today.

The desire to be part of a group, to be accepted by one's friends or peers, can have a great influence on what a person does. Sometimes, wearing a tattoo can be a sign that you belong to a certain group. Gangs often use special clothes and tattoos to identify their particular group. For example, in one gang all the members may wear green army jackets and have large 'Xs' tattooed on their arms. It is not only gangs that have this type of special 'uniform'. Young people often belong to a certain group of friends. Some of these groups wear only brand-name clothes. Some wear only black clothes. Others wear tattoos. When a person's friends are all doing something, such as getting a tattoo, that person is more likely to do the same thing, and get a tattoo too.

The media is another big influence behind the popularity of tattoos in North America. A wide variety of media images show tattoos. Tattoos can be seen on people appearing in commercials selling expensive cars. Famous sports heroes with tattoos are shown in magazines. Fashion models are often seen in magazines and on TV wearing designer clothes that show their bodies tattooed with detailed and colorful patterns. These media images link tattoos to ideas of wealth, success, and status. As a result, many people decide to get a tattoo for its fashion and status value.

It is not always the influence of other people or the media that results in a person getting a tattoo. Many people decide to wear tattoos in order to express their artistic nature, their beliefs, or their feelings -- in other words, to show their individuality. A musician in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of endangered animals on their shoulders. Lovers may tattoo each other's names over their hearts. A tattoo can be a public sign to show what is important in a person's life.

As you can see, there are many reasons why young North Americans get tattoos.

A tattoo can be part of a group's uniform. It can be a sign of fashion. It can be an expression of individuality. The decision to get a tattoo is most often a result of the influence of friends or media or the desire to express oneself. For Jack, it was a mixture of all three.

1. *According to the essay, what are the three most common reasons why a person gets a tattoo?*

- . pressure from their peers

- a. it is healthy
- b. influence from the media
- c. a way of personal expression

CHECK

2. *According to the essay, which of the following are common ways that people show they belong to a certain group?*

- . wearing a tattoo

- a. wearing special clothes
- b. wearing a special uniform
- c. wearing a special kind of socks

CHECK

3. *According to the essay, which of the following are ways that the media uses tattoos in advertising?*

- . to sell cars

- a. by using fashion models
- b. by using sports stars
- c. by using endangered species

CHECK

4. *According to the essay, media images are linked to _____. Choose all that apply.*

- . Wealth

- a. status
- b. success
- c. debt

CHECK

5. *According to the essay, which of the following are possible artistic reasons for getting tattoos?*

- . to show membership in a band
- a. to show a lover's name
- b. to show pictures of animals that may become extinct
- c. to show which language you speak

CHECK

6. *Jack was stabbed for thirty minutes with a needle because _____. Click on button beside the best answer.*

- . ? he was getting a tattoo
- a. ? he was getting acupuncture
- b. ? he is was getting his ears pierced
- c. ? he was getting a nose ring

7. *According to the essay, some people get tattoos because _____. Click on the button beside the best answer.*

- . ? they think it is fashionable
- a. ? they like pain
- b. ? they think it will wash off in the bath
- c. ? they are religious

8. *According to the essay, Jack thinks people who get tattoos are _____. Click on the button beside the best answer.*

- . ? brave
- a. ? cowardly
- b. ? old fashioned
- c. ? nitwits

9. The reason Jack wanted to get a tattoo was _____. Click on the button beside the best answer.

- . ? the influence of friends

- a. ? the influence of the media
- b. ? a desire to express himself
- c. ? all of the above.

UNIT 5
LISTENING

UNIT 5

LISTENING

5.1. *Pronunciation*

The pronunciation according to Mark Hancock (2018) is how we say words, the way how each language is spoken is the correct production of sounds.

For us, pronunciation is the correct way of saying words within a language or language.

The pronunciation is important because you can express yourself freely and everyone around you will understand what you say.

Having a good pronunciation will allow you to feel more comfortable conversing in English since it gives us confidence and security to function in any situation.

Pronunciation activities. (games)

Below we have several games that can be used in class to improve our pronunciation in a fun way.

By RUTHWICKHAM (2022)

1. **Odd One Out**

Put similar words into groups of three, two with one sound, and one with a different (although similar) sound.

For example:

meet, seat, sit (for vowels)

plays, pace, space (for consonants)

Students must work in pairs so that one of them reads the words aloud and the other person identifies and pick which words have different sounds.

2. Run and Grap

Write two (or more) words at a time on the board.

Create two teams and then pair students up with a member of the opposite team. In turn, each pair goes to stand at the back of the room, looking down an aisle at the board.

When you call one of the minimal pairs out, the pair races to the front to touch the correct word (the odd word out)

Students from the winning team could have a turn at calling the words for others to run to.

3. Sound TPR (Total Physical Response)

Designate particular movements to particular sounds of words that the teacher will say to the class. For example, they may be sitting at their desks and raise a hand, clap their hands, or stand up when they hear a particular sound, or they may stand in a space and jump or run-in response to sounds.

the idea is that they perform the correct assigned action when the teacher pronounces the word.

4. Dictation:

Form pairs to carry out this dictation activity, one of the students dictates the word and the other writes it.

This is a good listening practice.

5.2. *Commons expressions*

There are several types of expressions that are essential for a learner of a new language to master as they could save us in different situations that is why below we will have common phrases in airports, restaurants and hospitals that are important for us to understand and master.

At the airport Samantha Ruff (2019):

1. Airline

Definition: The company that you are travelling with. For example, British Airways, Singapore Airlines, Ryanair, United Airlines.

Example sentence: 'What airline are you flying with today?'

'I'm flying with American Airlines.'

2. Arrivals

Definition: The part of the airport where people exit from the plane

Example sentence: "Can you tell me where arrivals is, please?"

"Certainly. This is departures, so you need to go downstairs for arrivals."

3. Baggage reclaim

Definition: the place where you collect your suitcases after you arrive

Example sentence: "We just need to collect our bags at baggage reclaim, and then we will leave the airport."

4. To board

Definition: to enter the plane

Example sentence: "We are starting to board, so we have no more time for shopping."

5. Boarding pass

Definition: the ticket which gives you permission to enter the plane

Example sentence: "Can you show me your boarding pass please."

"I checked in online, so my boarding pass is on my phone."

6. Boarding time

Definition: the time that you enter the plane (take-off time is the time when the plane leaves)

Example sentence: "Our boarding time is at 2p.m., and take-off time is at 2.45p.m."

7. To book

Definition: to confirm your ticket to travel

Example sentence: "If you want to get a good price on your ticket, it is important to book many months before you travel."

8. Carry-on bag

Definition: a bag that you take with you on the airplane (opposite of check-in bag)

Example sentence: "I only have a carry-on bag so I don't need to wait for a suitcase when I arrive."

9. To check in / check-in

Definition: to present yourself and your identification (I.D.) before you take your flight. Most people use online check-in now.

Example sentence: "You only need to check in at the airport if you are checking-in luggage. If you are only taking carry-on bags, then you can use online check-in."

10. Customs

Definition: the place where you show your passport after you arrive at your destination

Example sentence: "We just need to collect our bags at baggage reclaim, and then we will leave the airport."

11. Delayed

Definition: when the airplane will not leave at the correct time

Example sentence: "Because of the terrible weather, our flight was delayed for three hours."

12. Departures

Definition: the place where you get on the plane

Example sentence: "The taxi took me to arrivals instead of departures, so I was late."

13. Departure lounge

Definition: the final place where you wait to get on the plane, after the security check

Example sentence: "Only passengers can go into the departure lounge."

14. Domestic

Definition: journeys that stay inside the same country

Example sentence: "We must go to domestic departures because we are flying from New York to Los Angeles. The departures here are all international."

15. Flight

Definition: the journey by airplane

Example sentence: "Our flight leaves at 10 a.m. and arrives at 6 p.m."

16. Fragile

Definition: an item that can break easily

Example sentence: "If you have any fragile items in your suitcase, write 'fragile' on the bag and take it to the special check-in."

17. Gate

Definition: the place where you get on the plane

Example sentence: "Our flight is leaving from Gate 47, so we need to walk for ten minutes to get there."

18. Identification / I.D.

Definition: documentation with your photograph and personal details

Example sentence: "Please can you present a valid I.D. before you are allowed to check-in."

19. Last call

Definition: the final opportunity to board the plane

Example sentence: "This is the last call for Ryanair Flight 123 to Barcelona. Will passengers please get to Gate 54 immediately?"

20. Luggage

Definition: your bags (the word 'luggage' is uncountable, so you cannot say 'two luggages' – two bags is correct)

Example sentence: "We had a lot of luggage when we went to New York as we have three children and we were going for three weeks."

21. Long-haul flight (opposite is short-haul flight)

Definition: a journey to a place that is a long way away

Example sentence: "On long-haul flights, it is recommended to walk around the airplane regularly."

22. On time

Definition: the plane will depart at the correct time

Example sentence: "Even though the weather was very bad, the plane left on time."

23. One-way

Definition: a ticket that takes you in one direction only

Example sentence: "I have a one-way ticket because I am not coming back."

24. Oversized / Overweight Bag

Definition: a bag that is heavier (more kilograms) than the allowed limit

Example sentence: "If your bag is more than 25kgs you have to take it to the oversized baggage area and pay extra."

25. Priority boarding

Definition: to have a ticket that allows you to get on the plane first

Example sentence: "When you have small children, it's normal to have priority boarding so you can get on the plane before everybody else."

26. Stopover

Definition: when you stay in a place in between your flights

Example sentence: "When we flew from London to Sydney, we had a one-night stopover in Singapore."

27. Terminal

Definition: the airport building

Example sentence: "Most big airports have more than one terminal. London Heathrow has four terminals."

28. Trolley

Definition: the machine you use to transport your bags inside the airport

Example sentence: "I have three big suitcases so I needed a trolley to move them."

29. To upgrade

Definition: to improve the quality of your seat on the airplane

Example sentence: "When we arrived at the airport, we got a free upgrade to business class."

30. Visa

Definition: official permission to enter a country

Example sentence: "To enter Russia, you need a visa."

At the restaurant:

Customer

- I would like to make a dinner reservation for two.
- I need to make a dinner reservation.
- We will need the reservation for Tuesday night. We will be coming to your restaurant on Tuesday night.

English for Restaurant Staff

- We will have a table for you.
- I can seat you at 7.30 on Tuesday, if you would kindly give me your name.
- We don't have anything available at 8.30. Is 7.30 OK?
- I have a table for four available at 7.45, please just give me your name.

English for Restaurant Staff

- Can I take your order, Sir/ Madam?
- Are you ready to order?
- Can I take your order?
- Are you ready to order yet?
- What would you like to start with?
- What would you like for a starter?
- Anything to drink?

