

Universidad Nacional
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje

Licenciatura en Lingüística Aplicada con Énfasis en Inglés

**SUPPLEMENTARY MATERIAL FOR THE INTEGRATION OF
SKILLS IN THE TEACHING OF ENGLISH IN THE IV CYCLE
OF ACADEMIC PUBLIC SCHOOLS OF THE SAN JOSE AREA**

Proyecto Final para Obtener el Grado de Licenciatura en
Lingüística Aplicada con Énfasis en Inglés

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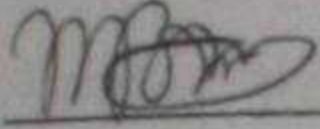
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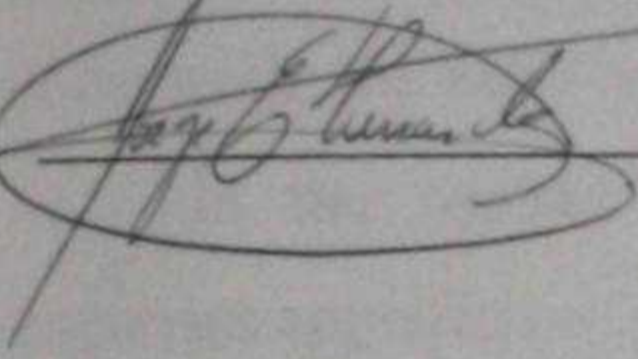
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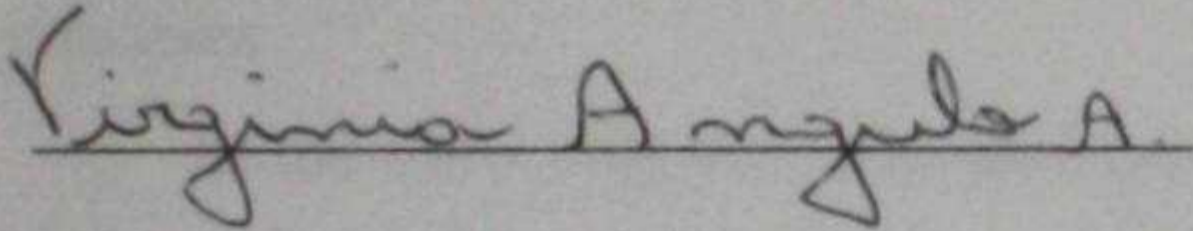
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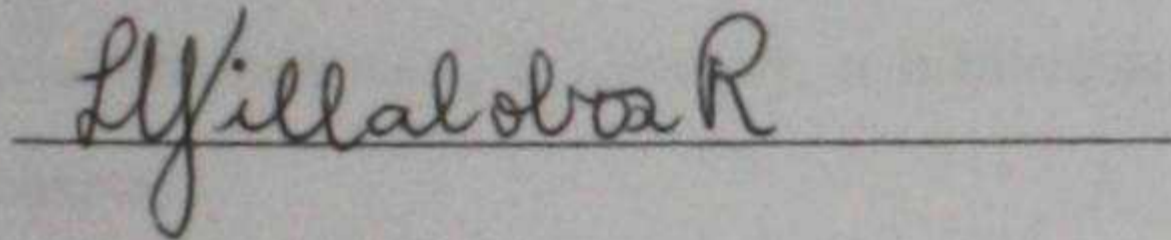
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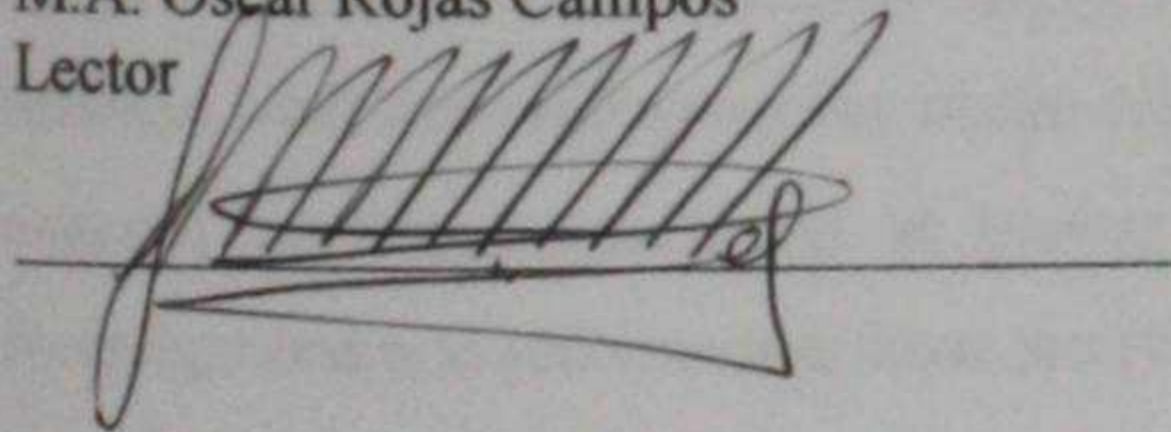
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Summary of the Graduation Project

The project we proposed goes beyond a graduation requirement. It intends to provide teachers and students in the IV Cycle of academic and public high schools of the San José Region, a supplementary material for the integrated teaching of English, following the basic principles of the MEP's Syllabus. This work consists of four parts divided into chapters: Introduction, Theoretical Framework, Methodological Framework and the Project proposed.

The topic of the work and the importance of the problem is presented in the first part, Introduction. In addition, in this part there is a description of some of the variables of the work: the MEP's Syllabus of the IV Cycle and a definition of integration of skills.

In the second part, Theoretical Framework, there is an analysis of some important approaches, methods, models, theories and hypothesis that have influenced in the second language teaching process in our context. A deeper analysis of the Communicative Language Teaching (CLT) is given since our project is set on its principles.

In the third chapter, Methodological Framework, there is a description of the population, sampling and design of our work. Moreover, the variables of the project are analyzed in depth. The data collected from the instruments is presented in a set of graphs. Each graph has its description and interpretation. Conclusions and recommendations, a glossary, a bibliography and annexes are given at the end of the chapter.

Finally, the result of the previous process is presented, the supplementary material entitled: "EVERYTHING FROM A TO Z" since it intends to diminish the gap between what the MEP proposes in the syllabus and what the classrooms portrays. This material has thirteen units and an answer key. Limitations of the project itself, future investigations and recommendations are presented in the first pages of this chapter.

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***“ Tell me and I will forget,
show me and I will remember,
involve me and I will learn”***

Anonymous

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CHAPTER IV

CHAPTER IV

Limitations, future investigations and recommendations
THE PROJECT: Everything from A to Z

CHAPTER

I

INTRODUCTION

1.1 TOPIC

“Supplementary Material for the Integration of Skills in the Teaching of English in the IV Cycle of Academic Public High Schools in the San Jose Area”.

1.2 IMPORTANCE OF THE PROBLEM

In spite of the fact that we have just been working for some years on English teaching for the Ministry of Education, we have realized that there are some important problems faced by IV Cycle teachers in public high schools (IV Cycle corresponds to the 10th and 11th grades of the Costa Rican high school educational system). An important issue rises when IV Cycle teachers and students lack official materials (textbooks, booklets, guides, etc.) that do not allow them to follow and fulfill the principles of the MEP syllabus. These principles are present in the objectives, content, methodologies, learner's styles, and other aspects suggested by the MEP English program. According to the MEP National English Advisor, Leonor Cabrera M., and the MEP Regional English Advisor, Ana Cecilia Madrigal, there is not an official textbook for IV Cycle in public high schools, but only general guidelines in the MEP's syllabus. This information is supported by the data obtained from the fieldwork carried out for our investigation. Based on the results obtained from the questionnaires applied to a sample from tenth and eleventh graders and teachers from nine public high schools that represent the total population (all the public high schools in the San José Area), we found the absence of a textbook in some institutions and the presence of different unofficial books in other high schools. In the latter case, four books are the most used by teachers and students.

These textbooks are:

- *Learning English* by Leonor Cabrera and Patricia M. Córdoba.
- *Interchange # 1* by Jack C. Richards.
- *In Contact 2* by Jane Sturtevant.
- *True Stories* by Sandra Heyer.

After analyzing the four textbooks used in some high schools from the sample, it was evident that not one of them fulfills completely what the MEP syllabus proposes. Later, in the methodological framework, the results of this analysis will be presented.

On the ground that there is not an official textbook in the IV Cycle of the public high schools and that there are some textbooks used that do not fulfill what the syllabus proposes, the design of supplementary material is an alternative that we propose as our project. The elaboration of this material in a project like the one we propose will allow teachers and students to fulfill the objectives required by the syllabus more systematically and appropriately.

1.2.1. 2001 MEP English Syllabus' Summary

Since the MEP syllabus is an important factor in this project, the following is a summary of its basic principles. The English Syllabus has been written following principles stated both in our Constitution, The Education Law and in the Educational Policy "Towards the 21st Century". The English syllabus prepares the learners to face challenges using their command of the language and their integrated knowledge of the world. It will allow them to participate actively in the global economy.

The Purposes of English Language Teaching in our Educational System

English is considered the most important language spoken in the world. Due to this fact, English is the first language used among people all over the world, and it has become almost a universal language. Besides, there is a lot of scientific and technological information written in English. Teaching English in our school system responds to two basic needs:

1. To offer students a second language which allows them to communicate.
2. To give students a tool for direct access to scientific, technological and humanistic knowledge.

The educational goals of teaching English are:

- To develop the ability to use the language effectively in order to communicate
- To develop an awareness of the nature of language and language teaching
- To encourage positive attitudes towards a foreign language
- To promote learning skills of more general application

The study of a second language contributes to the school curriculum by:

- Combining linguistic skills
- Offering opportunities to develop the oral and written skills
- Developing learner's awareness of cross-curricular themes to develop the four skills.

The study of a foreign language adds a distinctive dimension of its own:

- It exposes learners to new experiences.
- It makes learners more conscious of the meaning of words and the structure of sentences.
- It encourages the learners to discriminate and imitate the sounds and intonation patterns of a second language.
- It increases learners' self-confidence when they realize that they can really communicate.

- It helps learners to understand their own culture and other cultures.
- It will contribute to the development of Costa Ricans with an integral education who will be able to interact appropriately in this new century.

Implications of the Educational Policy in the Learning and Teaching of English

The Educational Policy “Towards the 21st Century” will give learners the opportunity to express how much they care about the country. This policy allows Costa Ricans to become positive leaders and critical thinkers through different activities that promote a democratic environment.

Some of the basic principles of the policy are:

1. Individuals should be able to develop personally and should seek opportunities to help in the development of their country. They should be able to interact with other people and cultures.
2. Education should promote the expansion of understanding by providing challenging classroom situations. Individuals should “learn how to learn”.
3. Providing individuals with possibilities of social improvement to integrate them into every-day problem-solving situations should close social and economic gaps.
4. Achieving sustainability in production and economy in general represents a challenge for education. There is a need to get more effectively integrated into the global economy.
5. The data of the content the learners use should be up-to-date and should be relevant to the global development.
6. Education should aim to reinforce values and attitudes.

The principles of humanism, rationalism, and constructivism are clearly stated in the policy. Learners must achieve their full potential by interacting in three dimensions: cognitive, socio-affective and psycho motive.

Education has to be a permanent process, which a person has not only a right, but also a duty to exercise. It is an integral process through which learners are offered equal opportunities to succeed and appropriate educational tools according to their needs, problems and aspirations. Learning English as a foreign language will allow learners to develop communicative competence, to gain knowledge of new cultures, to understand real messages, and to develop more autonomy.

English as a Means of Implementing the Educational Policy

As other subjects in the curriculum, English must provide students with the opportunity to develop awareness of the need for the balanced development of our environment, our human resources, the economy and the means of production. This balance is important for the success of the new era of sustainable development.

The English language syllabus of the 10th and 11th grades in Costa Rica provides the necessary situations to support the areas mentioned above. For example, in the case of “environment”, the syllabus includes the analysis of the cause-effect of the use and misuse of natural resources and solutions. It also promotes the harmonious relationship between human beings and nature. In the case of topics related to the basic needs, the syllabus includes topics such as health (symptoms and preventions), drug abuse, job market and careers, etc.

Themes related to values are gender equality, political freedom, and respect for ethnic and cultural diversity. In all cases, English can contribute to acquire permanent behavior patterns. These patterns will help students to fulfill their own needs and will help them to respect sustainable development to guarantee the future of next generations.

English as a Foreign Language in the Costa Rican Educational System

English is considered a tool for communication. It allows the learners to complement their education and to apply techniques to send and understand oral and written messages.

English as an Object of Study

The object of study in the English language curriculum is written and oral communication using the four skills: listening, speaking, reading and writing. The use of these skills will allow the students to communicate effectively. Besides, students will be able to understand different registers and recognize different expressions.

Basic Structures of the Subject Matter

The subject matter is divided in three components: formal, functional, and cultural. The first component is the **grammatical component**. Lexicon, syntax and morphology are part of this component. This has to be studied as a means to effective communication.

The functional component refers to the communicative purpose when using the language; it is what people do with language forms.

The cultural component refers to the understanding of the culture of the country and other countries where the language is spoken. Some of the aspects taken into account in these

components are values, attitudes, behavior, points of view, etc. This component should always be present in the other components.

The appropriate use of these three components guarantees the required communicative competence. The main purpose of the teaching-learning process is to enable students to use the language for communication.

General Guidelines

The Educational Policy sees the student as a person with the capacity to develop him/herself cognitively, socially, and motivationally in a natural context. This will lead the student to learn how to be part of society, and how to contribute to it. Therefore, education is seen as an instrument of a social process that allows learners to develop their capacities and values to live into society and contribute to it properly.

Education is also seen as a tool used by many in the same way, or as the English Syllabus claims "...an educational process which provides similar opportunities for everybody." In order to succeed, the participant's needs, problems, possibilities, and professional expectations must be considered in the process.

Learners, who are the instruments of the process, are provided with comprehensible, dynamic, meaningful, and positive learning conditions. This will be achieved with the help of a teacher who acts as a guide when students get through the different learning situations. For doing so, teachers not only take into account the student's cognitive characteristics (background, learning styles, etc), but also the curriculum, and the cultural and natural context where learners meet learning situations. These situations emphasize the teaching of English in its four basic linguistic

abilities: listening, speaking, reading, and writing, all of them developed in an integrated way; in other words, one skill will complement the others naturally.

The four skills share some relevant aspects that teachers must know and apply in order to achieve what we just mentioned. When developing activities or learning situations for listening, speaking, reading, and writing, teachers must grade them depending on their difficulty and on the student's level of proficiency. The content of each activity is related to the learner's own needs and interests; therefore, they are related to the student's social and personal reality. The activities and the materials used have to be authentic, exciting, and updated in order to create a natural environment with real language. These skills, as mentioned earlier, are integrated in the different situations developed by the teachers and students in the classrooms. It is important to mention that not only can the classrooms be considered as the only "sceneries" to work on language situations but the teacher also provides activities that can be developed in other places (visits to museums, zoos, stores, libraries, home assignments, etc.)

The four English skills in the syllabus

When emphasizing **listening**, the English Syllabus mentions the goals learners may achieve, and how they could do it. Due to that, this document claims that learners who are exposed to listening situations will be able to understand speeches in different settings, and from different speakers who can vary the way they speak the same language (tempo, pronunciation, accent, etc.).

They will also participate in a natural conversation by responding questions and following commands. This could be reached if teachers provide the students with lectures, conversations, films, songs and drama with authentic language.

The development of the **speaking** skill is developed when teachers provide learners with the appropriate, updated, and authentic input that allows them to acquire the relevant linguistic aspects related to pronunciation, intonation, accent, stress, and so on. This also works with the use of interactive practice (in groups, pairs, foreign visitors, etc), and topics that permit learners to communicate properly in the right moment of a real situation.

The **reading** skill is developed for students to be able to understand written material. They are taught to scan, skim, infer, make summaries, and to reach other goals. For doing so, teachers use different written texts that go from literature to brief newspaper ads, songs, magazine articles, or brochures. Therefore, learners will be able to read information they are interested in, keep in touch with others in the same country or overseas, describe articles, and get the main idea of a paragraph or an article, for example.

Finally, the **writing** skill promotes the expression of ideas in a written way; therefore, at the end of the process, learners will be able to express knowledge of a specific topic, create their own writings, use punctuation rules properly, complete paragraphs, and so on. For doing so, students take advantage of authentic texts such as newspaper ads, letters, notes, etc.

Methodological Approach

The name of Communicative Approach was used to refer to Communicative Language Teaching (CLT) in the 1980's, but it is incorrect to use it now. The Communicative approaches provide the basis for the methodology used in the English classroom. For this reason, it is important to review some of their main features:

1. They provide stress-free, pleasant, warm and enjoyable environments to learn a language with opportunities to communicate and have feedback.

2. Learners' needs and interests are taken into account and are considered the center of the learning process.
3. The methodology is participative, dynamic and offers the opportunity for real use of the language.
4. The teacher guides the learning process but shares responsibility with the learners. They use critical thinking to solve problems, work in groups, discuss different topics and appreciate their own culture and the English speaking cultures.
5. The objectives of the syllabus focus on the communicative functions of the language.

The following chart provides some of the characteristics of the different components of communicative approaches.

LEARNER	TEACHER
<ul style="list-style-type: none"> - Central, active creative and participative. - Responsible for his/her own learning. - Confident, motivated. - Develops full potential and builds on interest. 	<ul style="list-style-type: none"> - Facilitator, guide. - Participates in process -with learners. - Takes more time for individual needs and takes responsibility from planners, writers and linguists.
AIMS	MATERIALS
<ul style="list-style-type: none"> - Communication. - Gain transferable skills. - Cooperation. - Concentrate on meaning and process. - Focus on fluency. 	<ul style="list-style-type: none"> - Authentic, real word significance. - Related to learners' needs, interests and culture. - Motivating and interesting.
	LEARNING ENVIRONMENT
<ul style="list-style-type: none"> - Permanent learning 	<ul style="list-style-type: none"> - Real-world context. - Beyond classroom, into community. - Relevant, stimulating, interesting.
LEARNING STYLE	ASSESSMENT
<ul style="list-style-type: none"> - Integrated skills. - Real-life skills in communicative context. - Active. - Variety of style, pace, etc. - Flexible. 	<ul style="list-style-type: none"> - Communicative competence. - Process- oriented. - Continuous. - Profiling skills. - Learning process. - Self and peer assessment.

Besides another important aspect in the syllabus is related to the tools students use to learn, known as learning strategies.

Learning Strategies

Learning strategies are tools students' use when they have to solve a problem, accomplish a task, meet an objective or attain a goal.

Teachers should be aware of learning strategies in order to provide opportunities for all of their students to develop communicative competence. Learning strategies have been divided in two groups: direct (memory, cognitive and compensation strategies) and indirect (metacognitive, affective, and social strategies).

Below is Rebecca Oxford's chart on learning strategies.

<u>DIRECT STRATEGIES</u>	<u>INDIRECT STRATEGIES</u>
<u>I. Memory strategies</u>	<u>I. Metacognitive strategies</u>
A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
<u>II. Cognitive strategies</u>	<u>II. Affective strategies</u>
A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output	E. Lowering your anxiety F. Encouraging yourself G. Taking your emotional temperature
<u>III. Compensation strategies</u>	<u>III. Social strategies</u>
A. Guessing intelligently B. Overcoming limitations in speaking and writing	C. Asking questions D. Cooperating with others
	Oxford, R.1990

Another important aspect in the syllabus is related to the learning styles that students have in order to learn; they are very important for our project because this might determine the different kinds of learners we might encounter in the classroom.

Learning styles

Learning styles are as important as learning strategies when determining if the curriculum is relevant or not. Here learning styles are presented as possibilities to be included when planning learning to guarantee success. Learning styles are the means and capacities students use to receive and express information. That is why, it is very important to take them into consideration for the design of this project. “Teachers should prepare different materials and activities to develop their students’ learning process. If the students feel their particular needs are fulfilled, their motivation will increase and they will learn more efficiently” (MEP Syllabus, 25).

Below there is a chart from Bernice McCarthy to visualize the four learner types according to the four learning styles mentioned above.