- Do you want a salad with it?
- How would you like your steak?
- Do you want vegetables with it?
- Why don't you try the pizza?
- Can I start you off with anything to drink?
- May I get you anything to drink?
- What would you like for dessert?
- Do you want a dessert?
- What would you like to drink with your meal?
- Would you like any wine with that?
- Can I get you a drink while you're waiting?
- Would you like any coffee?
- Would you like an appetizer?
- Can I get you anything else?
- Would you like to order anything else?
- Would you like to try our dessert special?
- What did you want to order?
- Would you like coffee or tea with your dessert?
- Would you like dessert after your meal?
- What would you like to drink?
- Would you like to see our dessert menu?

- Would you like to finish your evening with us with some dessert?

<https://7esl.com/restaurant-english/>

PHRASES PATIENTS MIGHT SAY

1. I NEED A PHYSICAL.

When we use the word “physical” as a noun, it means a yearly medical examination by a doctor to make sure the patient is healthy.

2. DO I NEED TO HAVE SURGERY?

To “have surgery” means to cut open a part of the body to repair or remove a body part that is damaged. Another name for surgery is “an operation.” “Operation” needs an article – “Do I need an operation?”

3. THAT’S A BIG NEEDLE.

Many people use the word “needle” to refer to a syringe, a tool that injects medicine or withdraws blood from the body. Sometimes a patient will say, “Are you going to give me a shot?” They are asking if you are going to give them an injection with a syringe.

4. WE WILL SCHEDULE YOU FOR OUTPATIENT SURGERY NEXT WEEK.

An “out-patient” procedure means that the patient doesn’t stay at your facility overnight. If you are an “in-patient,” that means that your procedure requires you to stay at least one night in a hospital.

5. THE NURSE WILL TAKE YOU IN A WHEELCHAIR.

A “wheelchair” is a chair with wheels used by people who can’t, or shouldn’t, walk.

6. I HAD A HEART ATTACK LAST YEAR.

“Heart attack” is a common way to say that something is blocking the flow of blood to the heart, technically known as a myocardial infarction. Sometimes it can also be called “a coronary.”

7. I THREW UP LAST NIGHT.

To “throw up” is a phrasal verb that means to vomit, or to expel the food that was in your stomach.

8. IT’S URGENT THAT I SEE A DOCTOR.

“Urgent” means something needs to happen right now, and that it cannot wait.

9. I THINK I MIGHT BE PREGNANT.

To be “pregnant” means that you are expecting a baby.

10. IT HURTS WHEN I BREATHE.

When something “hurts,” it causes pain. This is not usually severe pain, but it was enough pain that the person asked for a doctor’s help. The word “ache” has a similar meaning, but it’s used more often with other words: headache, stomach ache, backache. However, a patient could also say, “My arm aches,” or “My stomach hurts.”

11. MY SON SCRAPED HIS KNEE.

If you fall on a rough surface, such as cement, you might lose the very top layer of skin. To “scrape” a knee or an elbow is not usually a serious issue and is something that can be taken care of easily with a plastic bandage.

12. I HAVE A SCAR ON MY ARM.

A “scar” is a mark left on the skin by a wound that has already healed.

13. I CUT MYSELF ON THE BROKEN DISH.

“Cut” can be a noun or a verb. Someone can have a “cut” on their finger, or they can “cut themselves” on a sharp object. You can see that this verb is reflexive.

14. HE HAS A LACERATION ON HIS LEG.

A “laceration” is more serious than a simple “cut,” and will probably require stitches.

15. DO I NEED STITCHES?

“Stitches” is a common way to refer to sutures, or when a deep laceration needs to be held closed with thread or staples.

16. IT'S JUST A SCRATCH.

A “scratch” is a very shallow cut in the skin. “Scratch” can also be a verb. “Don’t scratch that mosquito bite.”

17. I HAVE A LUMP IN MY NECK.

A “lump” is a small raised area that usually feels harder than the tissue around it. A patient may have a “lump” in her breast (a tumor).

18. I BUMPED MY HEAD.

If you feel a swollen place on a patient’s head caused by injury, it’s called a “bump.”

19. I THINK I PULLED A MUSCLE.

A “pulled muscle” means that during strenuous exercise or accident, the muscle tissue was damaged in some way and is causing pain.

20. I'M ALLERGIC TO PENICILLIN.

Being “allergic” to something means that using that medicine, or eating that food, will cause a reaction of some kind.

*<https://gonaturalenglish.com/50-english-phrases-for-medical-professionals/>
English Phrases for Staying at a Hotel*

10 QUESTIONS YOU MIGHT HEAR

1. Do you have a reservation?
2. May I have your name, please?
3. How long will you be staying?
4. Could I see your I.D., please?
5. How many guests are with you?
6. Could you please fill out this form?
7. Do you need help with your bags?
8. Do you need a wake-up call?
9. Are you familiar with [Vancouver]?
10. Is there anything else we can help you with?

10 STATEMENTS YOU MIGHT HEAR

1. I'm sorry, we don't have any rooms available.
2. Your room is on the second floor.
3. Your room number is (901).
4. Sorry, pets are not allowed.
5. Sorry, smoking is not allowed.
6. Please sign your name here.
7. Here is your key.

8. There is a restaurant on the ground floor.
9. More fresh towels are available at the front desk.
10. Thank you for staying with us!

VISITORS AT THE FRONT DESK

1. I'd like a room for 2 nights, please?
2. Can I see the room, please?
3. Do you have a room with a bath?
4. What time is breakfast?
5. Where's the restaurant?
6. What time is check out?
7. Are there any laundry facilities?

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<https://www.eslbuzz.com/useful-english-phrases-for-staying-at-a-hotel/>

It is important when we learn a new language, to learn to speak and interact with the natives, since many times the phrases that are taught in the books are not the ones that the natives use daily and if we want our English to flow in a natural we must learn popular phrases, here we leave some below.

How books teach us - How do the natives speak

You make me laugh-you crack me up

Nice car-nice ride

It's very cold outside-its freezing outside

I got the Job-I got the gig

Be careful-watch out

I'm Leaving-I'm heading out

Let's meet- let s catch up

Phrasal verbs:

Meaning:

They are verbs composed of two words, an adverb, and a proposition that, when used together, acquire different meanings.

for example, the verb looks, to look means to look. However, by adding the preposition up to the end of the verb, look up takes on a different meaning, it means

to seek or admire. If we put the preposition out at the end of the verb, look out, it means to pay attention or be careful

https://youtu.be/XMp_-MW2XTU

https://youtu.be/0q_9B-wHXhw



Photo from: NativeEnglish - Inglés para hispanohablantes (2020)

5.3. Vocabulary

Phrasal Verb-Meaning (Most Common)

Aim At

To point a weapon at someone or something.

Ask For

To request something.

Ask Out

When you ask someone to go with you to a certain place or for a special occasion, to spend time together and have fun. If one or both parties involved are interested in a romantic way, then it is considered a date.

Back Down

To withdraw your position in a fight, argument, plan, etc.

Back Off

When you leave an emotional situation or allow someone to handle something alone.

Back-Up

To walk or drive a vehicle backward.

Beat Up

When someone punches, kicks, or hits someone repeatedly using fists or with an object. 2

Beef Up

To make changes or an improvement.

Believe In

To feel confident about something or someone.

Bite Off

To use your teeth to bite a piece of something.

Blow Away

When the wind moves an object or person from where it was.

Blow Off

When the wind removes something from its place.

Blow Out To extinguish or make a flame stop burning.

Blow Up

To make something explode.

Boil Down To

To have determined or analyzed the solution or reason for something.

Break Down

When someone loses self-control and is emotionally and/or mentally agitated. This meaning has a noun form for a situation where someone loses self-control.

Break-In

To enter a place illegally and with the use of force.

Break Off

To remove a part of something with force.

Break Out

To escape from a place, situation, or way of life.

Break Through

To make a way through a barrier or a surface.

Break Up

To stop a fight.

Bring Back

To return something you've borrowed.

Bring Over

To bring someone or something from one place or area to another.

Bring Up

To bring something from a lower level/place to a higher level/place.

Brush Off

To remove something (dust particle, insect, etc.) with your hand.

Brush Up

To practice and review your knowledge or a skill that you haven't used in a while.

Build In/Into

To add a fixture or component to a certain area or place through construction.

Bump Into

When you meet people by accident or unexpectedly.

Burn Down

When someone uses fire to destroy a structure.

Burn Out

When a candle stops burning because there is nothing left to burn.

Burn Up

To destroy something with heat or fire.

Burst Out

To suddenly do or say something.

Butt In

To interrupt a conversation or activity.

Call Back

To call someone again.

Call In

To request that someone come and help.

Call Off

To cancel an event that has been previously planned.

Call Up

To be chosen to take part in a military mission.

Calm Down

To become less violent, nervous, excited, or angry.

Care For

To nurture or take care of someone or something.

Carry Away

To do something out of the ordinary due to strong emotions.

Carry On

To continue doing something or to continue in life despite an obstacle.

Carry Out

To move something or someone from one place to another using your arms or an object.

Catch On

To understand or realize something.

Catch Up

To move faster to reach someone or something that is ahead of you.

Cheat On

When you are emotionally and/or sexually unfaithful to your girlfriend/boyfriend or spouse.

Check-In

To register at a hotel or airport upon arrival.

Check Out

To leave a hotel or other form of accommodation after your stay there.

Chicken Out

To refrain from doing something because of fear.

Chop Up

To cut something into pieces with a knife.

Clean Out

To clean or clear the inside of something thoroughly.

Clear Out

To remove things completely from an area or place.

Clear Up

To do something to solve a problem or a misunderstanding.

Clog Up

When something in a drain or valve prevents the flow of water or other liquids

Close Down

When the activities or services of a business permanently end.

Close Off

To block an entrance or pathway.

Come About

When something happens or occurs.

Come Across

The way other people perceive something or someone.

Come Apart

When something breaks or separates piece by piece.

Come Back

To return to a place.

Come Down

To move from a higher to a lower position or from north to south.

Come Down To

When a situation is reduced to a certain outcome.

Come Down With

When you start to experience the symptoms of a disease or illness.

Come In

When someone or something enters a place, building, or room.

Come Off

When something is removed or breaks off from where it was originally attached to.

Come On

To appear on television or be heard on the radio.

Come Out

To leave a place.

Come Over

To visit.

Come Through

When someone or something expected arrives.

Come Up

When something appears or happens, either expected or unexpected.

Come Up With

When you think of a solution, idea, plan, or excuse.

Con Into

To persuade someone to do something through lies and deception.

Con Out Of

To persuade someone to give or do something through lies and deception.

Cool Off

To lose temperature.

Count On

To rely on someone for support when you need it most.

Count Up

To count all of something or people in a group.

Cover Up

To use something to conceal something else.

Crack Down

To take more action than usual against wrongdoing.

Cross Off

To remove or delete someone or something from a list.

Cut Back

When you spend less money on something.

Cut Down

To do less of something or to use something in smaller amounts.

Cut Off

To completely remove or separate a part of something by cutting it with something sharp like a knife or a pair of scissors, etc.

Cut Out

To remove something using a knife or a pair of scissors.

Cut Up

When you use a knife or scissors to cut something into several pieces.

Deal With

When you do everything, you must do to solve a problem or complete it.

Do Away With

To dispose of something.

Do-Over

To do something again to improve or correct mistakes.

Do With

To make a connection between two or more things.

Do Without

To manage well without something or someone.

Doze Off

To go to sleep unintentionally.

Dress Up

Wear formal clothes, or a costume for a special occasion.

Drop-In

To visit someone unexpectedly or without making arrangements first.

Drop Off

To gradually decline/become less.

Drop Out

To quit a school program or training course.

Dry Off

To dry something or a surface quickly.

Dry Out

To remove water or other liquid from a container.

Dry Up

When all the liquid and/or moisture evaporates.

Eat Up

When someone consumes all their food.

Empty Out

To remove everyone or everything from space.

End Up

The result of something planned or unplanned.

Fall Apart

When something breaks all at once or piece by piece.

Fall Behind

To move slower than others.

Fall Down

To fall to the ground.

Fall For

When you have an intense attraction to something or someone.

Fall Off

When something drops to a lower level.

Fall Out

To fall from or through something.

Fall Over

When someone or something falls from an upright position to the ground.

Fall Through

If things do not go as planned, or if a plan, deal, or agreement fails.

Feel Up To

When you have/don't have the energy and confidence to do something.

Fight Back

When you defend yourself/resist an attack, or make an effort against an opponent in a competition.

Figure On

To expect or plan for something.

Fill In

To add personal information in the blank spaces of an official document.

Fill Out

To complete a form.

Fill Up

To fill something.

Find Out

To become aware of something or someone.

Fix-Up

To make plans or arrangements with someone or for others.

Flip Out

To become very mad or lose control over your emotions.

Float Around

When an object or a person is near, you cannot pinpoint the exact location.

Follow Up

To find out more about something, or take further action in regards to it.

Fool Around

To waste time doing unimportant or silly things.

Freak Out

When someone becomes irrationally upset or angry, sometimes to the point of confusion.

Get Ahead

To become successful in the professional environment or make consistent progress in life.

Get Along

To have good interactions with others.

Get Around To

To do something that needed to get done at an earlier time.

Get Away

To escape from something.

Get Back

To return to a place.

Get Back At

To get revenge.

Get Back To

When you talk to someone at a later time either because you are busy or you have obtained additional or new information.

Get Behind

To learn, work, or progress more slowly than others.

Get By

To pass someone or something.

Get Down

To move to a lower place or level.

Get In

To arrive or enter a place, room, building, etc.

Get Off

To leave a form of transportation, except a car.

Get Off On

To be excited or to truly enjoy doing something.

Get On

When you move your body and either stand, sit, lie, kneel, etc. towards something (non-separable).

Get Out

To leave or escape.

Get Out Of

To receive a benefit and/or satisfaction from doing something.

Get Over

To move past an obstacle to the other side.

Get Over With

To finish something that needs to get done.

Get Through

When a message, meaning, or idea is understood or accepted.

Get To

To arrive to or assist someone to a place.

Get Together

To meet and spend time together.

Get Up

To move to a higher level/position.

Give Away

To give something for free or without expecting anything in return.

Give In

To surrender to something.

Give Out

To distribute something.

Give Up

To stop doing something without completing it.

Go About

To take the necessary steps to get something done.

Go After

When you do your best to get something no matter how difficult it is.

Go Ahead

To proceed to do something that you were hesitant about.

Go Along With

to accept or agree with a decision, rule, opinion, etc.

Go Around

To follow a circular path.

Go Away

To move or travel from one place to another place.

Go Back

To return to a place, time, activity, or person.

Go Back On

When you fail to fulfill a promise, you made to someone.

Go Beyond

To be more than or better than what is normal or expected.

Go By

To pass someone or something quickly.

Go Down

To move to a lower position, place, price, level, etc.

Go For

To try to obtain.

Go In

To enter a place, building, room, etc.

Go In For

To enter a place or area for a specific reason.

Go In/Into

To enter a place, room, building, etc. usually through a door.

Go Off

To leave unannounced.

Go On

When something takes place.

Go Out

To leave a place or area you're in.

Go Over

To review something.

Go Through With

When you decide to do something do it.

Go Up

To move or extend to a higher level or farther North.

Go With

To accompany someone to a place.

Goof Around

To waste time doing silly or unimportant things.

Gross Out

To be disgusted with someone or something.

Grow Out Of

To become too big or too tall for your clothes.

Grow Up

When you physically change from a child to an adult.

Hand Back

When you return something to the person who owns it after the person has given it to you

Hand In

To give something to a person of authority.

Hand Out

To distribute something free to other people.

Hand Over

To give upon request or demand.

Hang Around

To spend time in a place or an area.

Hang On

When you hold something, often for support or comfort.

Hang Out

To hang something, usually wet clothes, to dry.

Hang Up

To hang clothes or an object on a hook, hanger, or rod.

Have On

Wear clothing, cosmetics, perfume, etc.

Head Back

To go to a place where you've been before or where you started from.

Head For

When a situation becomes more likely.

Head Toward

To move in the direction where someone or something is.

Hear About

When you learn details about something or someone.

Hear Of

When you learn about something or someone.

Heat Up

To make something warmer or cause a temperature to rise.

Help Out

To assist people with something.

Hit On

To suddenly have a solution to a problem or an interesting idea.

Hold Against

When you don't forgive or have little respect for someone because of something they did.

Hold Off

To delay something.

Hold On

When you wait for a short time.

Hold Out

To extend your hand or an object in front of you.

Hold Up

To hold someone or something up in the air.

Hook Up

When you connect two electrical devices.

Hurry Up

To do something quickly.

Keep At

To continue doing an activity even though it may be difficult.

Keep Away

To avoid getting close to someone or something.

Keep Down

To make sound, music, and noise minimal.

Keep From

To stop yourself or other people from doing something.

Keep Off

To avoid discussing a particular subject or topic.

Keep On

To continue doing something.

Keep To

When you don't share information.

Keep Up

To continue to do something.

Kick Back

To illegally pay extra money to someone as part of the price.

Kick Out

To force someone to leave an organization or place.

Knock Off

To use force to cause someone or something to fall from its place, whether intentionally or accidentally.

Knock Out

When someone is struck hard enough to cause them to lose consciousness.

Knock Over

To make contact with something or someone in such a way it or they fall.

Know About

To know of or be familiar with something.

Lay Down

To place something on a surface or an object.

Lay Off

When a company or business ends a worker's employment.

Lead Up To

When a period or a series of events cause an event, situation, or Conv, position to happen.

Leave Behind

When you don't take something or someone with you when you leave.

Leave Off

To accidentally or intentionally not include a person or thing on a list.

Leave Out

To not include someone or something.

Leave Over

When you have a portion that remains from something after you have used or eaten the rest of it.

Let Down

To disappoint someone.

Let In

To allow someone or something to enter a place.

Let Off

To allow someone to leave a car, bus, train, etc.

Let On

To tell something that is a secret or private.

Let Out

When you permit someone to leave or be released from a place.

Let Up

When someone or something becomes less intense or strong.

Lie Around

To be lazy or to not do anything.

Lift Up

To raise someone or something to a higher level.

Light Up

To illuminate something.

Lighten Up

When a conversation is changed or a person changes to become less serious.

Line Up

To form in a row one after another or side-by-side.

Live With

To share the same residence.

Lock-In

To secure people or things behind a closed door.

Lock Out

When you don't have the key or passcode to enter a secured place.

Lock Up

When you shut the windows and doors of a place or building.

Look Around

To turn your head to see what or who is around you.

Look At

To divert your eyes to someone or something.

Look Down On

When you consider someone or something as unimportant or with little to no value. The opposite of yesterday's phrasal verb.

Look Forward To

To anticipate a future event because it either makes you happy and/or you benefit from it.

Look Into

To investigate or get more facts about something.

Look Out

To remain alert.

Look Over

To examine or inspect something or someone.

Look Up

When a situation becomes better.

Look Up To

This particular phrasal verb is used to say you view someone with respect and/or admiration.

Luck Out

To have exceptionally good luck.

Make For

To go in a certain direction, typically in a hurry.

Make Of

To understand the meaning of something.

Makeup

To invent a story.

Mess Up

When something is dirty or unorganized.

Mix Up

To put or combine different things so they'll merge successfully.

Monkey Around With

To try to play with or repair a device that you have no true knowledge about.

Move-In

When you bring your personal belongings and stuff to a new place where you will live. Yesterday's phrasal verb, Move Out, has the opposite meaning.

Move Out

When you permanently remove all your belongings and personal items from a place where you live or stay.

Narrow Down

To reduce the number of options or possibilities.

Pay Back

When you return money that you owe someone.

Pay For

To purchase merchandise.

Pay Off

To repay money that is owed to a person or entity.

Pay Up

To pay all the money that is owed or asked for.

Pick On

To tease and/or criticize someone over some time.

Pick Out

When you can recognize something or someone from a group.

Pick Up

To get someone or something from somewhere.

Pile Up

To put things in a pile or heap.

Piss Off

[Informal] To be angry about something.

Plan Ahead

To prepare for a future event or situation.

Plan For

To prepare for a big event or expectation in the future.

Plan On

When you have the intention to do something.

Plug-In To connect an electrical device to an electrical outlet.

Plug-In/Into

To connect an electrical appliance/machine to another piece of equipment or a power source.

Plug Up

To block a narrow passage such as a hole, drain, or pipe so that nothing can flow through.

Point Out

To make someone aware of something.

Point To

When you aim at something or someone using your finger or hand.

Print Out

To produce a hard copy of a computer document.

Pull Off

To succeed in doing something difficult or tricky.

Pull Out

When something or someone leaves a place.

Pull Over

Drive your vehicle to the side of the road to stop.

Pull Through

To recover from an injury or illness.

Punch In

To enter data or record time on a device.

Punch-Out

To record the time, you leave the workplace using a special clock.

Put Away

To place something where it cannot be seen or isn't in the way of other things.

Put Back

When something is causing a project to slow down.

Put Down

To place something on a surface or an object.

Put In

When you invest or make a deposit. In this example, the amount almost always separates the verb.

Put Off

To become offended by someone or something.

Put Out

To extend a part of your body.

Put Past

To not be surprised by a person's actions. [Always used with the negative]

Put To

To cause someone or something to be in a certain state or to do something extra.

Put Together

To assemble or connect the parts of something.

Put Up

To move an object to a higher level.

Put Up To

To encourage or persuade someone to do something.

Put Up With

To tolerate or accept something that you'd rather not.

Ring Up

To call someone on the phone.

Rip Off

When someone asks for a price for something too high when someone cheats or steals.

Rip Up

To tear something (i.e. paper, cloth, etc.) into pieces.

Rule Out

When someone or something is excluded as a possibility.

Run Across

To move or run from one side to the other.

Run Around

To go from one place to another in a hurry.

Run Down

To hit someone or something with a vehicle.

Run Into

When something collides with another object by accident.

Run Out

When people exit a place very quickly. Run In/ Run Into is the opposite of this meaning.