STYLE ONE: <u>THE INNOVATIVE LEARNER</u>	STYLE TWO: <u>THE ANALYTIC LEARNER</u>
<ul style="list-style-type: none"> - Integrates experience with “self” - Seeks meaning, clarity and integrity - Needs to be personally involved - Absorbs reality - Perceives information concretely and processes reflectively - Interested in people and culture - Model themselves on those they respect - Learn by listening and sharing - Function through interaction - Strengths: innovation and imagination - Goals: self-involvement in important issues 	<ul style="list-style-type: none"> - Seeks facts - Needs to know what the experts think - Learns by thinking through ideas - Needs detail - Perceives information abstractly and – processes it reflectively - Less interested in people than ideas - Critiques information and collects data - Thorough and industrious - Enjoys traditional classroom - Functions by thinking things through and – adapting to experts - Strengths: creating concepts and models - Goals: self-satisfaction, intellectual recognition

STYLE THREE: <u>THE COMMON SENSE LEARNER</u>	STYLE FOUR: <u>THE DYNAMIC LEARNER</u>
<ul style="list-style-type: none"> - Seeks usability, utility, results - Needs to know how things work - Learns by testing theories that seem sensible - Perceives information abstractly and processes it actively - Needs hands-on experiences - Enjoys problem solving - Restricts judgments to concrete things - Functions through inferences drawn from sensory experience - Strengths: practical application of ideas - Goal: bringing their view of the present into line with future security 	<ul style="list-style-type: none"> - Integrates experience and application - Seeks hidden possibilities and excitement - Learns by trial and error - Perceives information concretely and processes it actively - Adaptable to and relishes change - Flexible - Tends to take risks - Often reaches accurate conclusions in the absence of logical evidence - Strengths: acting and carrying out plans - Goals making things happen, bringing action to concepts

Since the MEP English Syllabus takes into account and promotes the integration of the skills, it is also necessary to highlight some important information related to this, as a major aspect considered in this project.

1.2.2 Why Integrated Skills?

In order to understand what integration of skills means, let us start by clarifying the concept of *tapestry*. In the teaching of English as a second or foreign language, it is important to take into consideration five aspects: 1) the teachers' characteristics related to personality, teaching style, beliefs, background, experience, teaching expectations, etc.; 2) the students' characteristics, which are personality, learning styles, prior experience, etc.; 3) the setting, and what it offers, available resources, cultural background, and an appropriate environment; 4) the languages involved in the process, including English as a second or foreign language, and the participants' native language; and finally, 5) the four primary skills: listening, speaking, reading, and writing and their components: vocabulary, grammar, syntax, pronunciation, etc. When these five elements are interwoven in a positive way in the learning teaching process, it is known as *tapestry*.

Regarding the fifth element, the integration of skills during the instruction, some experts claim that interweaving the four skills during instruction will provide an optimal tapestry (Oxford, 2). For doing so, there is an approach called **Integrated-Skills Approach**, but before referring to it, let us take a look at the idea of considering language as a group of skills:

These skills are ordered into a set of stages...and then taught in a particular order...Literacy is seen as a psychological variable which can be measured or assessed. Skills are treated as things which people own or possess; some are transferable some are not. Learning to read becomes a technical problem, and the successful reader is seen as a skilled reader (qtd. in Oxford, 3).

This takes us to the idea that for many the four skills are being treated separately in the process; divided into defined phases to form a whole structure at the end. This way of thinking leads us to what is known as **Segregated-Skills Instruction** that consists on the teaching of segregated skills that do not support or interact with each other. There is a separation of language learning from content learning, which contradicts the integrated way people use language skills in normal communication, and the way experts have directed the language teaching in the last years (Crandall,18). This can be seen in textbooks or courses with titles or names like “Reading 2”, “Writing for Beginners”, “Grammar III”, and so on. This approach claims that it is easier to teach, learn and concentrate on one skill separated from the others, but this does not ensure proper preparation for later success in daily and real communication. On the contrary, the Integrated-Skill Approach mentioned before, claims for an integration of the four skills in programs’ objectives, textbooks, activities, and learning situations. For example, in a IV Cycle English lesson a teacher might give students some directions in English (Listening) to work on a specific reading (Reading), then they discuss what the text is about (Speaking), and finally they could write a brief summary of it (Writing). In this case the four skills and their components are developed all together.

There are two ways of integrating skills for teaching and learning purposes: 1) *Content-Based Instruction* in which learners develop the four language skills along with content related to other areas or subjects (Math, Social Studies, etc.); this content becomes increasingly academic and complex according to the learners' proficiency level (Brinton, 8). This type is promoted specially in private institutions. 2) *Task-Based Instruction* is related to the participation in communicative tasks, situations, or activities by using authentic language, while attention focuses on meaning rather than on form (Abu Rass, 32). Students' interaction is highly promoted by having them work in groups, or in pairs. This type of instruction is included in the designing of syllabi for public high schools mostly.

The MEP English Syllabus promotes the integration of skills as an important principle, and our final project follows the same pattern, for the advantages gained by the participants of the teaching-learning process. Among these advantages are the following:

- A learner can see language as a real means of interaction rather than as an academic element.
- Students may feel motivated when working on authentic materials and daily situations.
- Teachers can track learners' progress in different areas but at the same time they can detect, and emphasize the student's weaknesses properly.
- Interaction between students and teacher and among students; the latter, as a result, increases confidence.
- Language is perceived as a whole; therefore, learners try to use it as a whole, too.

1.3 OBJECTIVES

In the development of this project we intend to find the answer to some doubts regarding course textbooks of supplementary materials and sources for the teaching of English in the IV and V grades of academic, public high schools of San José; this area is divided in 10 different regions named "circuits."

General Objectives:

♣ To design supplementary material for the integrated teaching of English directed to the academic public high schools in San José, specifically to IV and V graders taking into consideration the MEP's curriculum.

♣ To provide both teachers and the students with authentic material to update English learning, which can be useful for facing the challenges of a multicultural world.

Specific Objectives:

♣ To confirm if the teachers of the IV Cycle use a particular textbook or another kind of supplementary material to teach English.

♣ To find out if the four English skills are developed by the students.

♣ To determine if the four English skills are developed by using particular textbooks or materials in the English lessons.

♣ To find out what type of activities students prefer for their English lessons.

♣ To identify what topics, proposed in the MEP syllabus, students enjoy the most in their English lessons.

♣ To determine if the English language is relevant for the IV Cycle students.

♣ To design appropriate instruments to obtain the information required.

CHAPTER

II

THEORETICAL FRAMEWORK

2.1 APPROACHES, METHODS, AND SYLLABI

Many theories and approaches about learning and teaching a second language are the basis for the design of curriculum and syllabi; therefore, it is pertinent to examine them. Due to the fact that the syllabi used by the Ministry of Education is an important variable in this project, some diverse approaches that have been proposed by many experts through history are worth mentioning. It is also necessary to analyze their implications in the second language teaching-learning process. This is a relevant aspect because many points of view and different criteria are taken into consideration when designing a syllabus. Different approaches to teach a second language may produce different kinds of emphasis in theoretical studies and in their applications to language syllabus design (Yalden, 44).

It is also possible to find in this document a description of the most commonly known methods that have influenced, in many ways, both the making of today's syllabi, and the way it has been developed in the classroom through time. We will examine the methods previous to Communicative Language Teaching, whose premises are the basis for the design of primary and secondary school syllabi.

Corder S. Pitt, one of the linguistics whose essays had great impact on second language theories, proposes three points of view about the learning of a different language. He summarizes those ideas as a **body of acquired linguistic knowledge**, a **group of new habits** and as **being capable to interact effectively in a social situation** (Yalden, 45). If each one of these ideas is examined, we could realize that the first two are directed to a synthetic approach of the language, in other words, to a structural and formal teaching.

2.1.1 The Synthetic Approach presents a second language in separate parts that are being accumulated until making a whole. These parts are the linguistic elements, words, and structures that are going to be taught little by little and in a controlled way by the teacher. An important characteristic is that in this approach the knowledge of the language is more important than its use. Wilkins defines strategy as “one in which the different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up” (Yalden, 21).

When linguists and teachers focus the syllabi design on this approach the outcomes are the following:

Grammatical or Structural Syllabus that is based on linguistic grammatical forms (morphology, syntax, phonology, and lexicon), that emphasizes the combination of forms and elements to create grammatically correct sentences. For doing this, this syllabus focuses on the development of teaching methods where knowing the language is more important than using it, as an example the teaching based on the Grammar Translation Method and the Audio-Lingual Method.

Grammar Translation Method: The second language learning-teaching process is a changing and challenging one. In the 20th century there was a great use of methods such as the Direct Method, Grammar Translation, the Audio-lingual Method, and so on; but along the way many were born, evolved, and disappeared. That is why many experts named this as the Methodologies Age (Rodgers, 2-3).

The Grammar Translation Method is one of the most traditional methods in the teaching of English as a second language, not only in Costa Rica but almost everywhere. The teaching of a second language focuses on the learning of grammatical structures (rules) and long lists of words

(vocabulary memorization). Writing, reading and translation are also important; therefore, the main objective is that the learner can understand the structures to solve exercises, but not exactly to apply those structures in a particular context. Students waste time talking about language, not using the language; as a consequence, the role of the mother tongue is more prominent than the language to be learned (Crane, 317).

According to the Grammar Translation method, the content elements are presented to the learners based on their complexity; however, in the programs that follow a Communicative Language Teaching vision, learners are introduced to linguistic and lexical forms. These are valuable forms, communicatively speaking, as it is seen in the example of the use of the modal "would." This word is introduced in the last levels of a grammatical-focused syllabus, because in many cases this modal is considered complex, as in the case of the phrase "If I had money I would buy a house." On the contrary, in a functional and communicative syllabus "would" is introduced in the earliest stages due to its communicative relevance in commonly used sentences like "Would you like..." which, is a common expression even for beginners.

The material used in the Grammar Translation method is mostly non-authentic. It is often prepared and designed by the teacher and it also belongs to the finely-tune input type. That means that most material is designed for a particular purpose (to apply a particular set of grammatical rules and vocabulary). Often the material may not be attractive and meaningful for the students since it does not provide real-life situations. When using material from other sources, a passage from the target language literature is usually used.

Regarding the techniques and activities used in the Grammar Translation method, it can be said that most of the techniques and activities are focused on developing the reading and writing

skills by using the knowledge about specific linguistic forms. Among the most common techniques the teacher uses in a grammar-translation lesson are:

- a. Translation of a literary passage from the target language into the learner's native language.
- b. Reading comprehension questions.
- c. Finding antonyms and synonyms in a set of words.
- d. Recognizing cognates and memorizing false cognates.
- e. Fill-in-the-blank exercises by using new vocabulary or items of a particular grammar type.
- f. Memorization of vocabulary and grammatical rules. When memorizing vocabulary of the target language, students must learn the corresponding equivalents in their native language.
- g. Using words in sentences and compositions.

The Direct Method was created in order to improve the Grammar Translation method and the main premise was that adults learn the language the same way children do. Therefore, when using this method, translation was left aside, and the lessons were developed only in English, but focused on questions and answers (dialogue structure). At the end, this method showed its disadvantages when some experts affirmed that adults do not learn like children do; additionally, adults need to have certain knowledge of what they are saying; that is why they required grammatical instruction.

All the material used in this method is in the target language since the learner's native language is not allowed. The use of realia, pictures, flash cards, photos, posters and any other kind of material that help the teacher to illustrate the meaning of a word, phrase or sentence is very valuable in this method.

Since this method is addressed to teaching language to adults, and since it is for instrumental purposes, the material used will vary in terms of the topic. Some input given by the teacher is authentic, like a registration form from a real hotel in the case of tourism students. Some other

content is developed by using material designed by the teacher to work on a specific objective and content, as in the case of dialogues, fill in the blank exercises, etc. The techniques and activities used in this method emphasize the development of vocabulary over grammar, although work on all the four skills occurs.

Among the techniques and activities used in the direct method are:

- a. Reading aloud
- b. Question and answer exercises in the target language in which students practice with new words and grammatical structures.
- c. Getting students to self-correct; the teacher asks students to make a choice between what they have said and an alternate answer the teacher supplied.
- d. Conversation practice in which the teacher asks students a number of questions in the target language and the students have to understand and be able to answer correctly.
- e. Fill-in-the-blank exercises. All the items used are in the target language and no explicit grammar rule would be applied.
- f. Dictation.
- g. Map drawing used to give students listening comprehension practice.

It is important to mention **The Audio-lingual Method** and the role this method played. This method was created as an alternative based on linguistic and psychological theories, as a product of the grammatical programs. The learners must respond correctly to oral or written stimuli. Therefore, in many cases learners memorize answers to different questions and structures in order to control a conversation or dialogue. However, this method does not allow the student to create with the language spontaneously; on the contrary, this is a mechanical habit that allows the speaker

to give the appropriate answer in the appropriate situation (Crane, 318). That is why, when students hear the utterance "How are you?", they immediately answer "Fine thank you." When the same students are exposed to a different question but with the same meaning, and in the same situation, such as "How do you do?", it is possible that they will not know what to say, because they have not been conditioned to answer to that "new" stimulus.

This is how on the first half of the 20th century, these points of view ruled in the teaching of a second language. This continued until the second part of the century when negative reactions toward those methods allowed the increase of new ideas that focused on the psycholinguistic area of the teaching-learning process. Most of the material used in the Audio-lingual method is non-authentic. Dialogues that present a set of particular grammatical patterns are very common in the audio-lingual method. In other words, the material tends to be finely-tuned input as it is in the Grammar-Translation Method.

The structures of the language are emphasized over all the other areas. The oral /aural skills receive most of the attention. Pronunciation is also important. Based on that, the techniques and activities used in the Audio-lingual Method focus on those areas. The following are some of the techniques used in this method:

- a. Dialogue memorization
- b. Backward build-up (Expansion) drill: the teacher breaks down the dialogue line that students are having trouble with into several parts.
- c. Repetition drills in which students are asked to repeat what the teacher is modeling.
- d. Chain drill
- e. Single slot substitution drill
- f. Multiple-slot substitution drill

- g. Transformation drill: student must transform a negative sentence in a positive sentence, for example.
- h. Question-and-answer drill: students must answer teacher's questions quickly.
- i. Use of minimal pairs to teach pronunciation.
- j. Complete the dialogue: selected words are erased from a dialogue students have learned; then students must complete the dialogue.
- k. Grammar game designed to practice a grammar point within a context.

2.1.2 The Analytic Approach. In the 70's doubts, about the effectiveness of the Grammar Translation Method arose, as well as the idea that a second language should be applied to more communicative situations, where the language usage blooms spontaneously and naturally. Linguists and teachers started to propose points of view focused on a change in the traditional concept of teaching grammar and vocabulary. The changes were directed to a way of teaching where the important objective is to communicate by using the appropriate linguistic elements. The British Linguist D.A. Wilkins developed one of the most relevant works proposed in the 70's; he affirmed that success comes when teachers analyze the communicative meaning they need to express. *Chomsky* is a promoter of such changes; he opposed the way language had been taught so far.

Another relevant thought that had an influence on the traditional teaching-learning process was *Skinner's* theory that did not recognize anything that was not observable. Many discussions about this topic ended with the acceptance of the linguistic component and the internal processes involved in second language acquisition. The generative-transformational grammar theory also had a great influence in the acceptance of the processes involved in Language Learning Acquisition.

In his pedagogical psychology work called *Cognitive Code Learning*, **Carroll** makes an effort to find a better way to teach and learn a second language. According to his proposal, language consists of a system of rules while the learning of a language consists of understanding those rules, which allow the learner to create sentences that have not been heard before. This way is compared to the Audio-lingual method but the difference is that in the Cognitive Code Learning the purpose is defined as competence development, while the Audio-lingual appeals to the development of linguistic habits.

Later in North America some doubts arose about the processes involved in the learning and teaching of a second language and the ways a learner develops acceptable competence. Therefore, many proposals came out from people like **Earl Stevick**. He believes the understanding of a second language consists of developing the capacity to communicate effectively with others through that language. Moreover, Stevick promotes the use of techniques with which communication among participants (teacher-students) takes place. Stevick says that we cannot affirm that a learner who repeats language structures over and over is using that language because using a second language has to do with the solution of problems in different situations by applying the language. Coles in his work "The Middle Americans" illustrates Stevick's idea:

We don't really follow the news that closely. I'll be doing by work, changing Paul junior's diapers or washing the dishes and I'll hear the news, but when the music comes back, I'll suddenly realize that I've been listening to five minutes, five minutes of the news and I haven't heard a single word the man spoke, not a word. If you ask me what he said, I'd have to say nothing, nothing I can remember (qtd. in Yalden, 47).

In this example Coles says that for communication to take place what is being said must be of the speaker's interest, and it must be linked to their personality, emotions, and needs; in this way the communication will be meaningful. The affective and emotional parts are important for

Stevick; therefore he proposes the use of activities and techniques that promote communication between the learners by sharing their own personal experiences. Later, all these ideas proved the importance that the social role of the language has. As a result the Analytic Approach appears.

This approach is based on communicative functions for daily situations such as greeting, apologizing, describing, inviting, giving opinions, and so on, that a group of students need to know in order to accomplish the objective of expressing themselves properly. This approach is directed to the creation of three programs known as the Semantic, the Functional, and the Notional whose objective is to develop communicative competence in different contexts or situations of daily life.

2.1.3 The Semantic Syllabus requires a great effort with respect to its construction and development because this type of syllabus is built based on more components than the grammatical syllabus. The most outstanding characteristic of the Semantic Syllabus is that it wants the students to use the language in real communicative situations. This syllabus involves different learning strategies that lead to the application of methods. These methods lead to the development of the learner's communicative competence. Different models came out of this syllabus:

The Notional Model: According to Wilkins in his work on "Notional Syllabi" in 1976, language is categorized on notion bases such as location, time, quantity, and on functions such as inviting or apologizing. Then, the Europe Council used Wilkins' work to create a communicative language syllabus. This syllabus described the communicative functions that the learner needs in order to communicate effectively at a given level of his linguistic competence.

The Functional Model: The new conception of language as an indivisible unit –linguistic form, meaning and context lead to the functional theory of the learner. This language perception emphasizes what the learner can do with the language, instead of the student's knowledge about the language. Based on Yalden, the functional perspective points to the language functions in an individual's life as a member of a society and what the individual can do with the language and through the language (54).

With the appearance of the functional syllabus, textbooks came out. These books were based on functional syllabus whose principle consists of a series of functions with their respective elements needed to carry out the language functions. Besides that, individual work, pair and group work are part of the methodology used in those textbooks.

However, in spite of the attributes people have given to the functional or communicative theories, these have been criticized. This criticism includes the difficulty in deciding the order in which different functions are presented. For instance, what would be more important, that the learner be able to offer a service or to apologize to someone? Another point of discussion has been the wide range of grammatical structures necessary to manipulate basic functions at different levels of formality. For example, the use of the modals "should" and "had better" to give advice in such statement as "You should go to the doctor and "you had better go to the doctor". Referring to this, Douglas Brown, in an Internet article says, "Even when it is possible to identify a hundred of functions and micro functions, it would be probable that there are not more than 10 basic communicative functions that are expressed through a great amount of exponents". For instance, "Can I...?" opposite to "Would you mind if I?"

To sum up, the functional model is based on the way of emphasizing the meaning that must be considered when a second language is taught. The meaning of a statement comes from the use

of the language in an entire situation; it does not come from isolated words and sentences. That meaning is obtained when the language is used in context. This context, a communicative methodology and an appropriate evaluation system are based on the premise that says that all that we do in a context “ depends on the society in which the language takes place”(Yalden, 47).

The Situational Model: It is older than the previous models. It appears through history as an alternative to the Grammatical Syllabus. There is no agreement among experts in terms of its location. According to Wilkins, this model is linked to the Analytical Approach. The situational model is based on different learners' situations from a same community, taking into account the social language of a particular context. For instance, this model includes specific units such as “Buying an Airline Ticket”. This model enables the student to handle new and real situations in life.

Many other alternatives have been developed through time to get better results in the teaching-learning process in a second language. Moreover, there will be more ways that the teachers might find, use, adopt or eliminate in their careers. The most important of all of this would be that the teachers get the most positive aspects from each alternative to be developed in class and share their classroom experiences with their colleagues.

2.2 COMMUNICATIVE LANGUAGE TEACHING (CLT)

It is important to clarify that the term “Communicative Approach” was used in the 1980's in order to refer to the communicative teaching of second languages. However, since the 1990's this name was not used anymore because the communicative language teaching is not a single method or approach. It is the total sum of communicative approaches based on similar principles.

Nowadays, the term used is "Communicative Language Teaching" or "CLT". From this language teaching conception different syllabi and strategies are derived which were explained previously. However, not always the syllabus designers include the basic communicative principles. To this respect William Littlewood says that the lessons to learn a target language are pointed to the development of the communicative skill more than to another process; nevertheless, it is ironic that the syllabus has the minimum quantity of material to promote communication among students (46). Lately, many syllabus designers have used authentic communication. These syllabi evidence in many of their objectives a new direction (at least in theory), as in the case of the syllabus designed by the Ministry of Education in Costa Rica. Some teachers are intensifying the introduction of a Communicative Language Teaching perspective on students. In addition, this is not new on the scene and according to some investigators this way of teaching the English language was born many years ago.

Within the last quarter century, communicative language teaching (CLT) has been put forth around the world as a new and innovative way to teach English as a second or foreign language. Teaching materials, course descriptions, and curriculum guidelines proclaim a goal of communicative competence (Savignon, 3).

Communicative language teaching is not an approach or a method per se; then, what is it? One important aspect is that CLT focuses on the learner, and that it has its bases on the learner's communicative needs; therefore, the syllabi will be set according to those necessities. The way teachers develop English lessons, the way they use different and innovative materials, the way

teachers deal with student's errors, and how teachers evaluate the students' performance are just part of the change that CLT implies; this global change has provoked controversy among experts, teachers and investigators. These topics are developed ahead in more detail; however, it is important to mention that CLT has provoked reactions on teachers too, because some teachers feel frustrated by some aspects already mentioned. The negotiation of meaning and student proficiency based on the context, or the use of materials provided not only by the teachers make some teachers uncomfortable.