Run Over

When someone is injured or killed by a vehicle.

Run Up

To run from a lower elevation or level to a higher elevation or level.

Screw On

Ensure the top of a container/bottle is sealed.

Screw-Out Of

To cheat or deceive someone.

Screw Up

To make a mistake or do something really bad.

See About

To seriously think about doing something.

Sell Out

When all the inventory of a particular product has been purchased.

Set-Up

To organize or plan for an activity/event to happen.

Settle Down

To begin living a stable and routine life.

Settle For

To accept something even though it's not what you want or needs.

Shake Up

To mix something in a container by shaking it.

Show Off

To overly display your skills or what you have.

Shut Off

To stop the operation of an electrical or mechanical device.

Shut Up

To stop talking.

Sign In

Write your name on a list to indicate the day and time you arrived at a certain place.

Sign Out

Write your name on a list to indicate the day and time of your departure.

Sit Down

To change from a standing to a sitting position.

Slow Down

To do something slower.

Sneak In/Into

To enter a place quietly to avoid being seen or heard.

Sneak Out

To leave a place without being noticed.

Sort Out

To arrange or separate things into groups according to similarities.

Space Out

When someone's attention is not in the present moment. [Adj.] {spaced out} To describe a person whose attention isn't in the present moment.

Stand Around

To stand in one place or area when you should be doing something.

Stand For

To support or represent an idea, belief, etc.

Stand Up

To rise from sitting or lying down to a vertical position.

Start Off

The beginning of an event, activity, or period.

Start Out

To begin a trip or venture to someplace.

Start-Up

To start something.

Stay Off

To avoid discussing a certain subject or topic.

Stay Out

To spend time out of your own home.

Stay Up

To remain in a place that is higher than ground level.

Step On

To place your foot on something or someone.

Stick Around

To stay in a place or with someone for any period.

Stick Out

To extend something outward.

Stick To

When something is attached to another by some form of adhesive.

Stick Up

To use a weapon, especially a gun, to rob someone.

Stick With

To continue to use or do something.

Stop Off

To make a quick stop on your way to a destination.

Stop Over

To visit someone for a short period.

Straighten Out

To make something straight.

Stress Out

To feel very worried, nervous, or anxious.

Switch Off

When you move something from the 'on' state to the 'off' state. Synonymous with "Turn Off." Yesterday's "Switch On" is the opposite.

Switch On

When you move something from the 'off' state to the 'on' state. Synonymous with "Turn On," while "Switch Off" is the opposite.

Take Apart

To disconnect or separate the parts of an object.

Take Back

To return something or someone.

Take In

To be successfully tricked or deceived by someone.

Take Out

To remove an object from an area, place, or container.

Take Out On

To direct your anger towards someone or something when you're upset about someone or something else.

Take Up On

When you accept an invitation or offer from someone.

Talk Down To

To talk to someone as if they are less intelligent than you by conveying a tone of voice or attitude that says so.

Talk Into

To convince someone to do something.

Talk Out Of

To convince someone not to do something.

Talk To

To have a conversation with someone.

Tear Down

To deconstruct a building or home.

Tear Off

To remove with force.

Tell Apart

To be able to differentiate something or someone from something or someone else.

Tell On

To inform an authoritative figure about what someone else did.

Think About

To consider something before making a final decision.

Think Ahead

To think and plan carefully for a future situation or event.

Think Up

To use your imagination to create a plan, idea, or solution.

Throw Away

To dispose of something, you no longer find useful in a waste bin, trash, etc.

Throw Out

When you get rid of something by putting it in a trash can, bin, etc.

Throw Up

To vomit or puke.

Track Down

To locate someone or something after a long search

Trade-In

To exchange something old for something new.

Trick Into

To convince or persuade someone to believe something untrue or to do something for you.

Try-On

To see how something fits or looks before purchasing.

Try Out

To show that you are qualified to do something.

Turn Around

When someone or something moves until it faces the opposite direction.

Turn Down

To decrease the temperature, sound, etc.

Turn In

To give someone or something to the police or someone of authority.

Turn Into

To transform.

Turn Off

To stop a device from functioning.

Turn On

To cause someone to feel interested and/or attracted.

Turn Out

To attend an event, meeting, etc.

Turn Over

To move an object so that the part that is on top becomes the bottom and vice versa.

Turn Up

To increase the controls of an electronic or mechanical device.

Use Up

To completely consume or use all of a supply.

Wake Up

When you are finished sleeping.

Wash Off

To remove dirt or unwanted markings with soap and water.

Wash Up

To clean your face, hands, body, etc.

Watch Out

To be aware of someone or something.

Wear Down

To make the surface or top of something disappear due to friction.

Wear Off

To decrease or disappear gradually.

Wear Out

When something is damaged or weakened from use and age.

Wind Up

To operate a mechanical device by turning its handle.

Wipe Off

To completely remove or clean something from a surface or location.

Wipe Out

To clean the inside of something.

Wipe Up

To remove liquid from a surface using a sponge, towel, cloth, etc.

Work In

To make time in a busy schedule for a person or an activity.

Work Out

When a situation, event, plan, or idea is successful.

Work Up

To gradually improve at or make progress in something.

Wrap Up

To cover something with some kind of special paper.

Zip-Up

To close an item that has a zipper.

REGULAR VERBS

Table 5.3.1. Regular verbs

PART 1					
En la mayoría de los verbos, este sufijo tiene la pronunciación [d]					
	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
1.	Allow	allowed	allowed	permitir	smoking
2.	answer	answered	answered	responder	questions
3.	boil	Boiled	boiled	hervir	water
4.	border	bordered	bordered	Limitar en	land
5.	cage	Caged	caged	Enjaular	animals
6.	call	Called	called	llamar	a person
7.	capture	captured	captured	capturar	An insect
8.	care	Cared	cared	cuidar	The baby
9.	carry	Carried	carried	llevar	A book
10.	center	centered	centered	centrar	A painting
11.	chain	chained	chained	encadenar	a bike
12.	change	changed	changed	cambiar	the color
13.	clean	cleaned	cleaned	limpiar	The room
14.	close	Closed	closed	cerrar	the door
15.	compare	compared	compared	comparar	results
16.	conquer	conquered	conquered	conquistar	territory
17.	cover	covered	covered	cubrir	The tabe
18.	cry	Cried	cried	llorar	In the movies
19.	determine	determined	determined	determinar	The time
20.	discover	discovered	discovered	descubrir	A new road
21.	employ	employed	employed	emplear	personnel
	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
22.	encounter	encountered	encountered	encontrar	A lion
23.	enter	Entered	entered	entrar	The password
24.	erase	Erased	erased	borrar	The board
25.	examine	examined	examined	examinar	Tha patient
26.	explain	explained	explained	explicar	The problem
27.	fail	Failed	failed	fallar	The test
28.	fear	Feared	feared	temer	spiders
29.	fill	Filled	filled	llenar	The spaces
30.	form	Formed	formed	formar	a group

31.	free	Freed	freed	Liberar	birds
32.	Improve	Improved	Improved	Mejorar	pronunciation
33.	level	Leveled	leveled	nivelar	The wall
34.	listen	listened	listened	Escuchar	music
35.	love	Loved	loved	Amar	life
36.	measure	measured	measured	Medir	The size
37.	Obtain	Obtained	Obtained	Obtener	Good grades
38.	open	Opened	opened	Abrir	The book
39.	order	ordered	ordered	Ordenar	The sentence
40.	place	Placed	placed	Situar/ubicar	The exact word
41.	play	Played	played	Jugar	basketball
42.	produce	produced	produced	Producir	knowledge
43.	prove	Proved	proved	Probar	The car
44.	receive	received	received	Recibir	news
45.	refer	referred	referred	Referir	something
46.	release	released	released	Soltar	The air
47.	remember	remembered	Remembereds	Recordar	The date
48.	smile	Smiled	smiled	sonreír	somebody
49.	solve	Solved	solved	Resolver	problems
50.	Travel	traveled	traveled	Viajar	To New York
51.	try	Tried	tried	Intentar	One more time
52.	turn	Turned	turned	Girar	around the house
53.	use	Used	used	Usar	The computer

PART 2

**Los verbos regulares cuando terminan en una consonante sorda como: f, p, k, x, s, sh, z.
tienen la pronunciación [t]**

54.	ask	Asked	asked	preguntar	questions
55.	base	Based	based	Basar	Of cristal
56.	block	blocked	blocked	Bloquear	The road
57.	Develop	developed	developed	Desarrollar	A project
58.	finish	finished	finished	Acabar	The class
59.	fix	Fixed	fixed	Arreglar	The car
60.	focus	focused	focused	Enfocar	The projector
61.	help	Helped	helped	Ayudar	Por people
62.	increase	increased	increased	Aumentar	savings
63.	lack	Lacked	Lacked	Carecer de, falta	opportunities
64.	like	Liked	liked	Gustar, querer	chocolates
65.	lock	Locked	locked	Cerrar con llave	The door
66.	look	Looked	looked	mirar	The map
67.	stop	stopped	stopped	Parar	smoking

68.	talk	Talked	talked	Hablar, charlar	A friend
69.	touch	touched	touched	Tocar	The screen
70.	walk	Walked	walked	Caminar	On the grass
71.	wash	Washed	washed	Lavar	Dishes
72.	watch	Watch	watch	Observar, mirar	A movie
73.	wish	Wished	wished	Desear	To work
74.	work	Worked	worked	Trabajar	Very hard
PART 3					
Si la forma del verbo regular termina en -t, -d, tiene la pronunciación id]					
75.	accept	accepted	accepted	Aceptar	The credit
76.	add	Added	added	Añadir	A botton
77.	blend	blended	blended	Mesclar	Concrete
78.	calculate	calculated	calculated	Calcular	The Surface
79.	conclude	concluded	concluded	Concluir	The research
80.	conduct	conducted	conducted	Dirigir, conducir	A survey
81.	consist	consisted	consisted	Consistir	Of five courses
82.	divide	Divided	dvided	Dividir	The group
83.	Empty	emptied	emptied	vaciar	data
84.	end	Ended	ended	Terminar	The story
85.	grant	Granted	granted	Otorgar	A permission
86.	indicate	indicated	indicated	indicar	A street
87.	insist	insisted	insisted	Insistir	
88.	locate	locate	located	Localizar	The route
89.	need	needed	needed	Necesitar	Extra money
90.	print	printed	printed	Imprimir	The document
91.	provide	provided	provided	Proveer	Help
92.	reject	rejected	rejected	Rechazar	Hate
93.	Support	Supported	Supported	Sustentar	People
94.	tend	tended	tended	tender	A trap
95.	treat	treated	treated	Tratar	A disease
96.	unite	united	united	Unir	States
97.	wait	waited	waited	Esperar	A moment
98.	want	wanted	wanted	Querer	Ice cream
99.	waste	wasted	wasted	Malgastar	time