One of the most "shocking" aspects teachers recognize is the little grammar used in the English lessons, which gives the impression that this language component is not relevant anymore. However, that is not true. In spite of the fact that CLT focuses on meaning rather than form, grammar is important at some learning stage, and teachers can mix the teaching of grammatical elements communicatively.

The optimum combination of these activities in any given instruction setting depends no doubt no learner age, nature, and length of instructional sequence, opportunities of language contact outside, teacher's preparation, among other factors... for the development of communicative ability, research findings support the integration of form-focused exercises with meaning-focused experience (Savignon, 7).

In fact, some experts recommend the implementation of activities like translation, dictation, memorization, spelling, and other "unthinkable" exercises whose use would depend on the participants' goals (vocabulary, writing, reading, etc).

As it was mentioned, many eyebrows have been raised because CLT has been “linked” to some Grammar-Translation and Audio-Lingual goals, but let us make clear that CLT is aware of reading and writing interpretation and expression, not only of oral communication. Therefore “CLT does not exclude a focus on metalinguistic awareness of rules of syntax, discourse, and social appropriateness” (Savignon, 7).

One thing is true about CLT, which is the fact that it is designed to engage learners in written or oral communication, depending on the learner’s purposes. Also that CLT must not be labeled as an approach, a guide, text, or as a method but as a constantly growing way to enhance negotiation of meaning. CLT is not easy to adopt, especially for those who have been developing old-fashioned theories for many years.

Last but not least is the fact that CLT involves not only learners but also teachers; they must understand and respond appropriately to it. CLT cannot be imposed by itself in the classroom; it is necessary to count on the teachers, syllabi designers, administrators and even parents’ help.

2.2.1 Authentic Materials in Communicative Language Teaching

Everyday the use of authentic materials has become more popular in different English learning situations: primary, secondary, and professional areas. Teachers and instructors have seen the possibilities offered by data that are not present in many textbooks, and the advantages that these materials bring to the classrooms, especially in communicative situations.

The teacher previously plans the use of authentic materials that must be appropriately selected, and implemented in the lessons; otherwise, it will become a useless source. However, teachers first must research to get up-to-date materials from authentic and interesting sources. When doing this, teachers will provide the lessons with a natural language learning environment, and will provide a bridge between the linguistic skills of learners, and their goals: “such materials, in the various formats, can provide a wealth of linguistic and conceptual content to learners who are focused on specific applications of their linguistics skills” (Dumitrescu, 20).

When **researching**, for the appropriate materials, teachers “hunt” them down by using readings from books, texts, newspapers, television and radio segments, and even from the Internet, which has become an increasingly useful tool. Despite the amount of possible sources to find authentic information, teachers have to pick up the exact information to achieve the objectives. The use of authentic materials in the English lessons requires, as it was mentioned, a careful **selection** of those materials that must be appropriate to reach the objectives of the curriculum, the teachers, or the learners.

In selecting authentic materials, teachers take into consideration the learner’s linguistic background that has an influence on the classroom management, development of tasks, and achievement of the objectives. It is important also not to ignore the student’s previous knowledge (conceptual background), which determines the need for specifying or generalizing the information

in the materials. Finally, the cultural background that may affect the interaction between teacher and learner. That is why teachers must be prepared to know what to expect and how to react to demands culturally defined, influenced by society, culture or by traditional systems of education (21).

There are two additional factors that are taken into account when selecting authentic materials to use in English learning lessons. One is *applicability*, which is related to the meaningful use of the material according to the learner's needs. In other words, the materials must be relevant to the topic, the objectives, the tasks, and other important factors as well as the subsequent demands of flexibility and adaptation of instruction that is not limited to a traditional classroom setting.

The second factor comes out when teachers *adapt* the materials according to the user's possibilities, and requirements (*adaptability*); therefore, authentic materials must be adapted and applied for developing both oral and written lessons, or listening and reading tasks. An example of this is a supermarket list, whose task could be the design of a list that includes all a person needs to make a birthday party. The task focuses on terminology use, fluency, and organization; but the students will also pay attention to the pronunciation of the vocabulary, the knowledge about numbers (prices), and other details, because that material is adapted to be used orally. In other words, that simple authentic supermarket list will lead students to practice more than one skill at the same time.

The **implementation** of authentic sources is applied based on the student's proficiency levels, diverse linguistic objectives, and learning settings. Finally, the teacher decides how to use the material taking into consideration that each part, text, speech, video, song, and other authentic piece must be matched with the language and developed in appropriate communicative contexts.

2.2.2 Principles Of Communicative Language Teaching

Objectives of Communicative Language Teaching

- To promote the student's interest in the communicative skill by using the appropriate language in a particular context.
- To motivate the student to handle appropriate linguistic forms by knowing the meaning of those forms.
- To promote the learning of linguistic forms attached to their usage; in that way the student will be able to use those linguistic forms appropriately and will have better communication with the interlocutors.
- To make the student able to negotiate the language meaning with the interlocutors.

2.2.3 The Teacher's Role

The teacher will be a facilitator in the teaching-learning process. To do so, the teacher must provide the appropriate tools and environment (didactic material, activities, techniques, etc). Besides, the teacher will be the advisor who is in charge of supervising the student's progress to strength in the progress and correct the deficiencies. The teacher will have to be involved in the student's progress as an interlocutor; however, even when the progress is student-centered, the teacher's role is very important.

The teacher provides supervision in case students cannot handle a specific situation. Furthermore, the teacher monitors the student's strengths and deficiencies during their performance through more and different activities. Finally, the teacher corrects the student's mistakes and errors that are interfering with the learning process. The teacher can do this at the end of the student's production or in a different moment.

To sum up, the teacher plays the role of co-communicator, as William Littlewood declares when he says that the teacher does not play a dominant and direct role; that means the teacher can act as a guide to promote stimuli in the classroom activities (19).

2.2.4 The Student's Role

The student will not have a passive role in the learning process. Instead, the student will be an active agent, a communicator, an interlocutor and a creator of his/her own knowledge. The student will be responsible of his/her own learning; the learner will communicate and negotiate meaning actively to make others understand what he/she is trying to communicate.

2.2.5 Characteristics Of The Teaching-Learning Process

The most outstanding characteristic of Communicative Language Teaching is that this is organized with a coherent purpose. The student will use games, drama, and activities to communicate. These communicative activities must have three basic components:

1. Information Gap.
2. Choice.
3. Feedback

The **Information Gap** takes place when a person knows about a topic or subject that the other person does not know. It refers to the knowledge that a communicator knows, but that is not known by the interlocutors. This gap takes place not only between the student and the teacher, but also among students. The information gap is essential to provide and to get information from the student and the teacher.

In many English lessons, the information gap is not provided, because there is not genuine communication among teacher-students and student-student. Therefore, the person who has more information does not share it with the ones that do not have it.

It is very common to use questions whose answers are known by the students (display questions), like the following examples:

1. When teaching a WH question-structure, as in "Do you like to eat cereal for breakfast?"
2. When practicing a new item of vocabulary. "This sport is basketball. Michael Jordan plays basketball." "What does Michael Jordan play?"
3. When presenting a verb tense, as in "Sandra went to the amusement park last Sunday" "Where did she go last Sunday?"
4. When practicing a daily routine: "What's the weather like today?"

In all these examples of display questions the students already know the answers; therefore, there is not an information gap. On the contrary, the use of these kinds of questions produces non-authentic communication that is not relevant, and that will not train students to deal with authentic daily situations appropriately.

Display questions don't encourage improvisation or creativity. Yet, using previous preparation or rehearsal, is part of the normal process of communication...without information gap practice and genuine communication, the appropriate use of language is neglected. Students without the knowledge may be able to compose grammatical sentences but still not be able to use them appropriately with other people (Liao, 39).

Therefore, teachers must be careful when planning a lesson that goes beyond display questions, and provide information gap practice by having participants take part in an interaction where the information is transferred from one person to another. It means that display questions should be

substituted for referential questions, or questions students do not know the answer to. Let us take the above examples again but turned into referential questions to see the difference.

1. What do you eat for breakfast?
2. Tell us, where did you go last Sunday?
3. What's your favorite sport?
4. What will the weather be like tomorrow?

Many experts suggest many other ways to provide an English lesson with information gap practice that is not only limited to the use of questions and answers. Many strategies are designed for requesting information or feedback, as well as to describe, explain, ask additional information, and others. Here are included just some examples of possible activities that will help students to use English appropriately, such as:

- 1) Some practical situations, where students provide relevant information like giving directions, telling a dream they had, describing a menu, telling what they sell.
- 2) Role-play where students try to persuade, invite, or deny by giving reasons.
- 3) Speech activities.
- 4) Descriptions of people, where they describe a thief, a famous person, a relative, etc.
- 5) Opinion gap activity, where students give and justify their opinions about relevant topics such as holidays, policies, traditions, and so on.
- 6) Advice situations, here students give advice about a particular problem set by the teacher or by other classmates such as teens taking drugs, a pregnant adolescent, etc.

Information gap practice provides the English learning process with many more opportunities to use the language appropriately in real situations that students may face later, outside the classroom.

Besides the information gap, an individual has the **option** or opportunity to decide what to say and how to say it. For instance, when a teacher comes with a lesson previously prepared about a particular topic or subject, he usually tends to make the student say “appropriate or expected” words and expressions according to the topic prepared. Opposite to that, the opportunity or chance that an individual owns has to do with the ability to change or modify the topic by using his/her own words, instead of repeating grammatical and memorized statements. In this way, the students keep more interested in the lesson, and they can find out the knowledge they are able to create by themselves.

According to Yalden, in her book *Communicate Syllabus Evolution Design*, when students assume the active role as interlocutors in an oral and written way, they must choose something appropriate to the context they are in and that can serve their purposes. This ability to manipulate the linguistic forms refers to communicative competence that is the most important objective in the analytical approaches (40).

The third essential element that makes the communicative theory more effective is **feedback**. This element refers to the response that an individual gets in the effort to communicate. The speakers may evaluate if their communicative purpose has been reached or not, based on the information that the interlocutor provides. If the interlocutors do not have the possibility to provide information –feedback- to the speaker, the interaction is not communicative. One of the most gratifying instances about this subject is when a student receives the attention and the response that he/she wants. This element acts as a self-esteem constructor, so it encourages the student to continue with the conversation. This feedback element takes place in different forms, including aspects such as verbal corrections, gestures, mistake or error detection or clarity request. Any kind

of feedback forms part of a constructive process because it allows students themselves to evaluate their level of linguistic competence, their strengths and deficiencies when learning a language.

2.2.6 Student-Teacher Interaction

The teacher is usually the one who starts the activities in class; however, that does not mean that the teacher must always interact with the students. Sometimes the teacher will be a co-communicator, but he/she will generally provide situations to promote communication among students.

2.2.7 The Student's Individuality

The teacher is the one who gives the chance to students to express their individuality by learning to share ideas and opinions about subjects of their interest with their classmates.

2.2.8 About The Knowledge

A language is for communication; this implies the knowledge of forms and meanings. All this is a part of the linguistic ability. The student requires knowing the linguistic forms needed to carry out a set of functions that have a particular meaning. The student must use the knowledge and take into account the social context in which that knowledge will be used. This allows the student to send the message appropriately. Wilkins recognizes three components in the meaning to be considered in the analytical, functional or communicative approaches; notions (semantic component), functions (interactive aspect) and the structure (grammatical knowledge).

2.2.9 Language Areas

The functions will be more important than the forms since they are the basic units in functional syllabi. We need to have in mind that there is a variety of forms for each function. The simplest forms must be presented first, and then when the students get more proficient in the target language, the functions will be introduced again as well as more complex forms. This will be carried out through individual and group activities.

2.2.10 The Learner's First Language

The learner's mother tongue does not play a particular role in communicative language teaching. The target language is not used only during the communicative activities, but it also must be used when giving the instructions, while assigning homework or extra class work. In this way the students learn that the target language is a vehicle for communication, not just a subject to study.

2.3 Teaching-Learning Hypothesis

It is an error to believe that the teaching-learning process of a second language only consists of applying a method, a strategy or a theory to teach and learn another language. This is because in this process many factors intervene that are not only related to different methodologies, but to the learner, the environment and the teacher. Then, two hypotheses are going to be described in order to explain those factors, and to clarify doubts about the acquisition or learning of a second language. It will help to have a better idea of the relationship that those factors have with the different syllabi, approaches, and teaching materials.

2.3.1 Acquisition-Learning Process

Acquisition of a second language and the learning of a second language are two different systems through which the person can reach linguistic competence in a second language. Acquiring a language is the ability to develop linguistic competence in a second language and using it in different natural communicative situations. This process occurs when the individual is in an environment where there is social interaction between the individual and the native speaker of the second language. In this way, the individual takes and acquires the language unconsciously, in a natural environment. In this system, acquisition includes functions better than forms because what an individual can do with the language is more important than knowing about the language. The individual applies the grammatical rules without being conscious of them while the fluency and the competence of a second language might be also acquired. On the other hand, the learning system refers to an accumulation of knowledge about the second language and takes place in a formal context in which the individual learns grammatical rules, forms and others consciously. The formal teaching system is a requirement in this case, just like the correction of errors that leads to an appropriate linguistic form.

According to this hypothesis, the concepts of acquisition and learning are considered two separate systems that appear not only in children and teenagers but also in adults. However, it is not mentioned if an adult can handle a second language as a native speaker does. Besides, the aspects to be acquired or learned are not considered in this hypothesis.

Stephen Krashen thinks that the individual can carry the acquired knowledge of one type but not the opposite (28). This means that the individual is not able to apply what he/she has acquired to a real situation. However, some studies carried out in classrooms disproved Krashen's belief. For example, having learned a linguistic form in a formal teaching system, a student can

use this form in a real communicative situation. For instance, this student can use the expressions learned in the previous English lessons when having a real oral situation such as "Mom, I think I blew the final" or "She's the teachers' pet".

Conceptualizing this hypothesis in the actual situation in regards to English Teaching in public institutions, the learning system seems to be the most suitable. That is why this project pretends to promote if not all, at least some basic principles of the acquisition of a second language process.

We propose some activities with meaningful topics according to our context. To fulfill this objective, we will do an assessment of students' needs in order to provide authentic and attractive material.

Looking at the current national situation in English teaching, where learning seems to be the only system applied in most schools, the acquisition process must be promoted among second language students. Communicative activities, in which meaningful topics are the points of discussion, and attractive authentic material such as readings about up-dated topics, must be part of English teaching in Costa Rica. Besides, the type of input must be material not designed to teach any particular form. Mechanical exercises such as repetition or chain drills must be eliminated. In addition, the fact that students might be exposed to meaningful and attractive input -interesting and authentic material- may encourage them to get more input. Also, if students realize that they are producing some utterances, they can communicate their feelings and opinions even when errors occur. Thus, the student would be willing not only to get more input, but also to produce output.

2.3.2 Affective Filter Hypothesis

Even though this hypothesis refers only to the process of acquisition of a language, it is very important to clarify some of its principles. The Affective Filter Hypothesis states that affective factors have a strong influence on the production of a language. An affective filter is a barrier or obstacle for acquiring a second language. Then, if an individual acquires a second language it depends on a series of emotional factors, instrumental motivation (academic and professional purposes) and integrative motivation (communicative purposes).

Then, emotional factors, instrumental and integrative motivation, empathy towards other cultures, low self-esteem, high levels of anxiety and boredom are all factors that influence the students' affective filter. Besides, there are some other factors that have an impact on the affective filter such as the use of unattractive textbooks, unpleasant environments, and unmotivated teachers. The affective filter being an essential factor in the acquisition of a second language, it has to be taken into account as an important element in the national educational system.

Looking over the educational context in this country, it seems to be that students are not motivated in their English classes; this situation could be the result of multiple factors like methodology, evaluation, and memorization that can also increase the affective filter. If appropriate conditions are given to regular students in Costa Rican academic high schools, this can help to low the barrier. Then, the students will feel more secure and motivated.

Dulay and Burt in the book *The Natural Approach* have suggested that:

... Attitudinal factors may relate to second language acquisition in the following way performers with optimal attitudes have a lower *affective filter*. A low filter means that the performer is more "open" to the input, and that the input strikes "deeper"(38).

Being the Affective Filter an essential factor in the acquisition of a second language, it must be a concern of the current National System of Education. There are some factors that may affect negatively the learner's affective filter. For example, some boring textbooks focus on form, presenting unnatural and meaningless communicative situations which do not promote students' interests. Lack of attractive and up-dated material may lead to students' disappointment in learning a second language. Absence of activities that promote interaction among students in a second language make students unable to use the language in meaningful communicative situations.

Besides, the teacher's role has a great influence on the student's affective filter. Teachers might not feel motivated to teach due to the fact that they have to work with boring, old-fashioned books, or because they have to design their own material. Inasmuch as the teacher is not interested in what he/she is doing, he/she assumes a passive role or a threatening attitude toward the teaching-learning process. The methods and techniques present in the English textbooks may therefore influence positively or negatively the learners' affective filter as well.

To sum up, a second language student whose affective filter is low will feel comfortable, motivated and self-confident; consequently, he will be willing to get more input and to produce out-put in the target language.

2.4 TEACHING-LEARNING THEORIES

Many linguists have reported important findings and data about some theories related to the teaching learning process. Those theories differ among them because of their particular objectives, methods, and learning strategies. The following theories have helped to understand not only some issues about the learning-teaching process but also different perspectives on it. According to Ivan Pavlov –the most well known Russian psychologist of classical behaviorism- the

learning process consisted of the formulation of associations between stimulus and response (qtd. in Krashen, 76). On the other hand, John B. Watson, based on the experiments carried out by Pavlov, coined the term "behaviorism". Watson believed that human behavior should be studied objectively, and then he adopted the classical theory that had a great influence on learning theories for decades (qtd. in Krashen, 76). In this way the learning methods of a second language followed a behavioral tradition.

In 1930, B. F. Skinner published a book called *Organisms Behavior*, continuing with Watson's tradition. However, other psychologists considered him as a neo-behaviorist because he included a unique dimension of behaviorist psychology. This dimension took into account behavior and human learning. According to this theory, the stimulus or input was not as important as the consequences of the stimulus; which means that the input is followed by a series of responses that are more important. Responses give more strength to human behavior because as Skinner claimed "we are ruled by the consequences of our behavior" (qtd. in Krashen, 77).

Skinner's psychology was extended beyond the teaching of a second language. In 1957, in his book *Verbal Behavior*, Skinner described language as a system of verbal operands or responses similar to other human responses such as crying, sitting down or walking.

Then, Skinner stated that any human behavior is the result of a stimulus, in the same way the learner reacts according to the given stimulus through a mechanical system. This point of view about language and about the teaching-learning process dominated the methodology of foreign language teaching for many decades.

This psychology is considered important in this work to point out some conceptions about the language learning process that should be avoided. This avoidance is due to the way the teaching-learning process is perceived. Learning a language is considered the result of a particular

stimulus. In other words, learning a language means to acquire particular human behavior. It is a matter of habit formation. The input or stimulus, as well as the existing information in the learner's brain are not so important as it is the response to that stimulus. Relating previous knowledge with new data is not taken into account. Consequently, meaningful learning is absent.

In this project, learning a language in a meaningful and communicative way is very important, since retention seems to be better. Besides, the learner learns to use the language in a great variety of real life situations. Thus, the inclusion of previous knowledge in learning a second language is vital.

Years later, the meaningful learning theory developed by David Ausubel came out. According to this theory, learning is a meaningful process in which human beings have to relate new events and themes to their previous knowledge. Then, if new knowledge is integrated into the cognitive area, it will interact with the knowledge that already exists; then learners are able to relate this new information to the information they already have, making the learning process meaningful.

Meaningful learning theory allows the learners to associate themes and establish multiple meaningful relations among them. In this learning process each event becomes an integral part and allows the learner to have a better retention of information in the future.

Meaningful learning is one of the most important theories that we take into account in our project because it considers learning a meaningful process in which new knowledge is integrated with previous knowledge. The fact that students have to relate new events and items to the current mental schema makes learning meaningful. The type of meaningful learning allows learners to associate items and establish multiple meaningful relationships among them. Then, in the learning process every item becomes an integral part that lets learners develop long retention or long-term memory.

If we as teachers want to apply this meaningful theory in our classrooms we must provide meaningful situations; in this way learners can have the disposition to relate the new learning to what they already know. Teachers always have to take into account the student's previous knowledge before introducing a new topic. For example, if a specific group of learners are going to study family members, the teacher has to consider what the learners know about the topic. Later on, if they have to cover the unit on physical appearance, they can describe different members of their own family.

CHAPTER

III

METHODOLOGICAL FRAMEWORK

2.1 POPULATION AND SAMPLING

The population involved in this project was composed of students and teachers of the primary schools in the district of ... The sample was selected by ... The data was collected by ...