Source: Authors

IRREGULAR VERBS

Table 5.3.2. Irregular verbs answer

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
1.	Cost	Cost	Cost	Costar	A new car
2.	Cut	Cut	Cut	Cortar	your finger
3.	Hit	Hit	Hit	Golpear	a person
4.	Hurt	Hurt	Hurt	Doler, Lastiamar	A lot
5.	Let	Let	Let	Permitir	you go
6.	Set	Set	Set	Colocar	books
7.	Put	Put	Put	Poner	the cat out
8.	Shut	Shut	Shut	Cerrar	the door
9.	Lend	Lent (lend)	Lent (lend)	Prestar	money
10.	Send	Sent	Sent	Enviar	packages
11.	Bend	Bent	Bent	Doblar	Pictures
12.	Spend	Spent	Spent	Gastar	money
13.	Build	Built	Built	Construir	A house
14.	Burn	Burnt (burned)	Burnt (burned)	Quemar	Bread
15.	Smell	Smelt (smelled)	Smelt (smelled)	Oler	Delicious
16.	Learn	Learnt (learned)	Learnt (learned)	Aprender	The solar system
17.	Feel	Felt	Felt	Sentir	Bad
18.	Spill	Spilt	Spilt	Derramar	Wine
19.	Leave	Left	Left	Dejar, Salir	Your house
20.	Meet	Met	Met	Encontrar	A friend
21.	Dream	Dreamt (dreamed)	Dreamt (dreamed)	Soñar	Winning the lottery
22.	Mean	Meant	Meant	Quererdecir	What you say
23.	Keep	Kept	Kept	Guardar	Secrets
24.	Sweep	Swept	Swept	Barrer	Floor
25.	Sleep	Slept	Slept	Dormir	Well
26.	Lose	Lost	Lost	Perder	A ring
27.	Shoot	Shot	Shot	Disparar	The sheriff
28.	Get	Got	Gotten (got)	Obtener, lograr	Better at speaking English

29.	Light	Lit	Lit	Encender	The candles
30.	Sit	Sat	Sat	Sentar-se	down
31.	Bring	Brought	Brought	Traer	food
32.	Buy	Bought	Bought	Comprar	A coat
33.	Fight	Fought	Fought	Pelear	Is not a good idea
34.	Think	Thought	Thought	Pensar	Ideas
35.	Catch	Caught	Caught	Atrapar	A fish
36.	Teach	Taught	Taught	Enseñar	At the ESPOCH
37.	Break	Broke	Broken	Romper	A window
38.	Choose	Chose	Chosen	Escoger	colors
39.	Speak	Spoke	Spoken	Hablar	To your father
40.	Steal	Stole	Stolen	Robar	A car
41.	Wake (up)	Woke	Woken	Levantarse	In the morning
42.	Sell	Sold	Sold	Vender	A washing machine
43.	Tell	Told	Told	Decir	Someone what to do
44.	Find	Found	Found	Encontrar	A four-leaf clover
45.	Have	Had	Had	Tener, haber	A toothache
46.	Hear	Heard	Heard	Oír	A joke
47.	Hold	held	Held	Sostener	In the handrail
48.	Feed	Fed	Fed	Alimentar	The dog
49.	Read	Read	Read	Leer	Books
50.	Spread	Spread	Spread	Expandir/Extender	The wings
51.	Say	Said	Said	Decir	Something
52.	Pay	Paid	Paid	Pagar	The bill
53.	Make	Made	Made	Hacer	Furniture
54.	Win	Won	Won	Ganar	The lottery
55.	Stand (up)	Stood	Stood	Ponerse de pie	To greet a person
56.	Understand	Understood	Understood	Entender	What was said
57.	Drive	Drove	Driven	Conducir	A car
58.	Ride	Rode	Ridden	Montar	A bicycle
59.	Rise	Rose	Risen	Subir	So high
60.	Write	Wrote	Written	Escribir	Letters
61.	Freeze	Froze	Frozen	Congelar	Meat
62.	Weave	Wove	Woven	Tejer	Sweaters

63.	Beat	Beat	Beaten	Golpear, vencer	An opposing team
64.	Bite	Bit	Bitten	Morder	From a dog
65.	Hide	Hid	Hidden	Esconder	treasures
66.	Eat	Ate	Eaten	Comer	pizza
67.	Fall	Fell	Fallen	Caer	down
68.	Forget	Forgot	Forgotten	Olvidar	things
69.	Give	Gave	Given	Dar	A present
70.	Forgive	Forgave	Forgiven	Perdonar	someone
71.	See	Saw	Seen	Ver	A bird
72.	Take	Took	Taken	Tomar	The bus
73.	Blow	Blew	Blown	Soplar	Out candles
74.	Grow	Grew	Grown	Creecer	Plants
75.	Know	Knew	Known	Saber	English
76.	Throw	Threw	Thrown	Lanzar	A ball
77.	Fly	Flew	Flown	Volar	Away
78.	Draw	Drew	Drawn	Dibujar	Pictures
79.	Withdraw	Withdrew	Withdrawn	Retirar	money
80.	Show	Showed	Shown	Mostrar	An article
81.	Swear	Swore	Sworn	Jurar	Not to smoke anymore
82.	Tear	Torn	Torn	Rasgar	clothing
83.	Wear	Wore	Worn	Llevar puesto	A costume
84.	Begin	Began	Begun	Empezar	studying
85.	Drink	Drank	Drunk	Beber	A coke
86.	Swim	Swam	Swum	Nadar	With a friend
87.	Ring	Rang	Rung	Tocar-timbre	The phone
88.	Sing	Sang	Sung	Cantar	ballads
89.	Run	Ran	Run	Correr	In the park
90.	Sting	Stung	Stung	Picar, pinchar	By a bee
91.	Come	Came	Come	Venir	On the weekend
92.	Become	Became	Become	Convertirse en	A doctor

Source: Authors

5.4. *Dialogues:*

Speaking – Understanding the menu

Speaking strategy: Asking about dishes on a menu

1 You can use the expressions in bold to ask someone to explain something on the menu.

Excuse me. What's a Caesar Salad?

What's in the Mexican Mixed Grill?

Can you tell me what the House Special is, please?

Speak up!



Excuse me. What's Death by Chocolate, please?

2 Look at the menu and imagine you are in a restaurant. You want the waiter to explain what these dishes are. What can you say? Speak your answers.

Example: a

You say: Excuse me. What's a Waldorf Salad?



Learning tip

If possible, prepare yourself *before* you listen or speak in English. Think of the language that you might hear, and what you might need to say.

Sound smart Intonation in questions

1 Listen to questions a–f and notice the intonation.

a Do you want dessert?

b Can I take your coat?

c Where do you want to sit?

d What would you like as a starter?

2 Circle the correct answer to complete the rule.

For questions that have a Yes/No answer, your voice usually goes a) ... UP/DOWN ... at the end of the sentence. For questions that begin *Wh-*, your voice usually goes b) ... UP/DOWN ... at the end of the sentence.

3 Look at questions a–h. Decide if the intonation goes up or down at the end. Tick ✓ your answers, then listen and check.

a Could I have a menu, please?

↗ ↘
..... ✓
.....

b What do you recommend?

.....
.....

c Do you have a set menu?

.....
.....

d What soft drinks do you have?

.....
.....

e Can I have the bill, please?

.....
.....

f Is service included?

.....
.....

g What specials do you have today?

.....
.....

h Where's the toilet, please?

.....
.....

4 Now listen and repeat each question, using the correct intonation.

5.5. Audios

Listen to the audio and write a summary of what you understood, make your flashcard with the vocabulary you don't understand.

a) <https://www.cambridge.org/files/1413/8071/4799/cambridge-experience-readers-level4-intermediate-bullring-kid-and-country-cowboy-audio-clip.mp3>

b) <https://www.cambridge.org/files/1413/8071/4802/cambridge-experience-readers-level4-intermediate-robinson-crusoe-audio-clip.mp3>

c) <https://www.cambridge.org/files/6713/8071/4806/cambridge-experience-readers-level4-intermediate-tasty-ales-audio-clip.mp3>

5.6. Songs

Living' on a Prayer

By: Bon Jovi

Once upon a time not so long ago

Tommy used to work on the docks, the union's been on strike

He's down on his luck, it's tough, so tough

Gina works at the diner all day Working for her man

She brings home her pay, for love, for love

She says we've got to hold on to what we've got

It doesn't make a difference if we make it or not

We've got each other and that's a lot of love

We'll give it a shot

Woah, we're halfway there

Woah, livin' on a prayer

Take my hand, we'll make it I swear

Woah, livin' on a prayer

Tommy's got his six-string in hock

Now he's holding in what he used to make it talk

So tough, it's tough

Gina dreams of running away

When she cries in the night, Tommy whispers

Baby, it's okay, someday

We've got to hold on to what we've got

It doesn't make a difference if we make it or not

We've got each other and that's a lot of love

We'll give it a shot

Woah, we're halfway there

Woah, livin' on a prayer

Take my hand, we'll make it I swear

Woah, livin' on a prayer

Livin' on a prayer

Oh, we've got to hold on, ready or not

You live for the fight when it's all that you've got

Woah, we're halfway there

Woah, livin' on a prayer

Take my hand, we'll make it I swear

Woah, livin' on a prayer

Woah, we're halfway there

Woah, livin' on a prayer

Take my hand, we'll make it I swear

Woah, livin' on a prayer

Woah, we're halfway there

Woah, livin' on a prayer

Take my hand, we'll make it I swear

Woah, livin' on a prayer

<https://youtu.be/i7U9XxXVmwU>



Image taken from: (Aprender Inglés Americano 2020)

I Don't Want to Miss a Thing
By Aerosmith

I could stay awake just to hear you breathing
Watch you smile while you are sleeping
While you're far away and dreaming
I could spend my life in this sweet surrender
I could stay lost in this moment forever
Every moment spent with you is a moment I treasure
Don't want to close my eyes
I don't want to fall asleep
'Cause I'd miss you, baby
And I don't want to miss a thing
'Cause even when I dream of you
The sweetest dream will never do
I'd still miss you, baby
And I don't want to miss a thing
Lying close to you, feeling your heart beating
And I'm wondering what you're dreaming
Wondering if it's me you're seeing
Then I kiss your eyes
And thank God we're together
And I just want to stay with you at this moment forever

Forever and ever
I don't want to close my eyes
I don't want to fall asleep
'Cause I'd miss you, baby
And I don't want to miss a thing
'Cause even when I dream of you
The sweetest dream will never do
I'd still miss you, baby
And I don't want to miss a thing
I don't want to miss one smile
And I don't want to miss one kiss
And I just want to be with you
Right here with you, just like this
And I just want to hold you close
I feel your heart so close to mine
And just stay here in this moment
For all the tests of the time
Yeah, yeah, yeah, yeah, yeah
Don't want to close my eyes
Don't want to fall asleep
'Cause I'd miss you, baby

And I don't want to miss a thing

'Cause even when I dream of you (even when I dream)

The sweetest dream will never do

I'd still miss you, baby

And I don't want to miss a thing

I don't want to close my eyes

I don't want to fall asleep

'Cause I'd miss you, baby

And I don't want to miss a thing

'Cause even when I dream of you

The sweetest dream will never do

I'd still miss you, baby

And I don't want to miss a thing

Don't want to close my eyes

I don't want to fall asleep, yeah

And I don't want to miss a thing

<https://www.youtube.com/watch?v=g9p0ZrqbK0k>



Image taken from: (Aprender Inglés Americano 2020)

Sweet Child O' Mine

By: Guns N' Roses

She's got a smile that it seems to me

Reminds me of childhood memories

Where everything was as fresh as the bright blue sky

Now and then when I see her face

She takes me away to that special place

And if I stare too long, I'd probably break down and cry

Whoa, oh, oh

Sweet child o' mine

Whoa, oh, oh, oh

Sweet love of mine

She's got eyes of the bluest skies

As if they thought of rain

I'd hate to look into those eyes and see an ounce of pain

Her hair reminds me of a warm safe place

Whereas a child I'd hide

And pray for the thunder and the rain to quietly pass me by

Whoa, oh, oh

Sweet child o' mine

Whoa whoa, oh, oh, oh

Sweet love of mine

Whoa, yeah

Whoa, oh, oh, oh

Sweet child o' mine

Whoa, oh, whoa, oh

Sweet love of mine

Whoa, oh, oh, oh

Sweet child o' mine

Ooh, yeah

Ooh, sweet love of mine

Where do we go?