CHAPTER

III

METHODOLOGICAL FRAMEWORK

3.1 POPULATION AND SAMPLING

The population involved in this project was teachers and students of tenth and eleventh grades from academic public high schools of San José. The students and teachers of the IV Cycle of 9 public high schools in San José formed the population used in this project. It was chosen based on the official list of institutions, provided by the Ministry of Education (MEP), that declares the province of San José the area with the majority of high schools where English is taught as a current subject. The total of educational institutions is spread in 10 different areas called "circuitos" or regions that classifies high schools according to their specific location. A representative 25% of the population forms the sample.

The sample was chosen taking into account the size of the population and the appropriate selection method. In this particular case a systematic selection of elements was used, and it proved to be an easy and useful way to select the sample (Gómez, 224). This method gave as a result a 25% of the population, which is considered a representative sampling that includes 476 students of 9 high schools and 17 teachers from those institutions. By using this method, it is important to mention that each element had the same chance to be elected for the study, and the selection of the high schools was made randomly in order not to pick up places based on subjective decisions.

3.2 DESIGN

The design of this project was heuristic because it describes a phenomenon, a variable or a series of variables in a specific context instead of establishing a hypothesis or a theory as a deductive project does. In a descriptive study, the researchers collect information about a specific problem, attitude, or condition in different fields.

This project describes the material used in the English lessons, as described by students and teachers of the IV Cycle of those nine public high schools.

3.3 VARIABLES

The following are the main aspects that the study focused on and which were included in the instruments used.

1- Relevance of the English language.

English is within the general curriculum the teaching and learning of a formal subject that allows student to communicate effectively by using a new code. In addition, the learner will be in touch with another culture and will be able to value his/her own cultural roots, as the syllabus demands it.

Students' perception of this language is presented in question #9 of the questionnaire.

2- Textbooks and supplementary material.

Textbooks are the sources with which students work. These contain activities, exercises, vocabulary lists, illustrations, readings, and other elements that help them to meet, practice, and check the language knowledge during the learning process. Textbooks are used to cover or supplement the contents the teacher and the students should develop in class. The perception for this variable is clearly stated in the results of question #2 from the questionnaire of both, teachers and students.

3- English language skills developed in the English lessons.

In this context a skill is defined as language ability developed by the learner during the teaching-learning process. The English skills, as it was explained before, are four basic ones: a student is skillful when s/he can read, write, speak, and listen, properly in English. It is important to keep in mind that the MEP syllabus requires teachers to work with the four skills in an integrated way.

The skills that students develop in the English lessons are determined in question #6 of the questionnaire, and the data related to the most developed skills in the textbook(s) used are present in question # 4 of the questionnaire.

4- Syllabus topics.

The obligatory topics proposed in the English Syllabus can be defined as different subjects and their sub-topics that develop specific content; language skills, and their components (grammar, vocabulary, spelling and pronunciation, etc.). All those language elements are contained and developed under the same theme or topic, which can be, for example, traditions, ecology, daily activities, basic needs (food, clothing, job, etc.), and others. The actual English Syllabus intends to get the students involved in 13 different topics during their English lessons. However, it is also important to take into consideration the student's interests in other supplementary topics. Let us not forget that learning styles and the Affective Filter Hypothesis are two main influential aspects in the learning of a second language. The topics students picked out as the ones they prefer to go over in the English lessons are defined in question # 8 of the questionnaire.

5- The type of activities.

According to the context that this project refers to, activities can be defined as the different learning situations, drills and exercises that motivate students to achieve specific objectives and to learn and acquire the language content properly. The activities can be handled by using concrete and graphic material. The syllabi propose also, the use of authentic materials in the activities and specify other characteristics established by the MEP. Question # 7 presents the result of a set of activities that students picked out as the most enjoyable for them to develop in the English class.

3.4 INSTRUMENTS

According to the nature and objectives of this project, the researchers applied two instruments to collect information from primary sources: two questionnaires, addressed to both, English teachers and students and an interview addressed to the National English Advisors.

3.4.1 Questionnaire

Two different questionnaires were applied, one addressed to teachers and one to students. The questionnaires helped to obtain the necessary information about the use of didactic material used by teachers and students in their English classes, besides the methodologies applied by the teachers and the activities developed in the English class. Moreover, the questionnaire addressed to the teachers provided relevant data about the achievement of the objectives through the texts and the material used.

In order to collect the information from these questionnaires the following steps were followed:

1. After designing the questionnaires, an expert revised them, they were applied to a group of people who did not belong to the population, and the necessary corrections were made to improve them.
2. The researchers went to the different chosen high schools to negotiate the permission to apply the questionnaires to students and teachers.
3. The instruments were applied to the participants. Each participant filled out the questionnaire the same day.

In order to collect reliable and valid data and to avoid possible bias, the instruments were applied in a direct way. These instruments were given to each teacher and student of the sampling in the same way. Each instrument followed the same format, aspect that guaranteed reliability.

The data were collected during teachers' working hours. This avoided interruptions or changes on teachers' and students' work. This procedure assured that the institutional policies were not altered or violated with this research.

3.4.2 Interview

This project includes an interview to the MEP's English advisers, Leonor Cabrera and Ana Madrigal S. The interview was developed in a person -to- person way, and pretended to verify if English teachers use a particular text or material to teach English in the IV Cycle in public high schools and the nature of it.

This interview gave as a result the fact that there is not an official textbook for the IV Cycle in public high schools. *Learning English*, by Leonor Cabrera and Patricia Córdoba, used to be the official textbook; however, the book is not the official text anymore. They said that high school teachers are allowed to use other different sources in the classrooms as long as they follow the basic MEP's syllabus principles. Nevertheless, due to the fact that students have to pass the national standardized test as a requirement to earn the high school diploma, most teachers look for material that develops mostly the reading skill.

Besides the implementation of the questionnaires and the interview, it was also necessary to carry out an analysis of the different textbooks that are presently being used in the English class for the IV Cycle.

This analysis help us to confirm or disconfirm to what extent the objectives of the program are being fulfilled in terms of the contents, methodology, and techniques requested by the official MEP syllabus.

3.5 TEXTBOOKS IN USE

Varied materials (mainly photocopies) from different sources and some textbooks are used in the IV Cycle. From nine high schools, five used photocopies and four used a particular textbook. Even though the names of these books were mentioned in one of the previous sections, they will be mentioned again to make clear in the analysis.

These are:

- *Learning English* by Leonor Cabrera and Patricia M.Córdoba.
- *Interchange # 1* by Jack C.Richards.
- *In Contact 2B* by Jane Sturtevant.
- *True Stories* by Sandra Heyer.

3.6 ANALYSIS OF THE INFORMATION

The data provided by the questionnaire applied to the sample (476 students and 18 teachers) that represents the total population of public high schools in the San José area revealed that there is not an official textbook used in the IV Cycle. Besides, the results from the interviews to the English Advisors Leonor Cabrera and Ana Madrigal agree with the results from the questionnaire.

The data was analyzed by using graphs, statistics, and descriptive procedures to guarantee the reliability of the results of this project. These methods were appropriate because they had consistency with the objectives, sampling and instruments. These procedures were useful to analyze the data and present the information collected clearly and easily (Gómez, 142).

The results obtained during the survey are presented in the graphs that are shown on the following pages. After obtaining and interpreting the information, and as an answer to the initial problem, the researchers will create an anthology that will satisfy the needs detected through the instruments.

After reviewing the textbooks used in the selected high schools, it was evident that although most of the books accomplish only some of the basic components of the MEP's syllabus, none of them fulfills all the syllabus expectations. The following reasons support this finding:

Starting with *Learning English*, it was found that this textbook matches all the contents and some objectives of the syllabus. In fact, the topics are presented in the same order they are in the MEP's document. However, there are some units that present the linguistic component in isolation, as is the case of unit #3 for 11th graders. This unit is about the dictionary in which diverse lexicon is given to the students. Unit #7 from the same edition is about prefixes and suffixes in which word formation is the central part. In both units, structures of the target language are taught separately from the functional component. Consequently, these units do not allow students to use the target language communicatively. Furthermore, some of the activities and techniques used are not communicative at all. Activities such as arranging sentences in a logical sequence, Yes or No, True or False without justifying answers, or simple reading comprehension question are examples of some of the activities used in *Learning English*. It is important to mention that those techniques

described above are very common in the Grammar-Translation Method and in the Audio-Lingual Method. The following samplings taken from that book may illustrate this better:

AT THE TRAVEL AGENCY

Mario, Alicia, Roxana and Diego are visiting a local travel agency to gather tourist information in order to plan a trip.

- | | | | |
|------------|--|------------|--|
| Diego: | Yes, please. We'd like tourist information to plan a trip. | Ms. Araya: | Oh, no. I think I didn't explain myself clearly enough. It's the price per person. |
| Ms. Araya: | If you choose the first option, you will need \$1.150 plus spending money. | Ms. Araya: | My pleasure. Come again. Bye. |
| Roxana: | Is that the price for the four of us? | Ms. Araya: | We offer many package deals to visit different countries. For example, if you want to take an excursion, we have as many possibilities as you can think of. This is a month package and includes airfare, hotels, one meal per day, tours and taxes from San Jose to Madrid, visiting the most important cities of Spain. This other one includes the same conditions, but it offers two more weeks visiting Israel and France. Another possibility would be to visit the United States for two weeks. . . |
| M.A.R.D.: | Good morning, ma'am. | | |
| Diego: | Thank you very much. We're going to make up our minds and come back later. | | |
| Mario: | One thing you've forgotten to tell us about are the prices. | | |
| Alicia: | Can you give us more information so we can learn more about places to visit and discuss them at home with our parents? | | |
| Ms. Araya: | Good morning. May I help you? | | |

Taken from Learning English 11th Graders. Page 16

Furthermore, morals, values and culture, which are part of the cultural component in the MEP's syllabus, are presented in a unit called "Morals, values and culture". According to the MEP's document, the cultural component should always be present in the other components – the linguistic and functional components- and that language and culture go together to cover social meaning.

Moreover, the MEP's syllabus emphasizes the fact that the development of the four skills in the target language must be in an integrated way. Nevertheless, in *Learning English*, integration of skills is accomplished in just some units; while in others such integration is missing. Below it is an example of a unit that lacks this aspect.

1. Read the text and complete the chart.

HOW TO BE A SCIENTIST

Dean Curry

Science is based upon observation. However, observation alone is not science. Scientists generally state a problem, which then guides them in their observations. But without observation people generally are not aware of a problem. This then raises a question: Which comes first, the observation or the problem?

Curiosity awakens a need for observation. Observation will usually raise specific questions in the mind of a scientist. To satisfy his curiosity he begins to make observations. Then, he formulates a specific statement that can be tested. This statement is called a hypothesis. It is the starting point for an experiment.

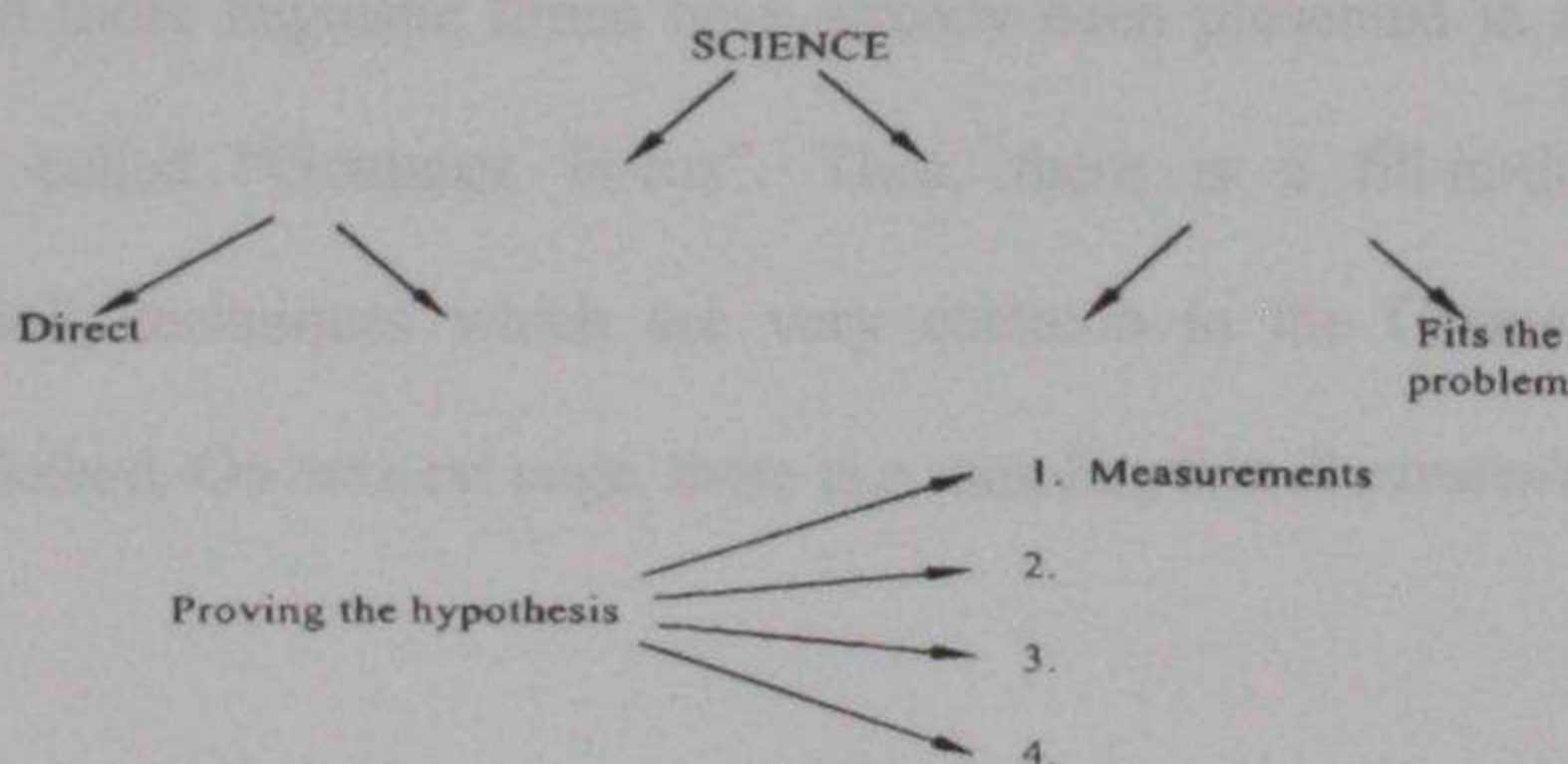
By experimenting, the scientist tries to show or prove that the hypothesis is true or false. He must use good imagination to create an experiment that fits the problem. The experiment must produce valid information or data. The data gathered during the experiment are observations.

Observations can be made directly and indirectly. For indirect observation, instruments are often used. Some instruments used by modern scientists are quite simple; others are very complex.

To complete his experiment, the scientist must state his observations in numerical form. This means that he has to make measurements. With the results from these he can make more exact comparisons or descriptions to prove his hypothesis.

The results of a scientific experiment based on a valid hypothesis can often lead to a better understanding of the world and the universe.

U.S.I.A.-1984




Results of the experiment based on hypothesis:

Taken from Learning English 11th Graders, Page 48

Continuing with the *Interchange* textbook #1, it can be said that it is an attractive and colorful book. It usually shows up-dated information and real life situations and gives students meaningful and communicative situations. Furthermore, through the text, students can develop the language skills in an integrated way. This fact makes the learner acquire the language naturally and unconsciously.

However, integration of skills is not present in the entire book. There are some examples that show that. The following is one of those instances:

7 LISTENING

 Listen to what Ted, Wanda, and Kim like to do in the evening. Complete the chart.

	Favorite activity	How often?
Ted
Wanda
Kim

Taken from New Interchange 1. Page 36

Moreover, there are some examples in which linguistic forms are presented explicitly in charts even when those linguistic forms have already been presented in a context in a dialogue. This section is called "Grammar Focus". Then, there is a fill-in-the-blank exercise or a transformation drill, techniques which are very common in the Grammar-Translation and the Audio-Lingual Method. On the next page, there is a sampling that illustrates this:

11 GRAMMAR FOCUS

Questions with how; short answers

How often do you work out?	Twice a week. Not very often.
How much time do you spend at the gym? How long do you spend working out?	Around two hours a day. I don't work out.
How well do you play racquetball?	Pretty well. About average, I guess. Not very well.
How good are you at sports?	I'm pretty good at sports. I guess I'm OK. Not too good.

A Complete these questions. Practice with a partner.
Then write four more questions.

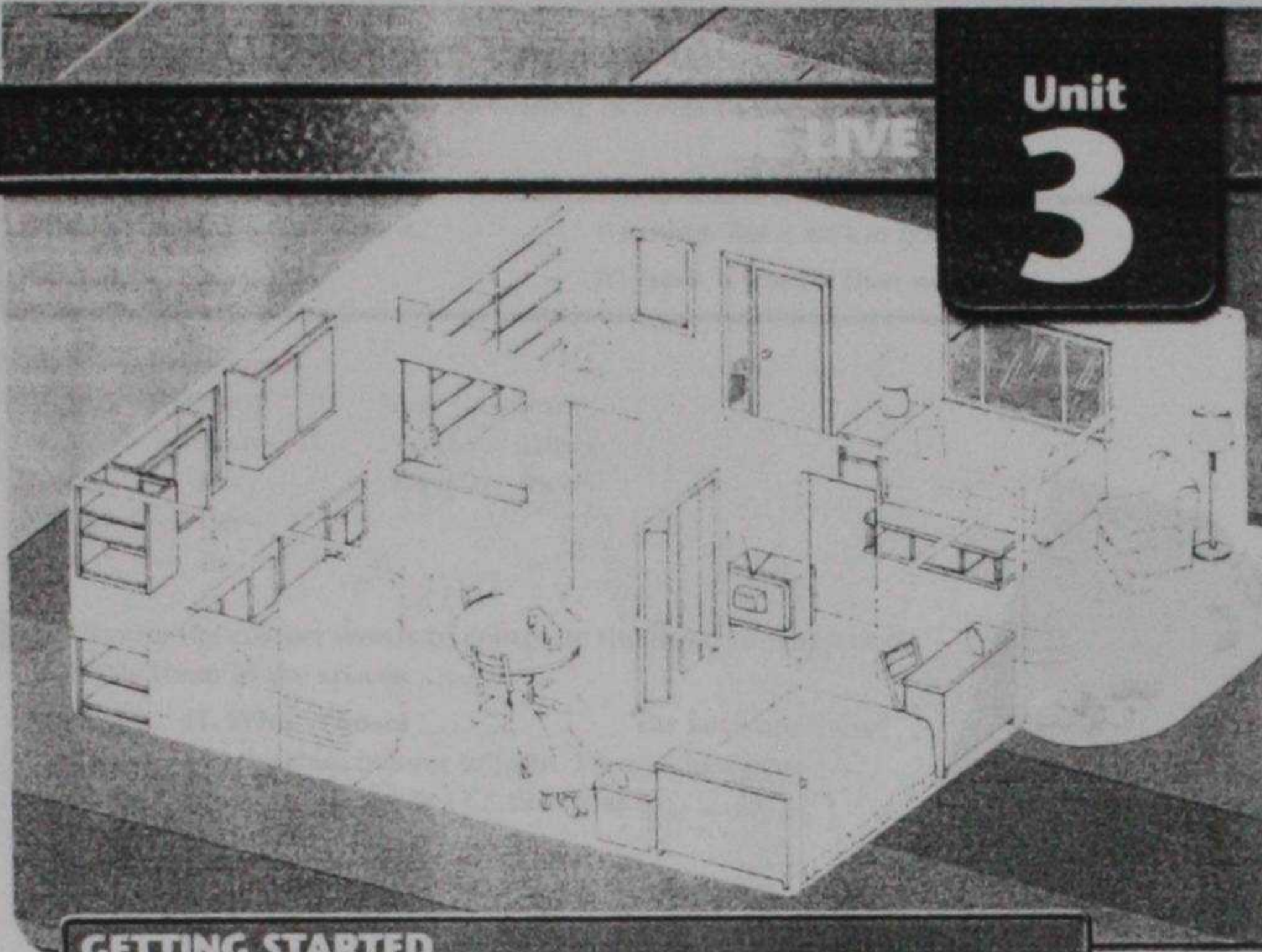
1. A: at volleyball?
B: I guess I'm pretty good.
2. A: swim?
B: Not very well, but I'd like to learn to swim better.
3. A: watch sports?
B: Pretty often. About three or four times a week.
4. A: spend exercising?
B: I spend about an hour every day.

Taken from New Interchange 1. Page 38

Furthermore, this book does not contain the content required by the MEP's syllabus.

The next book, *In Contact 2* is a very attractive and updated book. It uses authentic material as input. It is very clear and colorful. It includes the four language skills. It presents communicative situations to the students. However, sometimes it does not present the skills in an integrated way. In addition, there are some instances in which structures of the target language are presented separately from the functional and cultural component. Thus, the activities used are similar to those used in the Grammar-Translation and the Audio-Lingual method. Besides, the content of the MEP's syllabus is not present throughout that book. The following are some examples of the book *In Contact 2* that show what is stated above.