Where do we go now?

Where do we go?

Ooh, oh, where do we go?

Where do we go now?

Oh, where do we go now?

Where do we go? (Sweet child)

Where do we go now?

Ay, ay, ay, ay, ay, ay, ay, ay

Where do we go now?

Ah, ah

Where do we go?

Oh, where do we go now?

Oh, where do we go?

Oh, where do we go now?

Where do we go?

Oh, where do we go now?

Now, now, now, now, now, now, now

Sweet child

Sweet child of mine

<https://www.youtube.com/watch?v=0T3ffipXHmo>



Image taken from: (Aprender Inglés Americano 2020)

Tears In Heaven
Song of Eric Clapton

Would you know my name?

If I saw you in heaven

Would it be the same?

If I saw you in heaven

I must be strong

And carry on

'Cause I know I don't belong

Here in heaven

Would you hold my hand?

If I saw you in heaven

Would you help me stand?

If I saw you in heaven

I'll find my way

Through night and day

'Cause I know I just can't stay

Here in heaven

Time can bring you down

Time can bend your knees

Time can break your heart

Have you begging, please

Begging, please

Beyond the door

There's peace, I'm sure

And I know there'll be no more

Tears in heaven

Would you know my name?

If I saw you in heaven

Would you be the same?

If I saw you in heaven

I must be strong

And carry on

'Cause I know I don't belong

Here in heaven

<https://www.youtube.com/watch?v=mikSwdmMn4Y>



Image taken from: (Aprender Inglés Americano 2020)

Un-Break My Heart
song of Toni Braxton

Don't leave me in all this pain

Don't leave me out in the rain

Come back and bring back my smile

Come and take these tears away

I need your arms to hold me now

The nights are so unkind

Bring back those nights when I held you beside me

Un-break my heart

Say you'll love me again

Undo this hurt you caused

When you walked out the door

And walked out of my life

Un-cry these tears

I cried so many nights

Un-break my heart

My heart

Take back that sad word goodbye

Bring back the joy to my life

Don't leave me here with these tears

Come and kiss this pain away

I can't forget the day you left

Time is so unkind

And life is so cruel without you here beside me

Un-break my heart

Say you'll love me again

Undo this hurt you caused

When you walked out the door

And walked out of my life
Un-cry these tears
I cried so many nights
Un-break my heart, ooh, ooh
Ooh
Don't leave me in all this pain
Don't leave me out in the rain
Bring back the nights when I held you beside me
Un-break my heart
Say you'll love me again
Undo this hurt you caused
When you walked out the door
And walked out of my life
Un-cry these tears
I cried so many, many nights
Oh, un-break my
Un-break my heart, oh baby
Come back and say you love me
Un-break my heart, sweet darlin'
Without you, I just can't go on
Can't go on

(Say that you love me, say that you love me)

(Tell me you love me, un-break my)

(Say that you love me, say that you love me)

(Tell me you love me, un-break my)

<https://youtu.be/9cBPswpLl0k>



Image taken from: (Aprender Inglés Americano 2020)

5.7. *Movies series and books.*

- **Friends:**

<https://youtu.be/AtObf7XUVvU>

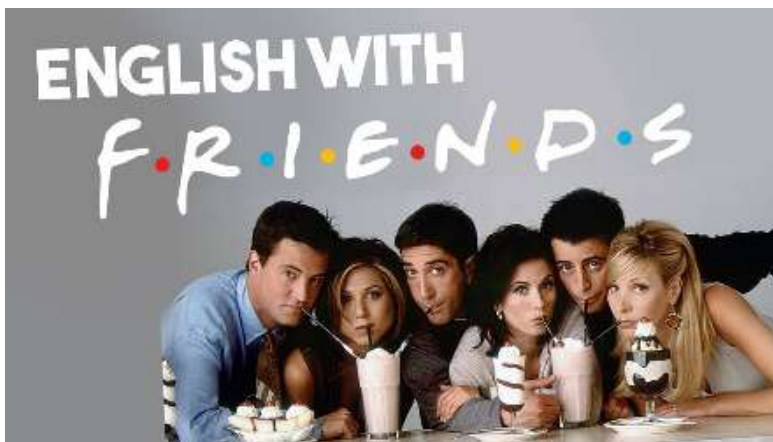


Image taken from: (Aprender Inglés Americano 2020)

- **Malcom in the middle:**

https://youtu.be/dbnSjh_QZpQ



Image taken from: (Aprender Inglés Americano 2020)

- **Stranger things**

<https://youtu.be/ADZ8DTbJeTE>



Image taken from: (Aprender Inglés Americano 2020)

UNIT 6
SPEAKING

UNIT 6

SPEAKING

Speaking is one of the skills of learning the English language, which is very important because thanks to learning this skill we can communicate with other people, make ourselves understood, and vocalize correctly with confidence and fluency.

6.1. *Listening and repeat pronunciation*

Ana Paula Biazon Rocha (2021) wrote a very interesting article about what we do well and what we do best in terms of listening, repeating, and pronouncing.

In this article.

The most conventional approach to pronunciation teaching is listening and repeating, where teachers provide learners with a model, such as their own, an audio track, a video, etc., and have students repeat after it. However, in the last decades, the efficacy of such an approach has been questioned. In this post, we will discuss different ways through which listening and repeating can be enhanced in class when we teach pronunciation.

Rooted in behaviorism and the audiolingual method, drills and choral repetition are based on students being able to imitate what they hear, and then repeat it as a way to aid memory and develop a physical habit (Celce-Murcia et al., 2010; Underhill, 2019). Despite the contrary opinions regarding these pronunciation practices, the fact that most of the pronunciation work in English lessons tends to be solely based on them, with minimal or no variation, and in many cases, in a decontextualized way (Jones, 1997), is a matter of serious concern. Listening and repeating only for the sake of it does not necessarily mean that students are learning and improving their pronunciation.

Consequently, within listening and repeating, as one of the steps of pronunciation practice in our lessons, there should be 'smart repetition where each repetition learns from and is changed by the one before' (Underhill, 2019). That is, students should not repeat things passively and mechanically but actively and meaningfully, focusing on how they hear and produce sounds and how they can improve that, learning from such repetition.

Thus, based on Underhill's (2019) concept of 'smart repetition', here are some tips to help teachers and learners make the most of listening and repeating:

1. Make sure students understand the meaning of the word/phrase/sentence they are going to listen to and repeat. If you ask them to listen and repeat something they do not know, their attention will be primarily directed to guessing the meaning rather than focusing on the sounds, and then the pronunciation practice will be wasted (Walker, 2019).

2. Instead of having learners repeat right after you, ask them to listen first and let what they have heard reverberate in their 'mind's ears' (Underhill, 2005). Ask them to pay attention to the way you articulate the sounds, and how your lips, tongue, and jaw movements. You can repeat the word once or twice, but students should still just listen. Then ask them to repeat. In this way, we give students time to process the sounds and create a sound memory rather than having them immediately repeat something that their brains have not even recognized yet (Underhill, 2005, 2019; Walke 3. Ask all students to repeat first rather than having individual ones repeat right after you, which avoids putting learners on the spot (Kelly, 2000). Their attention should be focused on the sounds, not on the stress of being exposed in front of the class.

3. If you are teaching face-to-face, after having the choral repetition, don't say the name of individual students. Just point to each of them (in a friendly way, of course!), so the sounds are still reverberating in students' 'mind's ears' (Underhill, 2005), and are not interrupted by other sounds (the learner's name). If you are teaching online, type the name of the student(s) in the chatbot, but don't forget to explain what they should do before starting the repetition practice, otherwise they will get lost!

4. In choral repetition, vary the patterns: louder, lower, fast, slow, angry, happy, sad, surprised, etc. You are making learners experiment with the sounds, it is quite fun and we avoid boring and meaningless repetition.

5. When you notice that a particular student is doing well with the target sound/word, let them be the model instead of you. Tell the learner why you are 'giving them the lead', as in praising them and then asking them to model the utterance. They pronounce first and then everybody repeats including you. You can also have one group pronounce and the other group repeat and vice-versa (Hancock, 2020).

6. If you are drilling a word or phrase, have students also listen and repeat sentences with it. You can use everyday examples or even use students' names in the

sentences (Yoshida, 2016). When drilling the sentence, make learners pay attention to connected speech, so we can enhance their perception of sounds in the stream of speech, not sounds in isolation.

7. Finally, don't spend too much time on drilling and choral repetition (Yoshida, 2016), they are a part of the pronunciation work in class, not the only work. Have learners use the sounds in meaningful communicative activities, such as role-plays, discussions, problem-solving tasks, etc., which can help improve their perception and production of the language in real-life communication (Jones, 1997).

Changing old habits is never easy, but if you incorporate the tips above into your lessons little by little, it will eventually become more natural to you and your learners. So, I do hope you give them a try!

Don't forget to follow PronSIG on social media and leave your comments below.

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<https://pronsig.iatefl.org/wp-content/uploads/2019/Glasgow2019/Walker-Glasgow-2019.pdf>.

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Image take from: <https://euroamericanacademy.com/teens-12-18-learning-through-speaking/>

Now it is important to review and practice with the links that we will put below to improve the pronunciation, listening and repeating.

<https://www.youtube.com/watch?v=Oqzm9j5SNkc>

<https://www.youtube.com/watch?v=j6hjPSHqBtg>

6.2. Common conversations

Concepts grammar or vocabulary are not enough for teach to our students, if these are not put into practice at the same time that they learn them, the most likely thing is that the learning will not be significant. To learn a second language, it must first “enter” the student's mind, but learning will be effective when the student is also capable of assimilating and play it.