Unit 3



GETTING STARTED

Warm Up

1 Write the correct words on the lines.

- There's a radio _____ the table.
- The rug is _____ the floor in the living room.
- There's a table _____ the couch.
- There's a desk _____ the closet.
- The bookcase is _____ two plants.
- The tall lamp is _____ the big chair.
- The stove is _____ the refrigerator and the sink.
- The bed is _____ of the bedroom.
- There's a pair of shoes _____ the chair in the bedroom.
- The cupboards are _____ the sink and the counter.

above	under
behind	in front of
between	across from
next to	in the corner
on	

2 Work with a partner. Ask and answer questions about the picture above.

Example:

- A: Where's the stove?
B: It's next to the refrigerator.

Taken from In Contact. Page 21

GRAMMAR

Whose and Possessive Pronouns

We use *whose* + noun to ask who something belongs to. We use possessive pronouns to tell who something belongs to.

Whose painting is this? I like it.

It's **mine**. But it isn't as good as **yours**.

Whose painting is that?

It's **hers**. It's better than **ours**.

^{note} Possessive Pronouns:

my	—	mine	our	—	ours
your	—	yours	your	—	yours
his	—	his	their	—	theirs
her	—	hers			
it	—	its			

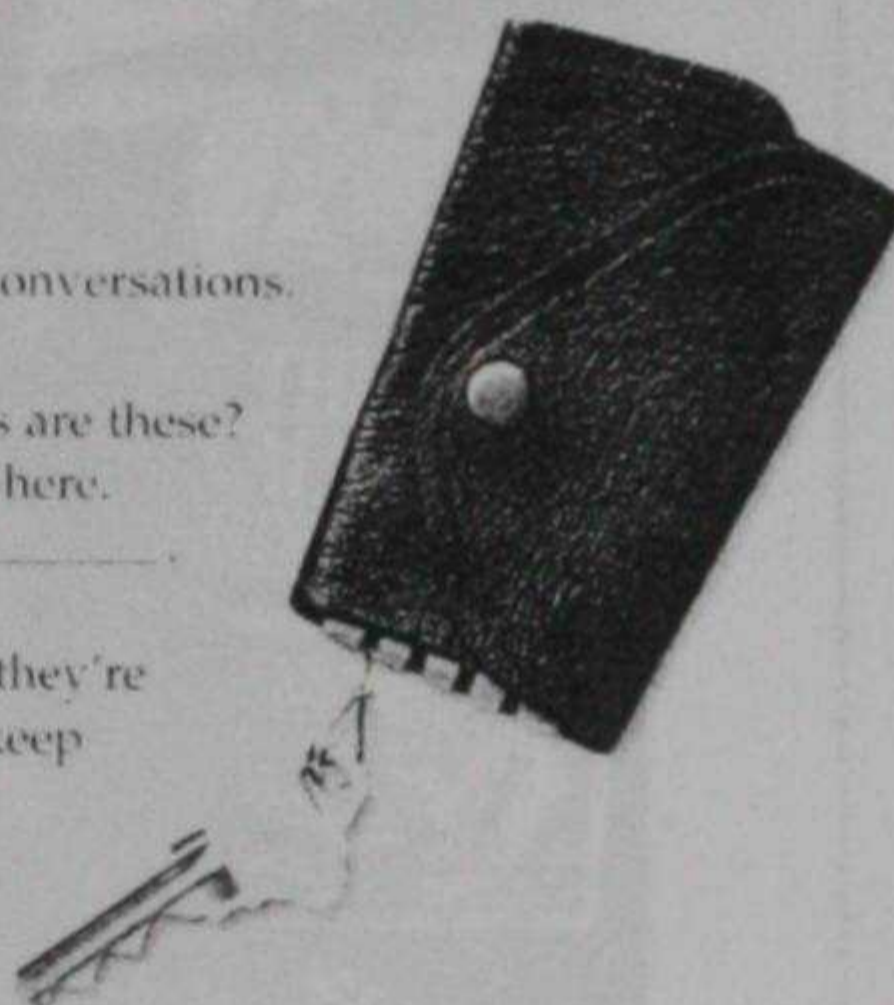
- 1 Choose the correct words to complete the three conversations. Write them in the spaces.

TOM: (1. Who/Whose) _____ car keys are these?

PAVEL: Maybe they belong to John. He was just here.

TOM: I'm sure they're not (2. him/his) _____.
He doesn't drive.

PAVEL: Wait a minute! Let me see them. I think they're
(3. my/mine) _____. I usually keep
(4. my/mine) _____ keys in my
pocket, but they aren't there now.



Taken from In Contact. Page 110

Expressions with Go + Verb + -ing

To talk about sports and recreation, we often use the expression *go + verb -ing*.

We **go bowling** every Saturday.

I'm **going fishing** tomorrow.

He **went swimming** in the lake.

Can we go shopping?

biking

dancing

jogging

shopping

bowling

fishing

rollerblading

sightseeing

camping

hiking

sailing

swimming

Taken from In Contact. Page 99

Finally, the *True Stories* is a textbook that presents interesting readings about real life. Each text is followed by a set of reading comprehension exercises such as fill-in-the-blanks, matching, skimming and scanning. There are some other types of exercises that require oral discussion or writing a comment. This textbook emphasizes the reading skill. The other three skills are developed only a little. In fact, listening is not developed at all. The following are some instances of the book:

UNIT 11



1. PRE-READING

Look at the picture.

- Where does this woman work?
- What does she sell?
- How much money can people win in the California State Lottery?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Taken from *True Stories in the News*. Page 42

The Winning Ticket

Therese Costabile is a cashier at a big drugstore in Cupertino, California. People can buy medicine at the drugstore. They can buy makeup, shampoo, watches, candy, and many other things, too. They pay Ms. Costabile for the things they buy.

At the drugstore people can also buy tickets for the California State Lottery. They pay one dollar for a lottery ticket. There are pictures on the ticket. Some pictures are winning pictures, and some pictures are losing pictures. Most people win nothing. Some people win two dollars. A few lucky people win thousands of dollars.

One day Ms. Costabile was working at the drugstore. She sold three lottery tickets to a woman. The woman looked at the pictures on the tickets. Then she threw the tickets on the counter and walked away. "These are losing tickets," she thought.

Ms. Costabile picked up the tickets and looked at them. She was surprised. Then she was excited. One ticket was a winning ticket!

"Excuse me!" Ms. Costabile called to the woman. "You won \$50,000!"

The woman walked back to the counter. She took the winning ticket and looked at it. "You're right," she said. "I won \$50,000." The woman walked away slowly, in shock. Then she turned around. "Thanks," she said to Ms. Costabile.

Why did Ms. Costabile give the woman the ticket? Why didn't she keep the ticket? Didn't she want the \$50,000?

"Of course I wanted the money," Ms. Costabile said. "But it was her ticket. It wasn't my ticket."

Ms. Costabile telephoned her mother and told her about the ticket.

"Well, I'm sorry that you aren't rich," her mother said. "But I'm happy that you're honest."

2. VOCABULARY

Complete the sentences with the words below

won cashier lottery ticket drugstore counter

1. People buy medicine at a drugstore.
2. When you buy something at a store, you pay the _____.
3. The cashier stands behind a high table. The high table is a _____.
4. People buy a _____ because they want to win money.
5. The state of California will give the woman \$50,000 because she _____ the money in the lottery.

Taken from True Stories in the News. Page 43

3. COMPREHENSION

UNDERSTANDING WORD GROUPS

Read each group of words. One word in each group doesn't belong. Find the word and cross it out.

BUYING THINGS	DRUGSTORE	LOTTERY	FEELING GOOD
pay counter weather cashier	potatoes medicine makeup shampoo	win lose ticket diet	happy excited depressed lucky

REMEMBERING DETAILS

Read the sentences. One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Therese Costabile is a ~~manager~~^{cashier} at a big drugstore.
2. She sold three movie tickets to a woman.
3. The woman threw the tickets on the floor and walked away.
4. Ms. Costabile picked up the woman's money and looked at them.
5. Ms. Costabile called to the woman, "You won \$5!"
6. The woman took the winning ticket and walked away slowly, in anger.
7. Ms. Costabile told her uncle about the winning ticket.
8. Her mother said, "Well, I'm sorry that you aren't rich, but I'm happy that you're friendly."

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. People pay Therese Costabile c
 - a. because it wasn't her ticket.
 - b. because her daughter is honest.
 - c. because she is a cashier.
 - d. because she thought they were losing tickets.
2. The woman threw the tickets on the counter ____
3. Ms. Costabile didn't keep the winning ticket ____
4. Ms. Costabile's mother was happy ____

Taken from True Stories in the News. Page 44

4. DISCUSSION

1. Drugstores in the United States sell medicine and many other things. What things can people buy at drugstores in the United States? Make a list with your classmates. Are drugstores in your native country like drugstores in the United States?
2. Imagine this: You buy a lottery ticket. You think it is a losing ticket, so you throw it on the counter. The cashier says, "Wait! You won \$50,000!" You take the lottery ticket and look at it. The cashier is right. You won \$50,000. What do you do next?

Check your answer. Then discuss your answer with your classmates.

You . . .

- a. ___ say "thank you" and walk away.
- b. ___ give the cashier half the money—\$25,000.
- c. ___ give the cashier \$_____.
- d. _____

(Write your own idea.)

5. WRITING

Imagine this: You win \$50,000 in the lottery. What will you do with the money? Will you buy a car, go on a vacation, buy presents for everyone you know? Make a list of things you will buy or do.

With my \$50,000 I will

Read your list to a partner. Tell your partner why you want to buy or do the things on your list.

Taken from True Stories in the News. Page 45

3.7 LIMITATIONS OF THE STUDY

Some limitations came forth along the development of this study which undoubtedly have affected some aspects of the research. These are the most important ones:

1. The impossibility to develop the field work in some of the high schools chosen in the sampling, since the required permission by the principals of the high schools was not obtained. In this case, these high schools were substituted for others located in the same area.
2. Another inconvenient was the researchers' schedule that was different from the participants' schedule. However, the researchers tried to adapt themselves to the specific situations.
3. Mrs. Leonor Cabrera, National English Advisor, was not willing to give more information during the interview, which did not allow us to obtain all the data of our interest. On the other hand, Mrs. Ana Cecilia Madrigal, who is the English Regional Advisor, was interested in providing information; however, she tended to emphasize topics that were not related to the main topic.
4. The information that we worked is based on an instrument that uses "self reported" information; however, this limitation can be corrected by using parallel information.

3.8 CONCLUSIONS AND RECOMMENDATIONS

During the development of this project some of the objectives originally proposed took different directions since the data obtained later, changed the expected results.

It was established from the beginning that IV Cycle teachers and students did not use an official textbook to develop the English lessons, and that this important fact about teaching English in the IV Cycle did not allow teachers or learners to follow the Syllabus' objectives, in public high school classrooms. After applying the instruments to the sample, it was found that not only there was a lack of an official textbook, but also that the textbooks they used did not include all the components of the MEP syllabus. The MEP English advisors supported this information; therefore, this project aims to design supplementary material that could be used as a guide or as an

information source in order to fulfill the MEP Syllabus guidelines. This material presents the four basic language skills in an integrated way, so students can go from one to the other naturally, as people acquire the mother tongue by going through these four areas almost simultaneously.

Unfortunately, not all the students interviewed are given practice on the four English language skills integratively during their high school experience; in fact some learners are trained in one or two of the language skills. This is a negative situation, especially if the development of the four skills is part of the Syllabus principles, and because the teaching of them as a whole is important and necessary for students to improve their English proficiency, as it was mentioned in the section "Why integrated skills?" After carrying out the fieldwork, it was found that the English skills more recurrent in the textbooks are reading and writing. Regarding this result, preparing students for the National Standardized Test seems to be one of the major factors that influence the emphasis on those language skills. In this case, seminars or workshops related to the way the four skills can be integrated and developed in class would be an important tool to allow teachers and students work on the four areas with a different point of view. These workshops could be held by the advisors or by teachers who want to share their knowledge accumulated by experience; this would be useful for teachers that do not know how to deal with some skills, or that consider oral communication harder than reading, for example.

Beside this situation, there is another problem: books used by teachers and students do not develop the four skills in an integrated way, or they only focus on one or two of them, leaving the others aside. The supplementary material proposed includes many learning situations and exercises that integrate the skills in order not to focus only on one area; therefore, learners have the chance to work on an exercise by reading it, or listening to some data, and the same exercise may lead them to write a paragraph or to give information orally.

As a suggestion, it is always necessary for the MEP authorities to revise the books that the market offers because some of them can show nice pictures in bright colors and an attractive format, but the content and the objectives are not appropriate. In this way, teachers will know for sure which books are appropriate to use as supplementary sources or as basic textbooks.

Talking about the book activities suggested in some MEP documents, there are certainly some that students do not like, as it was shown in the questionnaires. The results showed that students prefer completing, and filling in the blanks after reading. They also prefer writing dialogues, and descriptions, listening to videos and recordings, and presenting dialogues orally. It is maybe impossible to make all the students like everything; however, it is possible to present the exercises they do not feel comfortable in an attractive way. A suggestion is that some activities could be used only as extra practice, not as a class exercise or a test item; in this way, students will feel less stressed when developing them. Others can be adapted to become a warm-up or a wrap-up activity, or even group work where students can feel confident and supported by the others' help. The instructions also could be modified to make students know what they have to do clearly and easily. It is not redundant to mention the presentation of those activities, which must be attractive, up-dated and interesting in order to make them see those exercises from a new perspective. The project presents some of those activities linked to the whole unit, so students go through them naturally, without losing the objective that learners are supposed to reach. These activities are also designed to cover a topic in a more attractive and simple way, so students will not have the chance to fail or get bored easily.

Finally, another conclusion derived from this study is related to the students' preferences for some topics. The syllabus establishes certain topics to be covered in the English lessons during nine months. Some students prefer a group of topics, while others feel better when working on

others. Based on the information collected from the questionnaires, the topics about sports and food are two of the most enjoyable topics for students, while democracy and health are less enjoyable for them. The supplementary material proposed is aimed at supplementing the MEP's principles proposed in the syllabus, including the topics; however a suggestion would be the time-to-time revision and study of the topics and the content presented in the syllabus. It is important to make the MEP authorities know that teachers and students sometimes have a different perception of the content they propose, maybe due to the fact that they work on it directly. It is important to point out that times change, and people change; on that ground some topics could become obsolete, or could need a different and renewed vision. Others could be replaced; therefore, it is necessary to hear others' opinions, especially from teaching-learning participants that are the ones who get involved in the topics, exercises, and the books. These suggestions are supported by the fact that students are aware of the importance that the English language has nowadays, especially in regards to job and travel opportunities, communication, careers, cultural exchange and other aspects.

After the collection and analysis of the information, the following considerations came out:

- Since there is not an official textbook for the IV Cycle the students' education varies in the different institutions; what this means is that at the end of the teaching-learning process not all the students will have the same profile.
- Even though students earn their high school diploma not all of them will have the same opportunities to obtain jobs where English is required. As a consequence, not all students could satisfy the demands of a global world successfully.
- Because of the requirements of the "Bachillerato" exam, sometimes teachers are forced to emphasize the reading skill in the classroom, leaving aside what is proposed by the

syllabus with regard to other skills. According to the MEP authorities this must be done to increase the students' promotion in the tests.

- The lack of an official textbook leads some teachers to use different foreign books that, in some cases, are expensive for students.

The whole previous process takes us to the result of this project, which consists of the following supplementary material. The design of this material is not only considered as a graduation requirement, but it also intends:

1. To be used by teachers and students of the IV Cycle, as a supplementary source that contains material to fulfill the English Syllabus' objectives.
2. To be used as a source that supplements the weaknesses contained in other textbooks.
3. To be used by teachers of any level as a source of information to guide themselves in the developing of topics, integration of skills, and design of different activities in the English classroom.
4. To be a basis for other future studies in the field which were little contemplated in this project.
5. To be published, the entire supplementary material or some sections, in different journals or textbooks related to teaching English as a foreign language.
6. To be studied by the English advisors interviewed, or by other educational authorities, so they could include some sections or activities in their guides or programs.
7. To be part of any public or high school library, so that it can be easy to get.

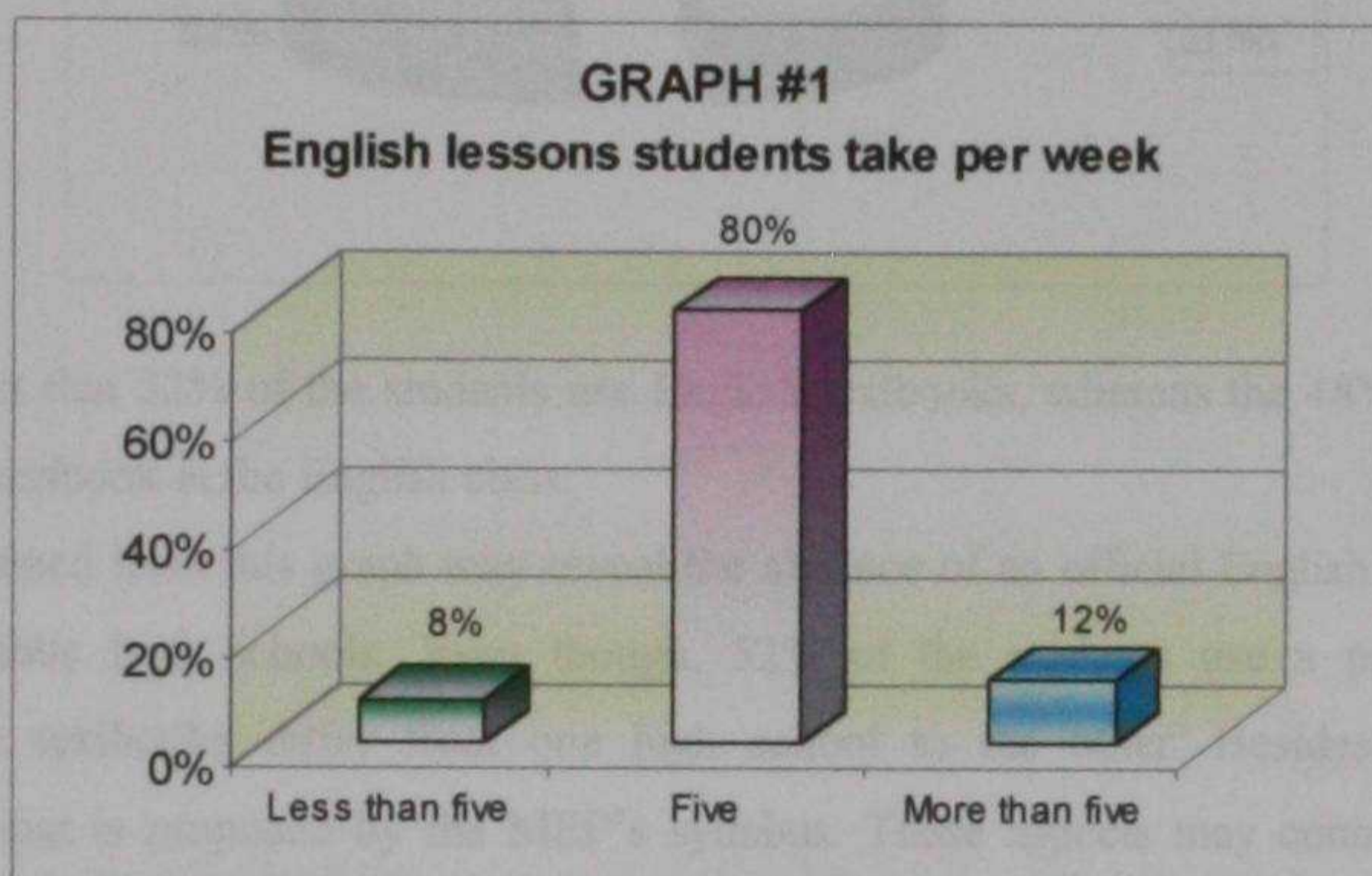
As any other source, this supplementary material has certain limitations, which are listed in the project. However, this does not mean that these limitations are going to stop teachers and students from taking advantage of this project. On the contrary, the idea is that users know about these weaknesses and find an easy way to overcome them.

RESULTS FROM STUDENTS

Information Obtained from the Students

Linguistic Variables

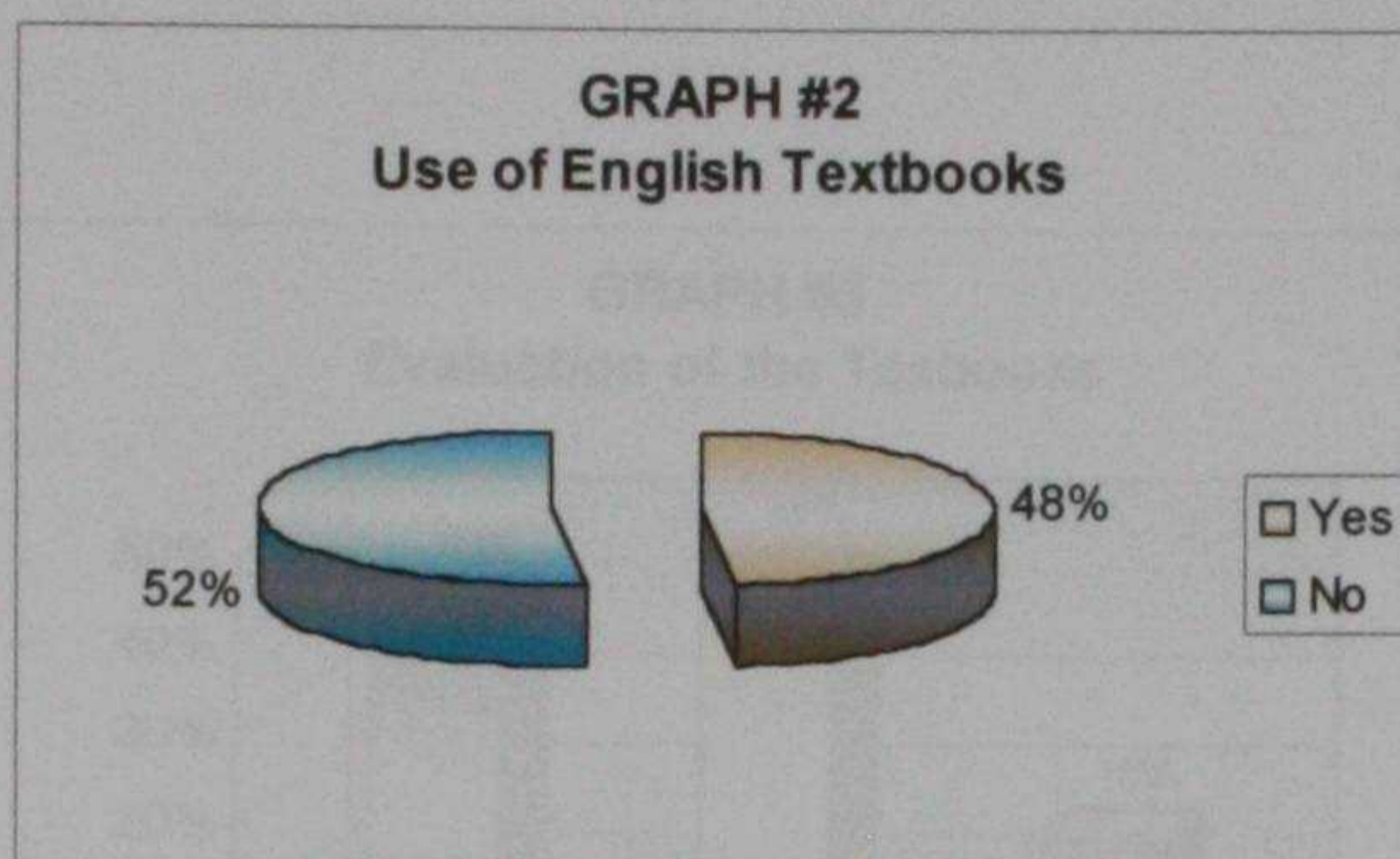
1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	37	8 %
2. Five	381	80 %
3. More than five	58	12 %
Total	476	100 %



Graph #1 shows that 80% of the students take five lessons per week. While 12% take more than five lessons a week, only 8% take less than five lessons per week.

This graph reveals that almost all the students in the sampling take the English courses as one of the basic high school subjects since they take five lessons per week. Those who receive more than five lessons per week are probably those who take the English course as a technical subject which it is supposed to be a conversational English course. Besides, the percentages may reveal that English as a technical subject is implemented only in few high schools in the San José area.

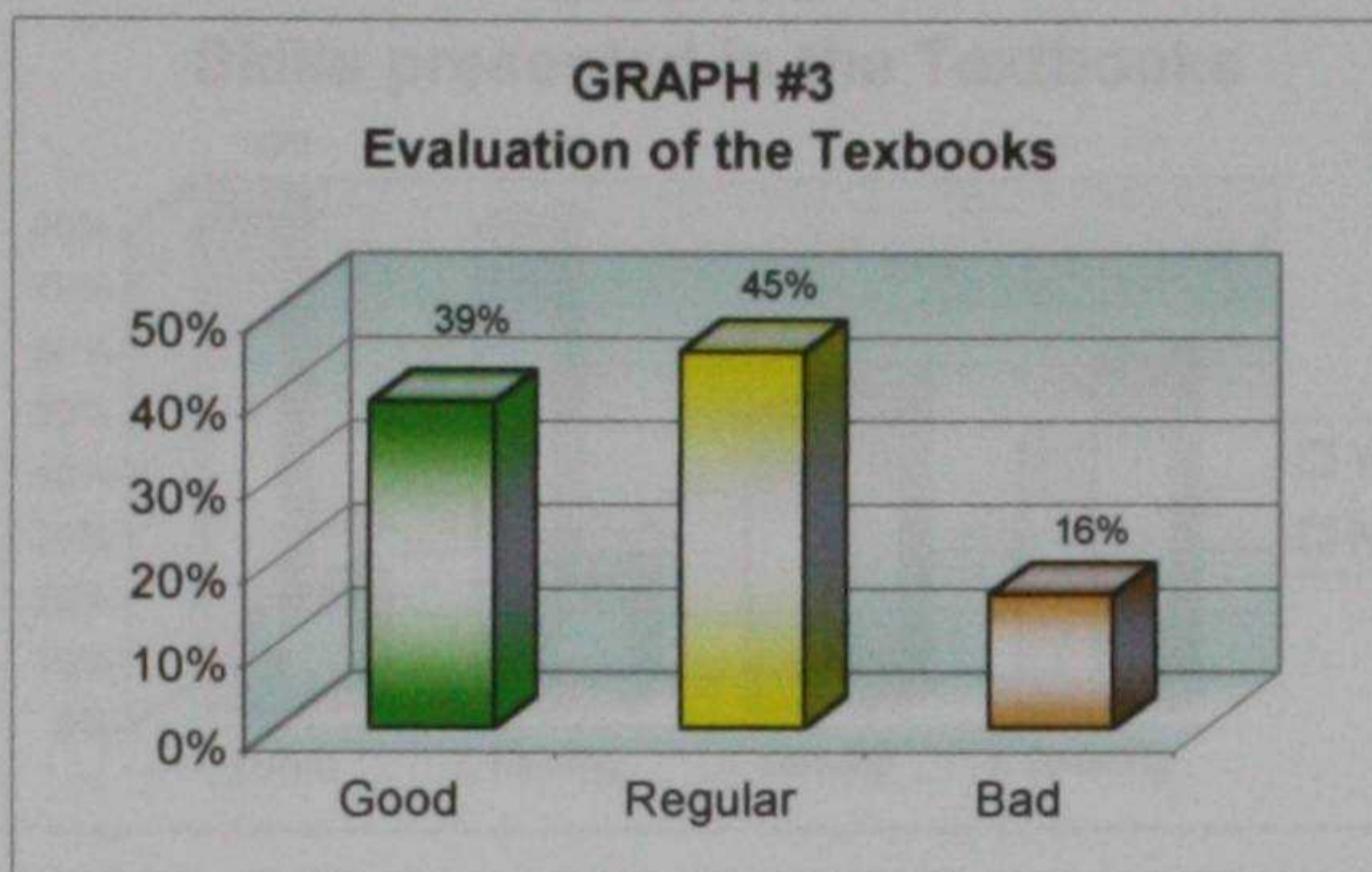
2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	228	48 %
2. No	248	52 %
Total	476	100 %



Graph #2 shows that 52% of the students use English textbooks, whereas the 48% of the students do not use any textbook in the English class.

The results obtained from this graph may reveal the absence of an official English textbook for the IV cycle in public high schools. Even though, 52% of the students use a particular English textbook, those textbooks differ from one high school to the other. Besides, none of them accomplished what is proposed by the MEP's syllabus. These aspects may contribute to prepare students who will have a different profile at the end of the teaching-learning process.

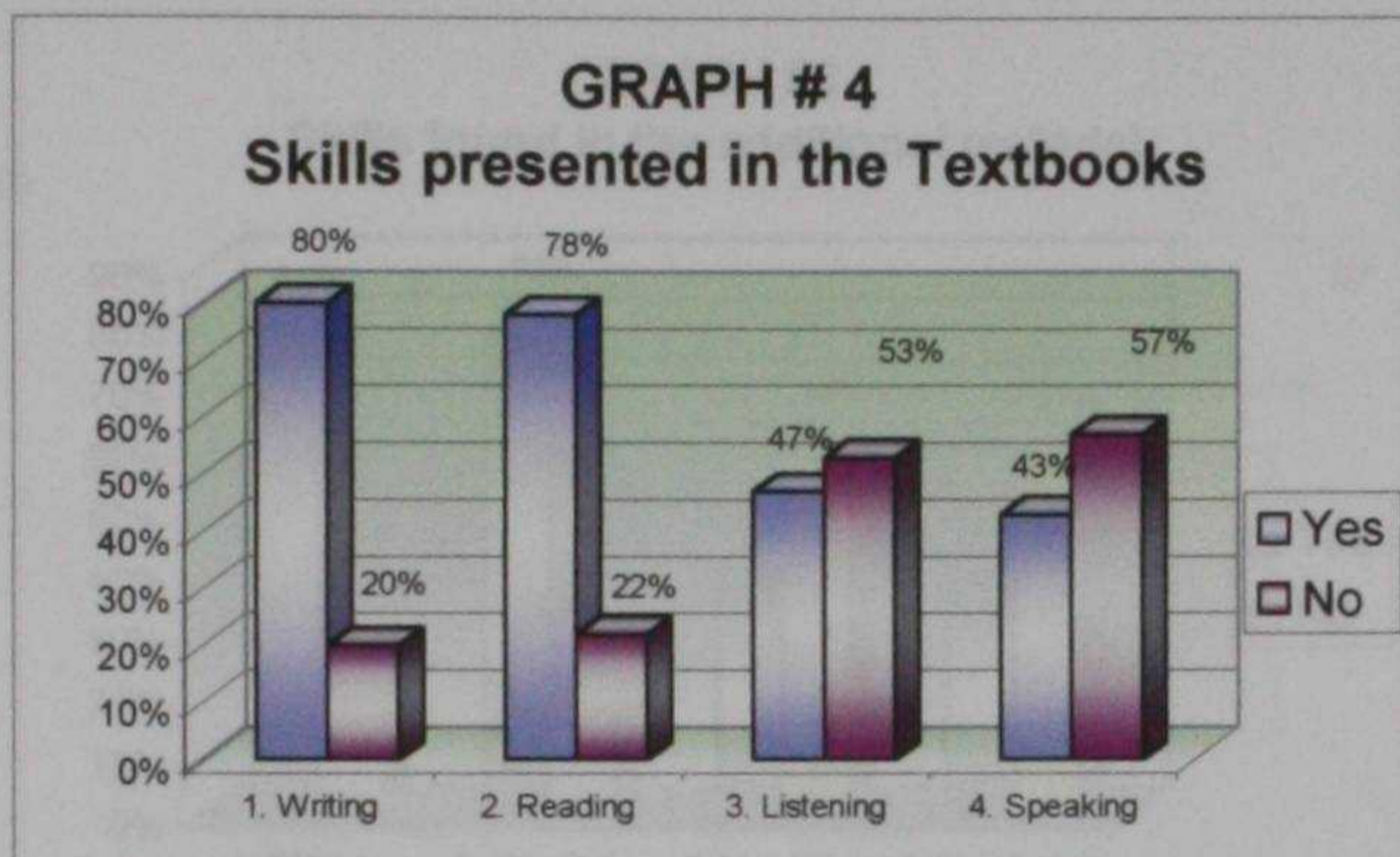
3. How do you evaluate that textbook?	Absolute Value	Relative Value
1. Good	89	39 %
2. Regular	102	45 %
3. Bad	37	16 %
Total	228	100 %



Graph #3 shows that 45% of the students consider the textbook they use in their English lessons regular. While 39% considers it good. Only 16% claim that the text used is bad.

This graph displays the students' disconformities with the textbook they use in their English lessons which may influence the students' motivation. Consequently, the teaching-learning process may be affected.

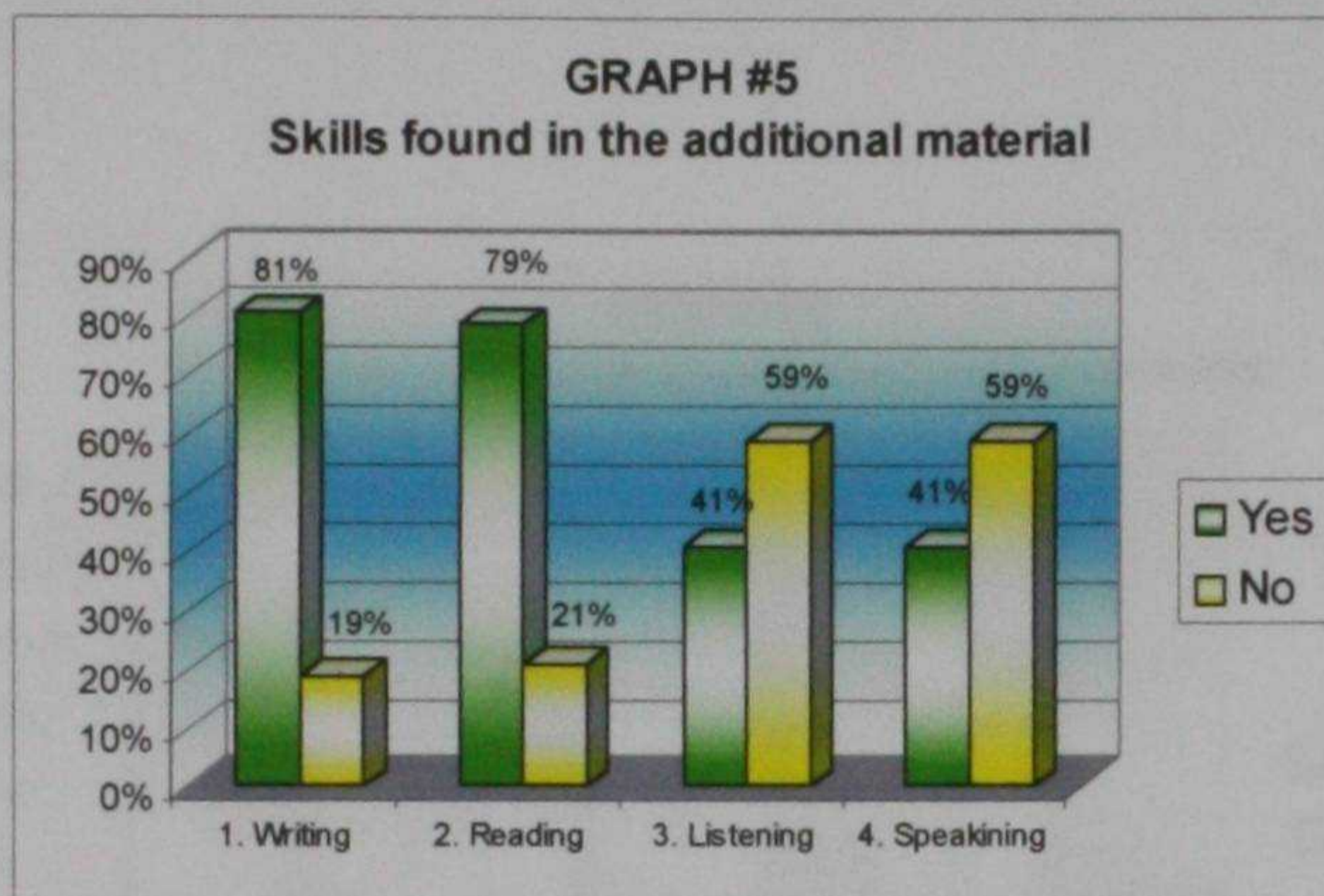
4. What language skills are present in the textbook you are using in high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	379	80 %	97	20 %
2. Reading	373	78 %	103	22 %
3. Listening	224	47 %	252	53 %
4. Speaking	204	43 %	272	57 %



Graph #4 reveals that 80% of the students confirm the emphasis on **writing** skills in their English textbook, while 20% of them does not. Regarding the **reading** skill, 78% claims that this skill is found in their English textbook, whereas 22% answers negatively. About the **listening** skill, 47% of the students say that this skill is present in their textbook. But 53% talk about the absence of this skill in the textbooks. Regarding the **speaking** skill, 43% of the students find this skill in their English textbooks; however, 57% of the students do not.

The fact that the IV cycle students have to take a standardized test and that the result of this test is supposed to measure the student's English competence, the teachers may decide to choose textbooks that emphasize the reading skill which is the only skill evaluated in the standardized test. The writing skill, which is the other skill that the textbooks give more importance to, is a skill with which students have the chance to implement and practice grammatical structures. On the other hand, the listening and speaking skills may be less important in the achievement of the final goal of the English courses, which is to pass the test.

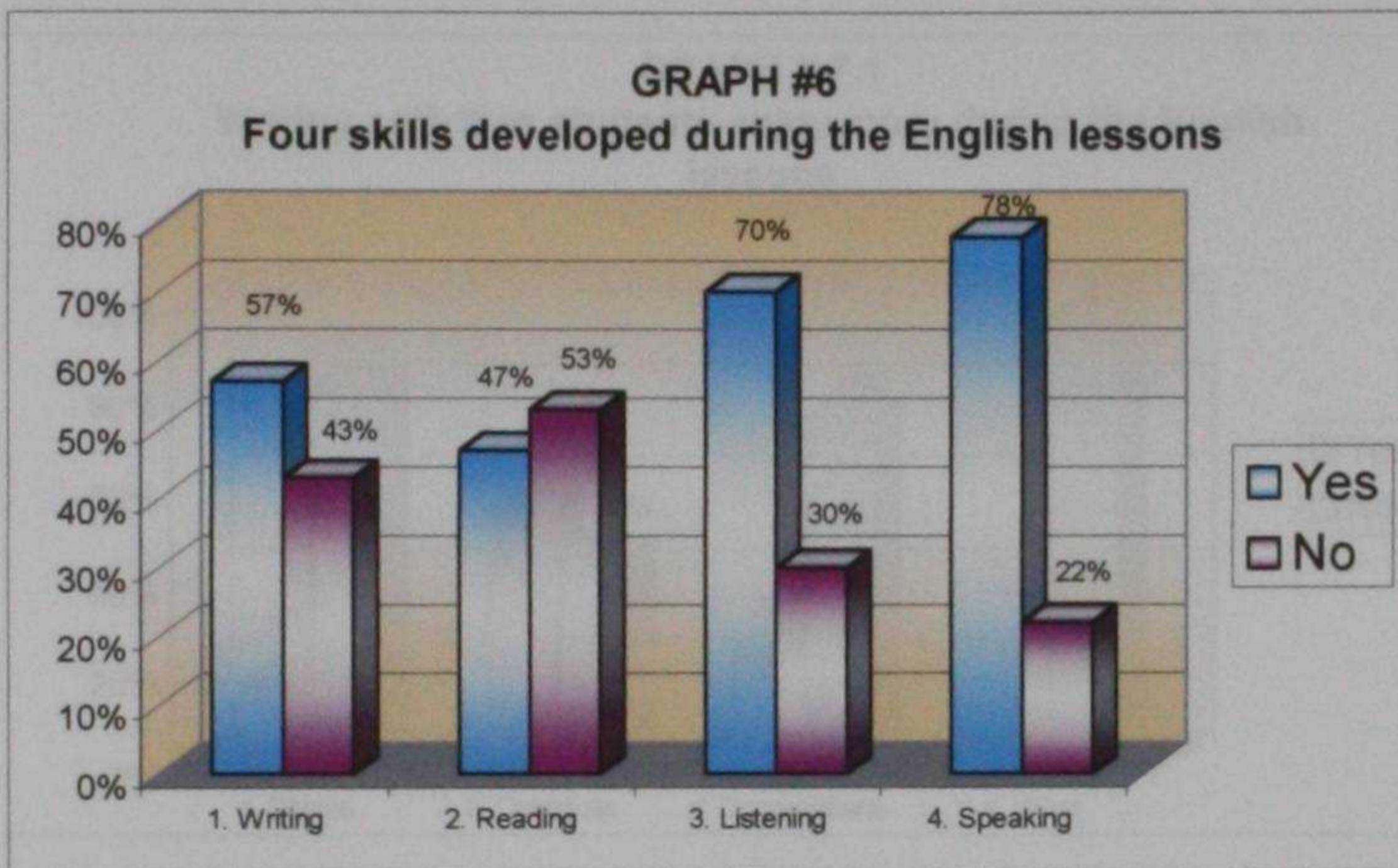
5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	387	81 %	89	19 %
2. Reading	375	79 %	101	21 %
3. Listening	195	41 %	281	59 %
4. Speaking	195	41 %	281	59 %



Graph #5 indicates that 81% of the students recognize the **writing** skill in the additional English material they work with. Only 19% of them do not recognize that skill in the material. Regarding the **reading** skill, 79% of the students find this skill in the additional material, while 21% of them do not find it. About the **listening** skill, 41% of the students state the presence of the listening skill in the material they use; however, 59% mention the absence of this skill. As to the **speaking** skill, 41% of the students agree on the presence of this skill in the additional English material. But 59% of them report the absence of the speaking skill in the material used.