That is why language activities are key to being able to acquire a language as a second language.



Image take from: <https://www.youtube.com/watch?v=b0U5p1A3YnE>

6.3. Acting game

Speaking activities

To learn something you need to want to do it, and to want to do it you have to entertain us, that is why in this book we recommend doing it in a fun way, playing so that it does not feel like learning something by heart that is imposed, but rather activities that have fun and do not realize that we are learning.

This type of learning is much more significant since in this way we do not learn just for the moment but for life, practicing and having more confidence when letting go to speak.

SPEAKING ACTIVITY



Look at this picture carefully and say if the following sentences are **TRUE** or **FALSE**. Correct the false ones.

1. This is a party.
2. There are seven children.
3. One balloon is green.
4. Two children are singing.
5. The woman has got a biscuit.
6. It is half past two.
7. The baby is smiling.
8. There is a dog next to the baby.
9. The man is waving.
10. There is a boy under the table.
11. There is a girl on the table.
12. There is a piano in the room.
13. There are some pictures on the wall.
14. There is one glass.
15. The telephone is yellow.
16. There is a blue vase on the shelf.
17. There is a bottle of wine on the table.
18. The man is wearing some black glasses.
19. There is a radio.
20. The dog is barking.

ESLCollective.com

Author: morewk (2016)

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1. Short Talks

Create a stack of topic cards for your students, so that each student will have their own card.

Each student draws their card, and then you assign them a time limit—this limit may be one minute initially, or maybe three minutes when they have had practice. This is the amount of time that they'll have to speak about their given topic.

Now, give the students a good chunk of time to gather their thoughts. You may want to give them anywhere from five minutes to half an hour for this preparation stage. You can let them write down three to five sentences on a flashcard to remind them of the direction they'll take in the course of their talk.

To keep listening students focused, you could create an instant "Bingo" game. The class is told the topic and asked to write down five words that they might expect to hear (other than common words such as articles, conjunctions and auxiliary verbs). They listen for those words, crossing them off as they hear them and politely raising a hand if they hear all five.

2. Show and Tell

Students can be asked to bring to school an object to show and tell about. This is lots of fun because students will often bring in something that's meaningful to them or which gives them pride. That means they'll have plenty to talk about! Encourage students to ask questions about each other's objects.

Instead of having students bring their own objects, you could provide an object of your own and ask them to try to explain what they think it is and what its purpose is. Another option is to bring in pictures for them to talk about. This could be discussed with a partner or in a group, before presenting ideas in front of the whole class.

Generate a stronger discussion and keep things flowing by asking students open-ended questions.

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3. Video Dictionary

The English videos on FluentU—with their built-in vocabulary lists—can be catalysts for conversation practice. Every word used in a video has a definition, plus extra usage examples.

In this activity, students will learn some vocabulary words from the videos, then create their own definitions or usage examples for those words.

1. Select several FluentU videos for teams of your students to watch. With hundreds of available videos, you can easily find suitable videos that work for your students' learning levels and interests.
 - For a group of beginners, you might choose a video like "Breakfast Food!"
 - If you have intermediate students, you might pick a video like "How to Survive Small Talk."
2. Use the built-in vocabulary list to select the words you'd like your students to learn. (You can also combine words from several different videos into the same multimedia flashcard deck in FluentU.)

- If your students were watching the “Small Talk” video, you might target certain words in the Vocab list, such as “responses,” “engaging” and “brisk.”
3. Divide your class up into teams of about three or four students apiece and have them watch the selected videos.
 4. Students will work together to come up with new usage examples or definitions to illustrate the vocabulary words from their chosen video. Each sentence’s context should make the target vocabulary’s meaning clear.
 - Let’s say you’ve included the word “brisk” from the the “Small Talk” video:
 - “I wanted to get a little exercise this morning, so I took a brisk walk to the mailbox.” (usage example)
 - “Brisk means done quickly, with a lot of energy.” (definition)
 5. Teams will take turns presenting words (and their own examples or definitions) to each other. Students on each team should take turns presenting their example sentences or definitions.
 6. Students can also be given time for discussing the words they learn, having conversations about what the words mean and how to use them.

VARIATION:

After watching the other teams’ presentations, students who didn’t watch the video can take the matching quiz on FluentU, to see how well they learned the target words from their fellow students.

You can request a free trial of FluentU for classrooms if you want to give this activity a try!

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4. PechaKucha

If your students have laptops (or a computer lab they can use) and are reasonably familiar with presentation software (such as PowerPoint), then all that’s left to acquire for this activity is access to an LCD projector.

Students can have a lot of fun speaking while giving a presentation to the class. Using projected images helps to distract some attention away from the speaker and can be helpful for shy students.

The “PechaKucha” style of presentation* can give added interest with each student being allowed to show 20 slides only for 20 seconds each (the timing being controlled by the software so that the slides change automatically) or whatever time limit you choose. You could make it 10 slides for 15 seconds each, for example.

You could also add rules such as “no more than three words on each slide” (or “no words”) so that students must really talk and not just read the slides. They need to be given a good amount of time, either at home or in class, to prepare themselves and practice their timing. It can also be prepared and presented in pairs, with each partner speaking for half of the slides.

*PechaKucha originated in Tokyo (in 2003). The name means “chitchat.”

“Nowadays held in many cities around the world, PechaKucha Nights are informal and fun gatherings where creative people get together and share their ideas, works, thoughts, holiday snaps—just about anything, really.”—the PechaKucha 20×20 format.

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5. Bingo

Many people think of this game as a listening activity, but it can very quickly become a speaking activity.

There are a number of ESL websites that will allow you to quickly create a set of Bingo cards containing up to 25 words, phrases or even whole sentences. They’ll allow you to make as many unique cards as you need to distribute a different card to each student in class. Each card can contain the same set of words arranged differently, or you can choose to have more or less than 25 items involved.

Rather than having students mark up their cards, you can give them markers (such as stones or sunflower seeds) to place on each square as they recognize it. This way the markers can be removed and the game can be repeated.

For the first round, the teacher should “call” the game. The first student to get five markers in a row in any direction shouts out “Bingo!” Then you should have this student read out every item in their winning row.

The winner is congratulated and then rewarded by becoming the next Caller. This is a great speaking opportunity. Everyone removes their markers and the game starts again. Every expression that’s called tends to be repeated quietly by everyone in the room, and by the end of a session, everyone can say all of the expressions on the card.

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6. Two Texts

This challenging task is great for more capable students and it involves reading. Having texts in front of them can make adult students feel more supported.

Choose two short texts and print them out. Print enough of each text for half of the class. Create a list of simple questions for each text and print out the same quantity.

Divide the class into two groups and hand out the texts. Hang onto the question sheets for later. One group gets one text, the second group gets the other text. The texts can be about related topics (or not).

Group members then read their texts and are free to talk about them within their group, making sure they all understand everything. After five minutes or so, take the papers away.

- Each student is paired with someone from the other group. Each student must tell their partner everything they learned from their text. Then they must listen to (and remember) what the other student tells them about their group’s text.

- Students return to their original groups and are given a list of questions about their original text.

- Students are paired again, this time with a different person from the other group. Each student must test their partner using the questions about the text—which their partner never read and was only told about. Likewise, the students quizzing their partners must answer questions about the text they were told about.

Another day use two different texts and try this activity again. Students do remarkably better the second time!

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7. Running Dictation

This useful activity requires students to use all four language skills—reading, writing, listening, and speaking—and if carefully planned and well-controlled can cause both great excitement and exceptional learning.

Pair students up. Choose who will run and who will write. (At a later stage they could swap tasks.)

Print out some short texts (related to what you’re studying) and stick them on a wall away from the desks. You should stick them somewhere out of sight from where the students sit, such as out in the corridor.

There could be several numbered texts, and the students could be asked to collect two or three each. The texts could include blanks which they need to fill later, or they could be asked to put them in order. There are many possibilities here!

The running students run (or power-walk) to their assigned texts, read, remember as much as they can and then return to dictate the text to the writing student. Then they run again. The first pair to finish writing the complete, correct texts wins.

Be careful that you do not:

- Let students use their phone cameras to “remember” the text.
- Let “running” students write—they can spell words out and tell their partner when they’re wrong.
- Let “writing” students go and look at the text (or let “running” students bring it to them).

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8. Surveys and Interviews

Becoming competent at asking and answering questions is invaluable in language learning.

In the simplest form of classroom survey practice the teacher hands out ready-made questions—maybe 3 for each student—around a topic that is being studied.

For example, let's say the topic is food. Each student could be given the same questions, or there could be several different sets of questions such as questions about favorite foods, fast foods, breakfasts, restaurants, ethnic foods, home-style cooking, etc.

Then each student partners with several others (however many the teacher requires), one-by-one and asks them the questions on the paper. In each interaction, the student asking the questions will note down the responses from their peers.

At the end of the session, students may be asked to stand up and summarize what they found out from their survey.

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9. Taboo

In this game, one player has a card listing four words:

- The first word is the secret word. The aim of the game is to get another player to say this word. The student with the card will need to describe this word until another student figures out what the secret word is.
- The other three words are the most obvious words that you might use to explain the secret word. They are all “taboo” and cannot be used in the student’s description of the secret word.

This game can be played between two teams. It can also be played between partners.

You can create your own sets of words based on what you’ve been studying, or you can find sets in your textbook and on the internet.

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10. Discuss and Debate

More mature students can discuss and debate issues with a partner. They can even be told which side of the argument they should each try to promote. This could be a precursor to a full-blown classroom debate.

Working with a partner or small group first gives them an opportunity to develop and practice the necessary vocabulary to speak confidently in a larger forum.

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11. I Like People

Adults do like to have fun, as long as they aren't made to feel or look stupid. This is a brilliant game for helping them think quickly and speak more fluent English (rather than trying to translate from their native tongue).

1. Students sit on chairs in a circle, leaving a space in the circle for the teacher to stand.

2. First, they're asked to listen to statements that the teacher makes and stand if it applies to them, such as: "I like people who are wearing black shoes," "I like people who have long hair," etc.

3. Next, the teacher asks standing students to change places with someone else who's standing.

4. Now it becomes a game. The teacher makes a statement, students referred to must stand and quickly swap places. When the students move around, the teacher quickly sits in someone's spot, forcing them to become the teacher.

5. The students quickly get into the swing of this game. Generally, they'll quickly notice a "cheating" classmate who hasn't stood up when they should have, and they'll also eagerly encourage a shy student who finds himself standing in the gap with no ideas.

This game has no natural ending, so keep an eye on the mood of the students as they play. They may start to run out of ideas, making the game lag. Quickly stand and

place yourself back into the teacher position and debrief (talk with them about how they felt about the game).

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12. Sentence Auction

Create a list of sentences, some correct and some with errors.

- The errors should be related to a language topic you're teaching or reviewing (e.g. articles, tenses or pronouns).
- The number of sentences will depend on your students' abilities. 20 is a good number for intermediate students. If you have too few sentences, then it will be harder to balance the correct and incorrect.
- The ratio of correct and incorrect is up to you, but it's a good idea to have more than 50% correct.