This graph demonstrates the emphasis most of English teachers give to the writing and reading skills. This importance of developing the writing skill may be due to the importance teachers give to grammar. Thus, when writing the students have to use particular grammatical structures. Furthermore, preparing students for a standardized test where reading is the only skill evaluated may be the main cause of the emphasis on this skill. On the other hand, the listening and the speaking skills are not so important as the other two, since these skills are not evaluated on the standardized test.

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	270	57 %	206	43 %
2. Reading	226	47 %	250	53 %
3. Listening	332	70 %	144	30 %
4. Speaking	369	78 %	107	22 %

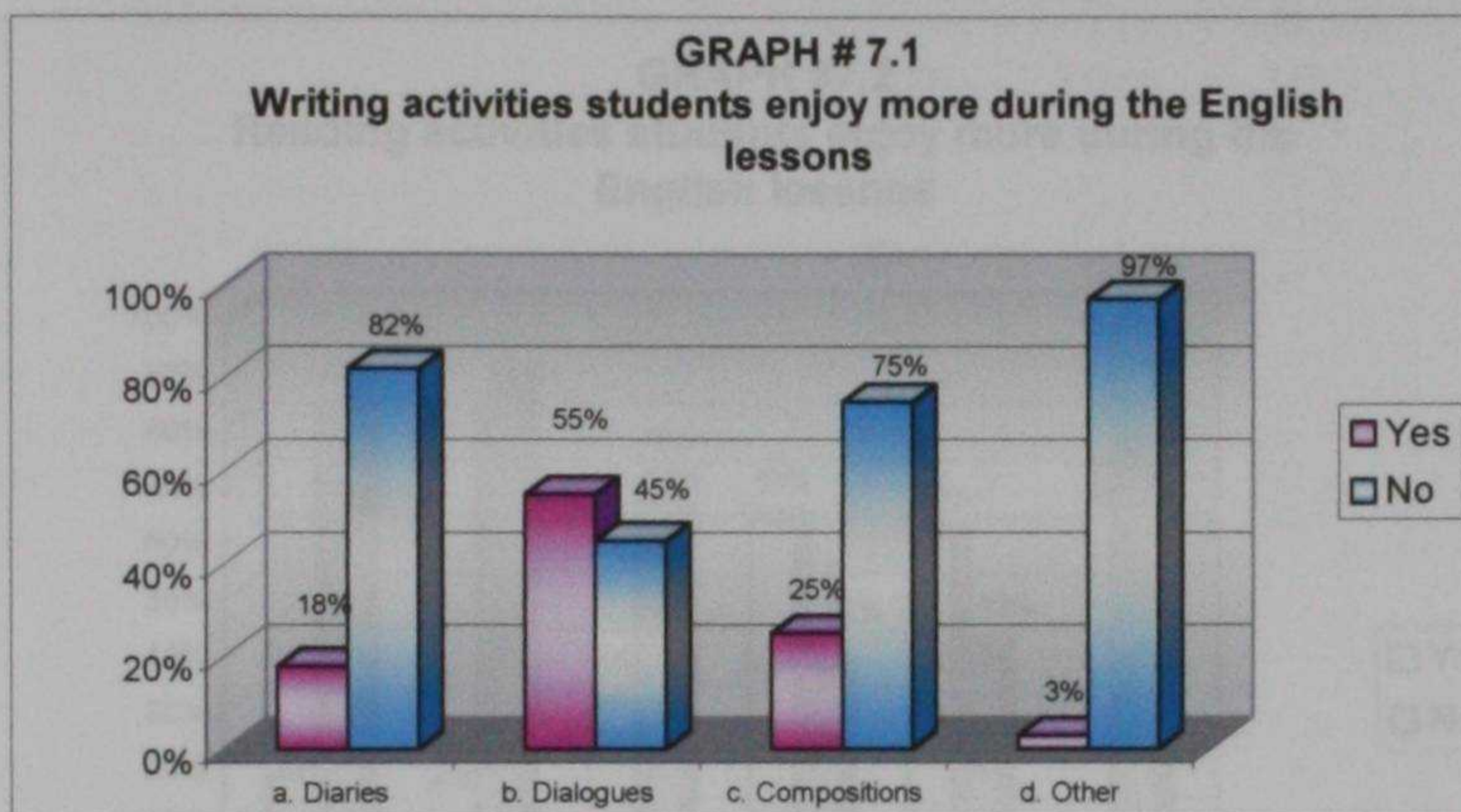


Graph #6 shows that 57% of the students develop the skill of **writing**, 47% develop **reading**, 70 % develop **listening** and 78% develop **speaking** in their English classes.

The results obtained from graph #6 show that the four English skills are developed during the lessons. However, the oral part seems to be more important than the writing skills since the graph shows more emphasis on this ability.

7. What activities do you enjoy more during the English classes?

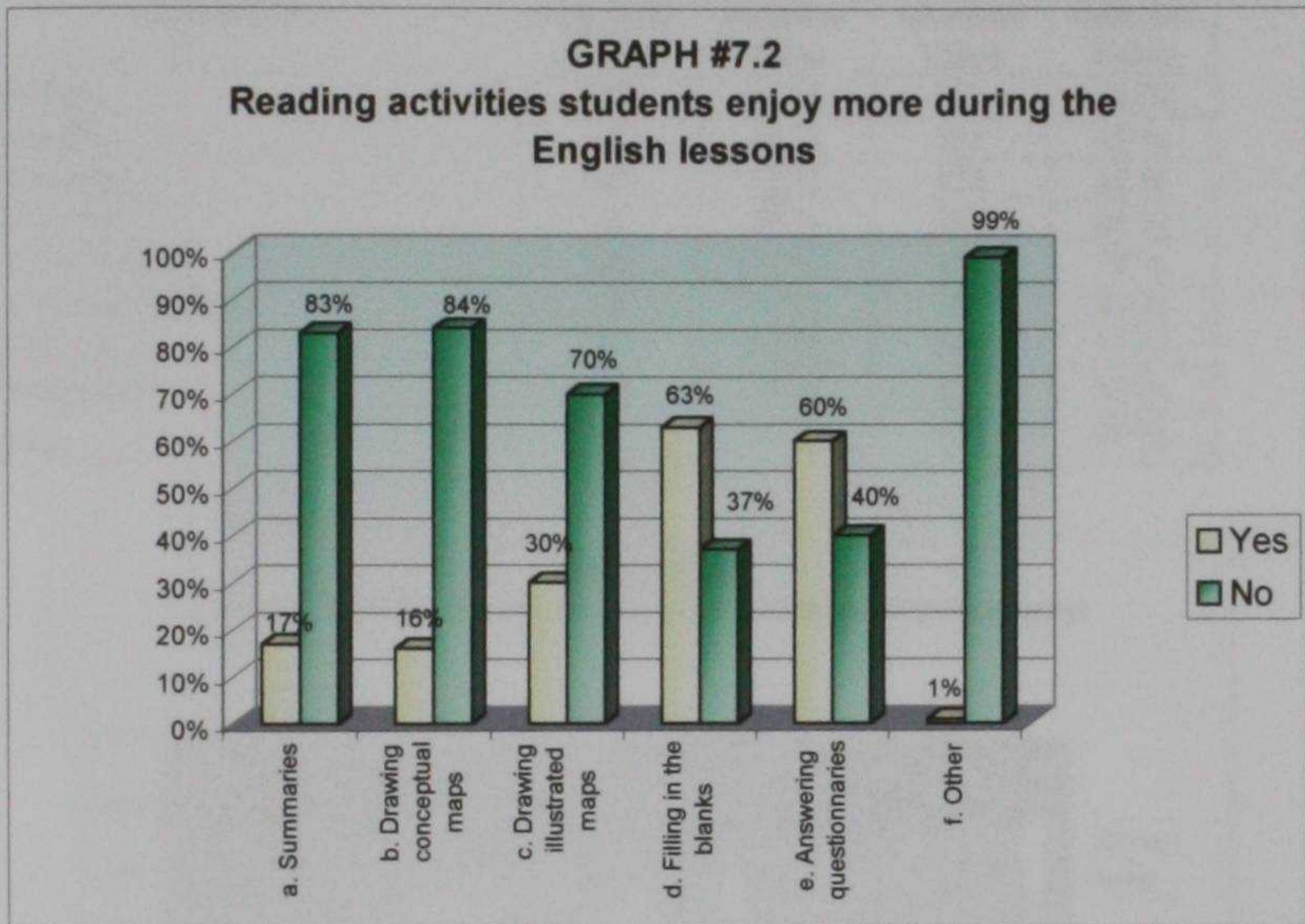
1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	88	18 %	388	82 %
b. Dialogues	263	55 %	213	45 %
c. Compositions	120	25 %	356	75 %
*d. Other	14	3 %	462	97 %



Graph #7.1 shows that 18% of the students enjoy writing diaries in their English lessons; however, 82% of them do not like that activity. 55% of students like writing dialogues, while 45% of them do not like that activity. 25% enjoy writing compositions, but 75% does not enjoy this kind of activity. Only 3% of students do other writing activities they enjoy in their English lessons. 97% of them do not include other activities.

This graph reveals that the students enjoy writing activities where daily life situations are developed as it is the case of a dialogue. In addition, this type of activity does not take a lot of time to be carried out. On the other hand, it seems that students do not enjoy those activities that take a lot of time and that are more complex and not so functional.

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	83	17 %	393	83 %
b. Drawing conceptual maps	76	16 %	400	84 %
c. Drawing illustrated maps	142	30 %	334	70 %
d. Filling in the blanks	301	63 %	175	37 %
e. Answering questionnaires	287	60 %	189	40 %
*f. Other	3	1 %	473	99 %

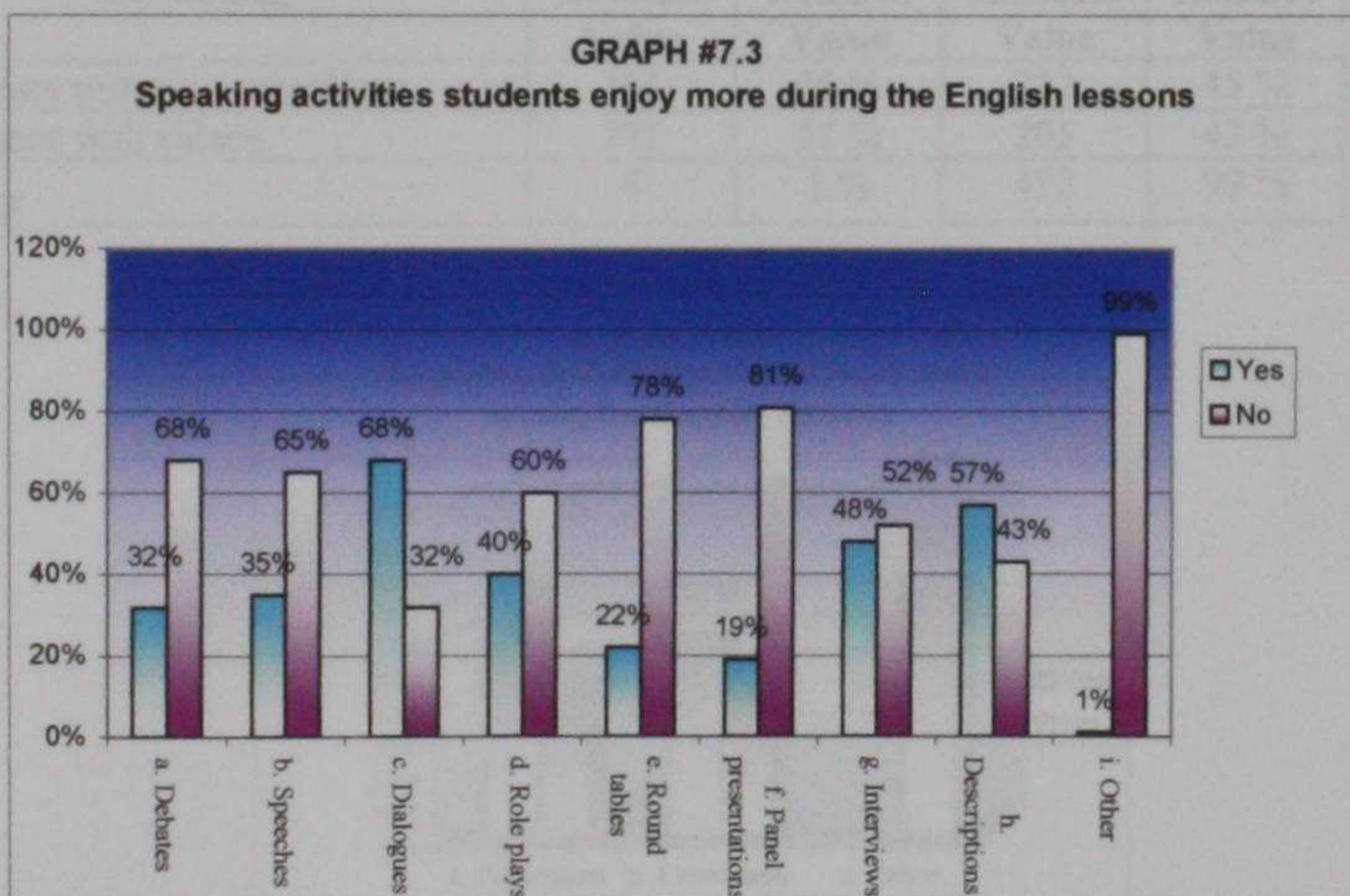


Graph # 7.2 establishes that only 17% of the students prefer summaries after an English reading. While 83% of them do not prefer that activity. 16% of the students like drawing conceptual maps after reading; however, 84% of them do not like this activity. On the other hand, 16% enjoy drawing illustrated maps after reading whereas 37% of them do not enjoy the activity. The filling-in-the-blank activities are preferred by 63% of students, but 37% represent the students who do not enjoy this activity. 60% illustrate the preference of students answering questionnaires as post reading activities, while 40% represent those who do not enjoy this type of activity. To the option

“other” reading activities that the students practice during their English lessons, only 1% answer. The other 99% did not write any answer.

This graph reveals that most of the students are trained to solve identification exercises such as fill-in-the-blank exercises or answering questionnaires. Different activities which require more than identification of information and where students’ creativity and critical thinking play an important role are not among the activities of the students’ preferences. This may be due to the fact that they are not often exposed to that type of input.

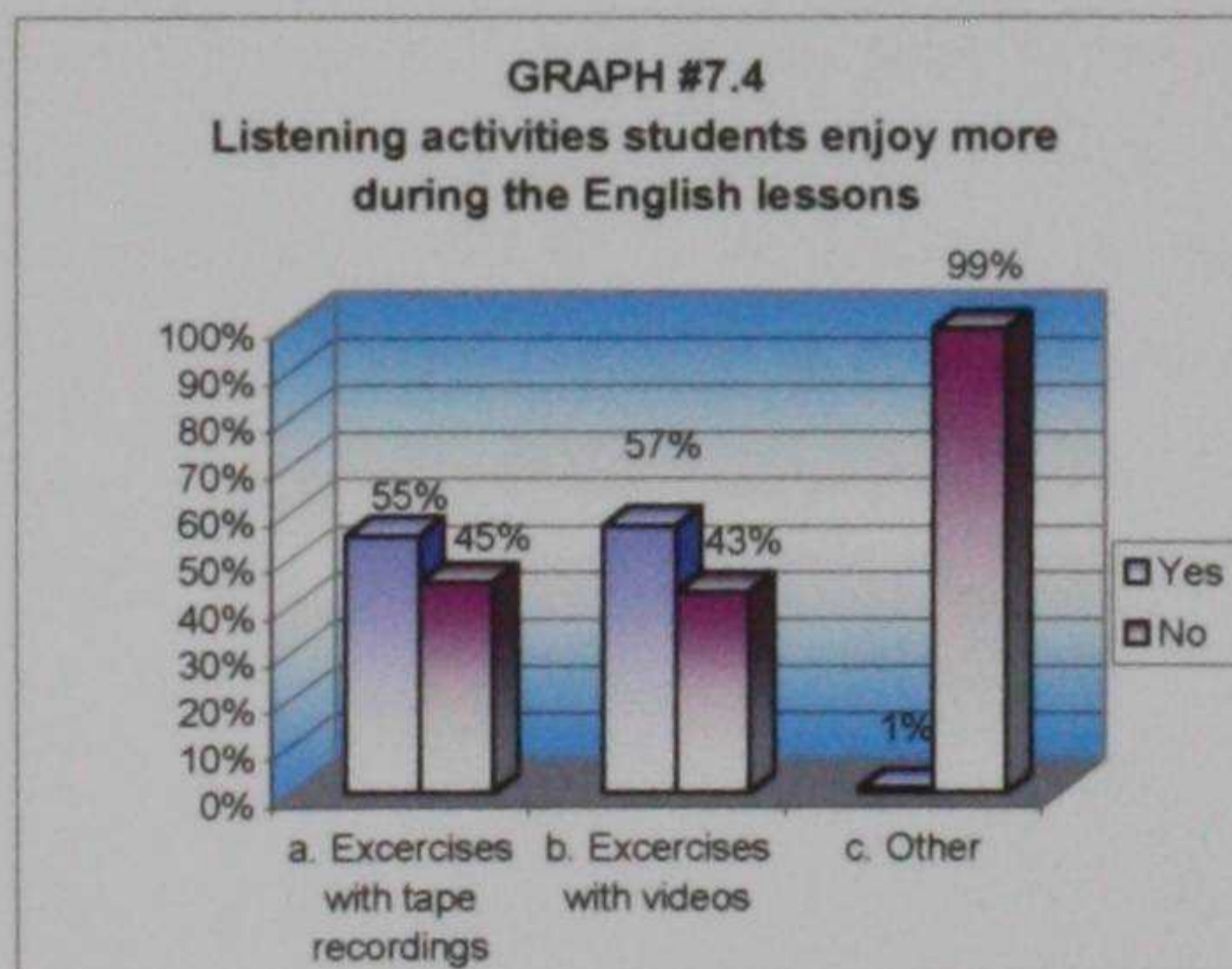
3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	150	32 %	326	68 %
b. Speeches	165	35 %	311	65 %
c. Dialogues	323	68 %	152	32 %
d. Role Plays	189	40 %	287	60 %
e. Round Tables	105	22 %	371	78 %
f. Panel presentations	92	19 %	384	81 %
g. Interviews	230	48 %	246	52 %
h. Descriptions	274	57 %	202	43 %
*i. Other	4	1 %	472	99 %



Graph #7.3 reveals that 32% of the students enjoy debates, while 68% do not enjoy this type of activity. 35% express they like to have speeches in their English lessons, but 65% express the dislike for this activity. 68% of the students prefer dialogues as a speaking activity, whereas 32% do not prefer that activity. The preference for role-plays is represented by 40%, the other 60% represent the students who do not prefer this type of activity. Only 22% enjoy round tables in their English classes; however, 78% do not enjoy round tables. Regarding interviews as a speaking activity, 48% of the students like it, but 52% do not like it. The preference for oral descriptions is represented by 57%. The other 43% do not prefer them. Only 1% of the students answer the option “other” speaking activities they practice during their English lessons. The other 99% of student did not answer it.

This graph shows findings similar to the information in graph 7.1. It seems to be that in both productive language skills –writing and speaking- students prefer more functional and meaningful activities and less complex activities. Again dialogues are one of the most preferred activities by the students. However, activities such as round tables or debates which ask students to speak for more time are not of their preference.