Next to the list of sentences draw three columns: Bid, win, lose.

You can set a limit for how much (imaginary) money they have to spend, or just let them have as much as they want.

They need to discuss (in English) and decide whether any sentence is 100% reliable, in which case they can bid 100 dollars (or whatever unit you choose). If they're totally sure that it's incorrect (and they rarely are) they can put a "0" bid. If they're unsure, they can bid 20, 30, 40, based on how likely it is to be correct. (Having a limit on their total bid will make them decide more carefully.)

- When all of their bids are written in, it's often a good idea to get pairs to swap their papers with other pairs for marking.
- Go through the sentences, discussing which are correct and why. Get individual students to explain what's right, what's wrong and why.
- For correct sentences, the bid amount is written in the "win" column. For incorrect sentences, it's written in the "lose" column.

- Both columns are totaled, and the “lose” total is subtracted from the “win” total.
- Papers are returned, and partners discuss (in English) how their bidding went.

This activity is most effective when the students work together as partners, reading and discussing the correctness of sentences. Students are encouraged to use English to discuss their strategies with their partner.

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13. Alibi

This well-known ESL game is great speaking practice for adults. The teacher tells the class that a particular crime has been committed. For fun, make it locally specific. For example:

“Last Friday night, sometime between ___ and ___, someone broke into the ___ Bank on ___ Street.”

Depending on the size of your class, pick several students as “Suspects.” The “Police” can work in groups of 2-4, and you need one Suspect for each police group. So, for example, in a class of 20 you could choose four Suspects and then have four groups of four Police for questioning.

Tell the class: “___, ___, ___ and ___ were seen near the scene of the crime, and the police would like to question them.”

The Suspects go outside or to another room to prepare their story. They need to decide all of the details about where they were during the time of the crime. For example: If they were at a restaurant, what did they eat? What did it cost? Who arrived first?

1. The Police spend some time preparing their questions.
2. The Suspects are called back in and go individually to each police group. They’re questioned for a few minutes, and then each one moves on to the next group.
3. The Police decide whether their answers match enough for them to have a reasonable Alibi. (Maybe up to five mistakes is reasonable.)

14. Typhoon

Explain to students that this game is named after the strong wind that blows everything away. It can be played with a class as small as three, but it also works with large classes. It's great for reviewing speaking topics.

1. On the board draw a grid of boxes—a 6 x 6 grid works well and can take about 45 minutes to complete, but you may vary this once you've played a few times. You'll just want to choose the size depending on how much time you have. Mark one axis with numbers, the other with letters. (Or use vocabulary words like adjectives on one and nouns on the other.).
2. On a piece of paper or in a notebook (out of sight) draw the same grid. On your grid, fill in scores in all of the boxes. Most of them should be numbers, and others will be letters. It doesn't matter which numbers you choose, but it's fun to have some small ones (1, 2, 3, etc.) and some very big ones (500, 1000, etc.). About one in four boxes should have the letter "T" for "Typhoon."
3. Put the students into teams—at least three teams—and mark a place on the board to record each team's score.
4. Ask questions or give speaking tasks to each team in turn. If they answer correctly, they then "choose a box" using the grid labels. The teacher checks the secret grid, and writes the score into the grid on the board. This score also goes into the team's score box.
5. If the chosen box contains a number, the scores simply add up. But if the box contains a "T," the team then chooses which other team's score they want to "blow away" back to zero.

Notes on Typhoon:

- If you run out of time but the game isn't finished, declare a "no questions, just choose" period to fill the rest of the grid and find out who wins.
- Students love this game, so you can spice it up by adding different symbols in some of the boxes. I use:
- Swap: They must swap their score with another team's score, even if they're winning.

- S: Steal. They can steal a score instead of just blowing it away.
- D: Double. They double their own score.
- After a couple of times playing this game, students can easily run it themselves. This provides even more opportunities to speak. One student (or a pair) could handle the grid, another could handle the scoreboard, others can make or choose questions or tasks and someone can be Game Presenter.

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15. Improv

All the world's a stage, and this role-playing activity will prepare your students for their speaking parts.

1. Devise several scenarios with two or more characters and a premise. These could be something simple, like someone going to a bakery to buy a cake, taking a bus across town (and figuring out the schedule and transfers) or visiting a museum with an unusual exhibit.
2. Divide your students into teams, with one student per role.
3. Give your students the premise for the scenario they're going to act out. For example, you might say, "You're a father at a bakery, trying to buy a cake with your child's favorite cartoon character. The baker has never heard of this character. You need to describe how the character looks so that the baker can create the cake you want."
4. Each team member will have about five minutes to prepare their part of the skit. Ask each student to prepare separately. That way, the other students they are interacting with must react spontaneously to their questions and statements.
5. Each team will perform their vignette in front of the whole class. Limit the time to play out each scenario to five or ten minutes.

6. At the end of each round, the non-performing class members can ask questions of those performing their roles. The performing students should respond in character to the questions.
7. Play can continue for as long as you'd like. Students can get the opportunity to play different types of characters with different issues.

This activity will help students react to impromptu situations. It will encourage them to react and respond to the prompts and cues of their fellow players directly in English, rather than translating from their native language.

With this activity, you can guide students to exercise their topical vocabulary in real-life contexts. There are almost limitless possibilities for the scenarios you can create.

VARIATION:

To add writing (and reading) practice to this activity, consider having students create scenarios for each other's role-playing.

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16. News Brief

Ripped from today's headlines is a speaking activity that also benefits listening comprehension and conversational fluidity.

Prepare a number of short news stories for different students to read. You can use stories directly from a source like:

- The Times in Plain English
- Breaking News English
- News in Levels
- FluentU (Each video on FluentU has transcripts, so you can let your students read the transcripts as an alternative to watching the clip.)

Depending on the students' fluency levels, you can give them the original story to read in context, or just prepare a "news brief" for them that's level-appropriate.

1. Divide the class into teams of four or five students apiece. Each team will read one of the short news stories you've prepared.
2. One student on the team will pretend to be a news anchor reporting on the story. Another student can play a field reporter, who will interview the remaining students. The remaining students can play either passers-by (for a "person on the street," opinion-poll story) or eyewitnesses to an incident (such as a blizzard, a car chase or a fire.).
3. Depending on how much time you'd like to fill with this activity, you can prepare multiple stories for each team. With each new story, students should exchange roles, so that they each have a chance to practice different kinds of speaking.

This activity combines reading, writing (preparing the "news copy" and "interview questions") and speaking.

Students playing the "people on the street" or "eyewitnesses" will get the opportunity to answer spontaneously, especially if they're not privy to the reporter's questions ahead of time.

Students can also learn about using different registers of English in context.

The news anchor and reporter roles will require more formal, neutral English than the casual register of speech used by the interviewees.

The interviewees will also have more opportunities to practice speech that expresses emotion, since they'll be communicating their opinion on a hot topic—or relaying their reaction to a dramatic event.

VARIATION:

To give your students more writing practice, or to stretch out this activity into multiple lessons, consider assigning your students a writing exercise in which they "manufacture" their own news stories.

These news stories can have a humorous bent. Especially for intermediate and advanced learners, this variation could afford them the opportunity to explore satire using English. By MICHELLE BAUMGARTNER and RUTHWICKHAM are the authors of the activities presented below 2022 Edux Education Limited. All Rights Reserved.

17. Untranslatable?

Language learners tend to be fascinated by foreign words without direct translations.

If you happen to have students in your classroom with different native languages, they've almost certainly stumbled across words without direct English translations. You can use your students' expertise in their own languages to spark conversation in the classroom.

1. Divide the class into small groups of students—preferably, each group of students will represent two or more native languages.

If the students in a group all speak the same native language, no worries—there are still different dialects, regionalisms and variations in individual experiences to drive conversation about each “untranslatable” word and its possible English definition.

2. Ask each student to come up with a small handful of words that they cannot translate directly into English.
3. Students will then take turns presenting to their respective groups, pronouncing each featured word and explaining—to the best of their ability—what it means in English.
4. After the presentation of each word, the other students will have the opportunity to ask questions, to clarify the word's meaning and usage.
5. Where possible, each student who hears a presentation can also be asked to think of a word in their own language that means the same as the presenter's “untranslatable” word.
6. Depending on the skill level of your students, they can also participate in open discussion of the featured word and its meaning after the presentation.

This activity encourages students to conceptualize the meanings of words in both their native language and English.

It brings the real-world experiences of each student into the classroom and can help make students less self-conscious. After all, each student has likely struggled to find an English equivalent to a seemingly “untranslatable” word.

This activity can be an ice-breaker for your students, prompting unscripted conversation and even civilized debate.

It's also a very flexible activity since you could limit it to one new word a day, or use it to fill an entire classroom session.

VARIATION:

In addition to individual words, ask students to come up with “untranslatable” slang or idiomatic expressions from their own languages.

This activity can also be done with the entire class, in a round-robin fashion. Especially if you are teaching a classroom of English students who share the same native language, you can become their student as they work together to teach you “untranslatable” words in their mutual language.

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18. Skill Share

Everyone has hobbies that they enjoy or activities where they excel—whether it's music, sports, playing video games, cooking or traveling. This activity combines giving presentations with having conversations about the presentation topic.

1. Ask each student to come up with a hobby or skill they can share with the rest of the class in a short presentation. You can give them several days to prepare ahead of time, making the preparation a homework assignment and saving time in the classroom.
2. If you have a larger class, you can divide your students up into teams to allow each student more time to present in a smaller group setting. You can also pair off your students, so one student will take turns presenting to one other student only.
3. Students will take turns making a short presentation—between 10 and 15 minutes, max—to their respective audience. In their presentation, they should explain their chosen hobby, skill or activity in clear terms that can be easily understood.

4. Within their presentations, students will also give simple, step-by-step instructions, to teach their audience members the target skill. For example:
 - A student who does embroidery would first explain how to choose patterns to follow and where to find supplies such as thread, needles and canvas.
 - Then, the student would list all the steps for completing the project.
 - They would explain the techniques involved, such as using an embroidery hoop, changing thread colors or creating various types of stitches.
5. After each presentation, the student's audience must ask the presenter at least one relevant question pertaining to the skill or activity in question. The questions should clarify their understanding of the process.
6. When the presentations and "Q & A" sessions are done, students can pair off with other partners or form new teams.

VARIATION:

Audience members can use the information they've gleaned from a teammate's presentation to explain the process they've learned to someone in the class who didn't hear the original presentation.

The original presenter can act as a subject matter expert, prompting their former audience member (as needed) to explain the process more clearly.

After the Speaking Activity

If you run your speaking activity well, the students will often get really involved in it. They may well need to be "debriefed" afterward before they leave the classroom. This helps them get out residual excitement and reinforce the lessons they learned.

Always allow a few minutes of class time to talk about the activity, what they liked about it (or hated), how it made them feel and what they think they've learned.

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