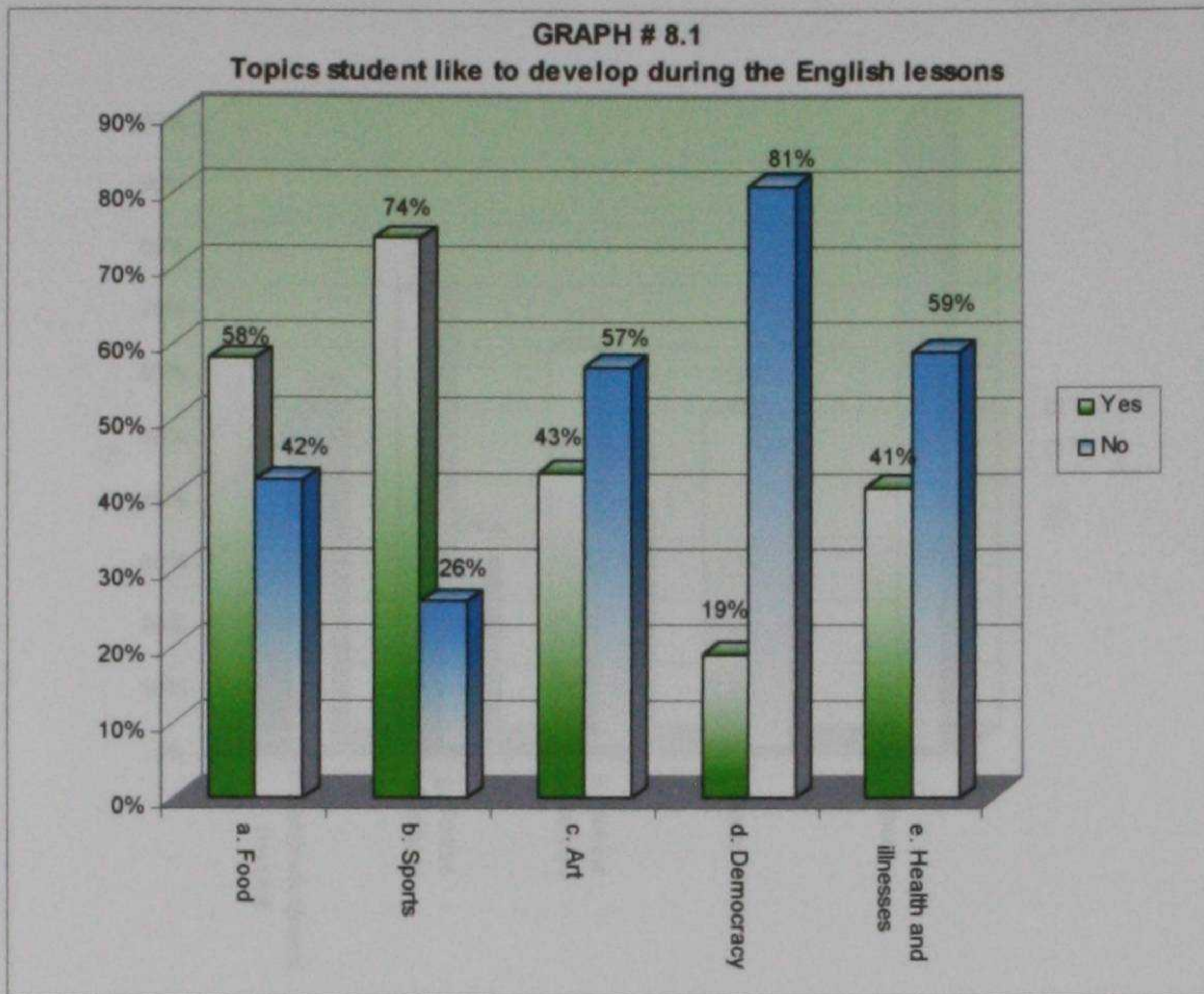
4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	264	55 %	212	45 %
b. Exercises with videos	271	57 %	205	43 %
*c. Other	4	1 %	472	99 %



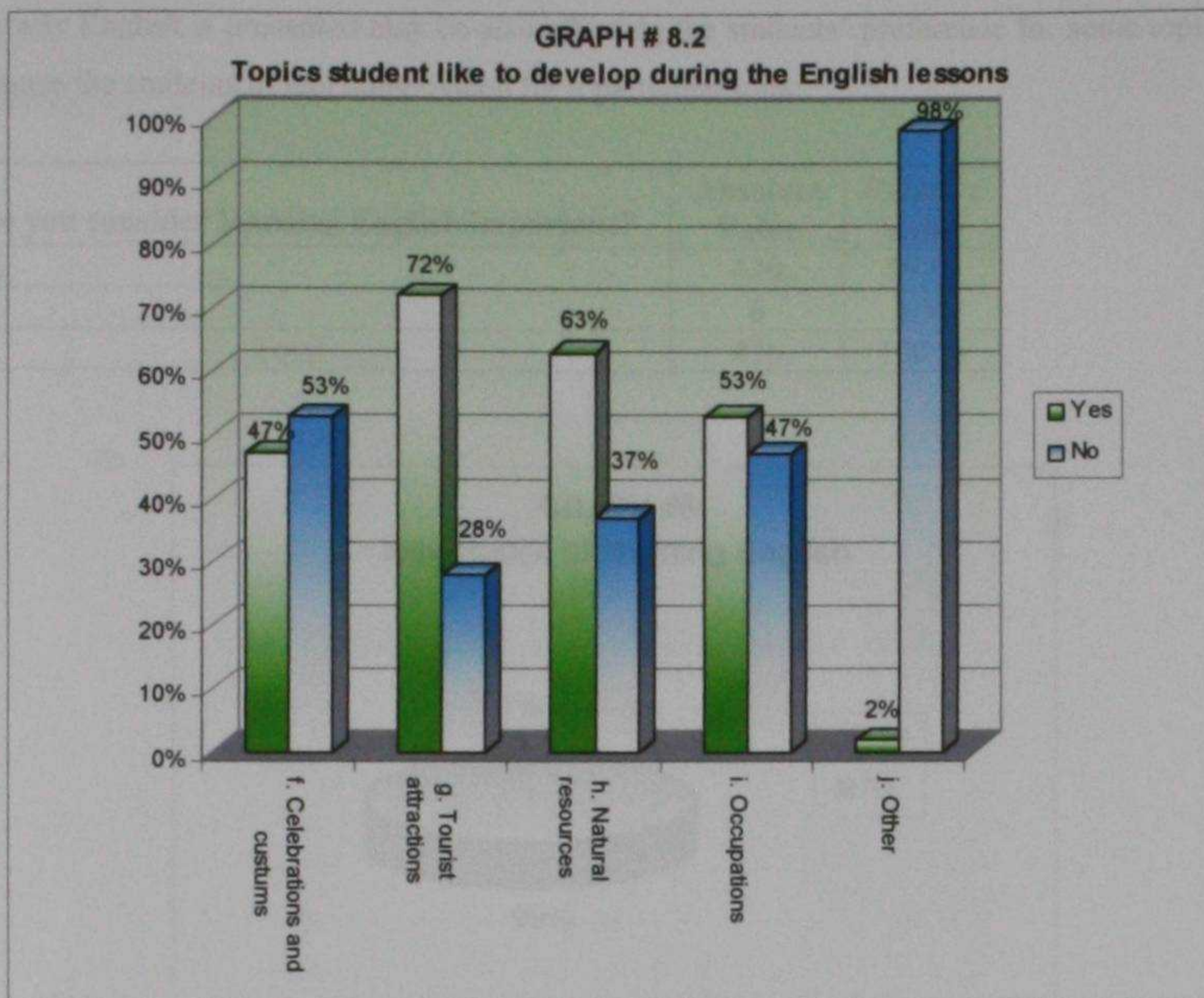
Graph # 7.4 shows that 55% of the students enjoy exercises with tape recordings, while 45% do not enjoy them. 57% of students like exercises with videos. But 43% do not enjoy those exercises. About the option “other”, only 1% of the students answered, while 99% did not answer.

This graph shows that almost half of the class likes listening activities because they are interested in developing this skill to understand the lyrics of songs or a movie; however, the other half of the class does not like any of the listening activities given because maybe, they are not used to be exposed to any listening material or the material they are exposed to is not more advanced than their current language level.

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	276	58 %	200	42 %
b. Sports	353	74 %	123	26 %
c. Art	204	43 %	272	57 %
d. Democracy	90	19 %	386	81 %
e. Health and Illnesses	194	41 %	282	59 %
f. Celebrations and Customs	223	47 %	253	53 %
g. Tourist Attractions	344	72 %	132	28 %
h. Natural Resources	298	63 %	178	37 %
i. Occupations	256	53 %	220	47 %
*j. Other	10	2 %	466	98 %



Graph #8.1 displays that 58% of the students like to develop the topic about food in the English lessons, while 42% of them do not like it. 74% of students prefer to develop the topic about sports. Only 26% of them do not prefer it. 43% of the students like to develop art; however, 57% do not like it. About the topic “democracy”, 19% of the students enjoy it. But, 81% do not enjoy it. Regarding the topic about health and illnesses, 41% of the students prefer the topic. But 59% of the students do not like it.

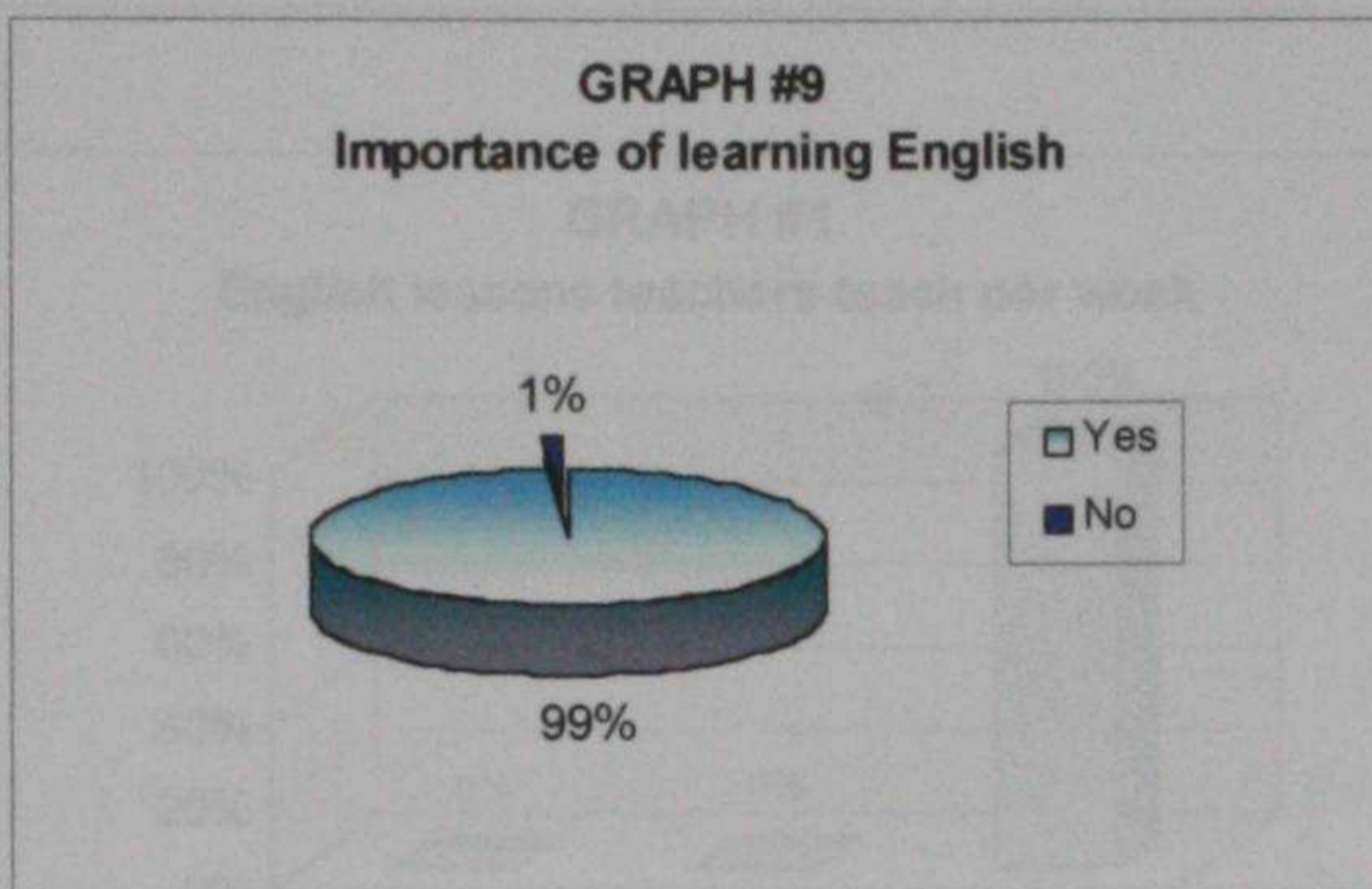


Graph #8.2 shows that 47% of the students like to develop the topic about holidays and celebrations during their English lessons, while the 53% do not like it. Regarding the topic about tourist attractions, 72% prefer that topic. Only 28% do not prefer it. Respecting the topic about natural resources, 63% of the students like to study it, whereas the 37 % of them do not. The topic occupations is preferred by 53% of the students. But 47% of students do not prefer it. To the option “Other Topics” they would like to develop in their English lessons, only 2% answered it. But 98% did not answer it.

Graphs 8.1 and 8.2 show that there are topics which seem to be boring for the students. This may be due to the fact that the material they use in the English lessons are old fashioned, unclear or it is not attractive for the students. For instance, there are some English textbooks that set most of the topics in a foreign context, or a context quite different from the current students’ context. There are some other textbooks that present the topic from a technical point of view as it is the case of the topic illnesses and diseases. In addition, there are some books that are colorless. The activities used

or the way English is presented may be also affecting the students' preference for some topics. This may cause the students to feel unmotivated for a particular topic.

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	470	99 %
2. No	6	1 %
Total	476	100 %



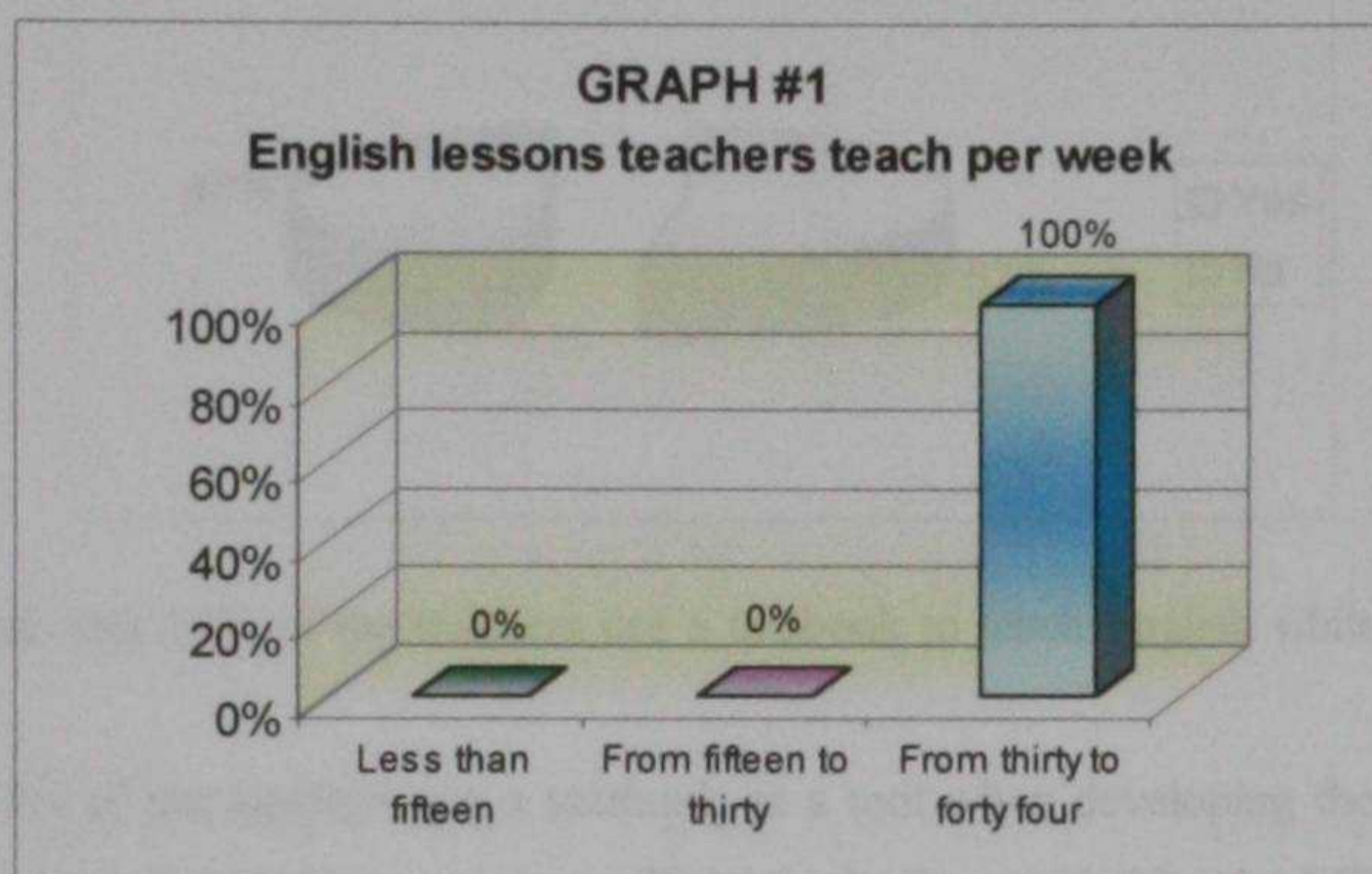
Graph #9 reveals that 99% of the students consider important to learn English. Only 1% of them do not consider English learning relevant.

Graph #9 evidences the importance of English in the students' life. 99% represent the students who consider English important as a means of communication with other cultures, a requirement to get a job and a language to survive in the current global world where English is considered a universal language.

Information Obtained from the Teachers

Linguistic Variables

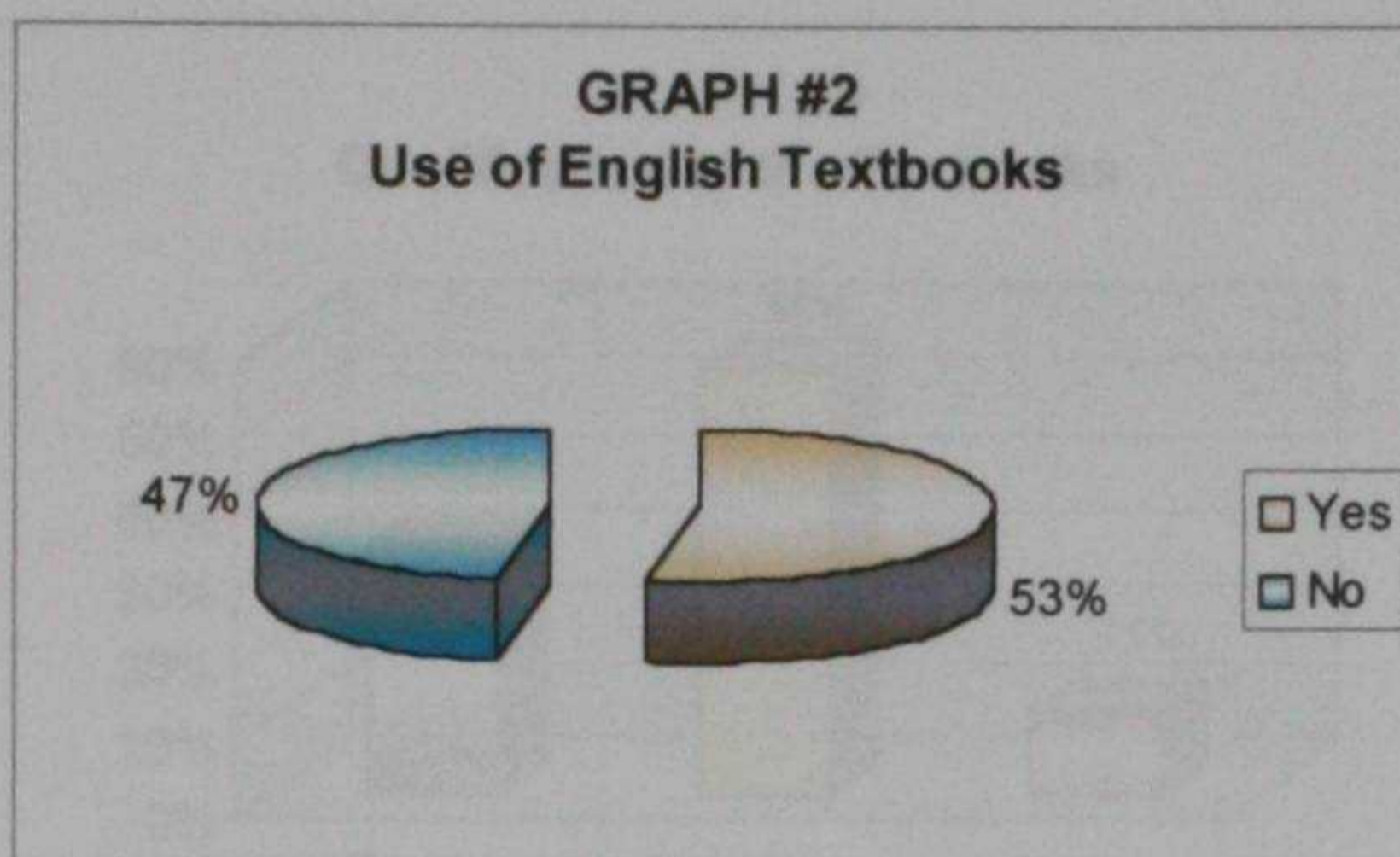
1. English lessons teachers teach per week	Absolute Value	Relative Value
1. Less than fifteen	0	0%
2. From fifteen to thirty	0	0%
3. From thirty to forty four	17	100%
Total	17	100%



Graph #1 shows that all the teachers of the sampling teach English from thirty to forty four hours each week.

This graph is very clear when revealing that all the teachers of the sampling teach English more than thirty hours per week. The same situation is likely to happen for most of the high schools of the country where English is taught. Specially if we take into account the importance that English has for many of the students, as it was revealed in the instruments.

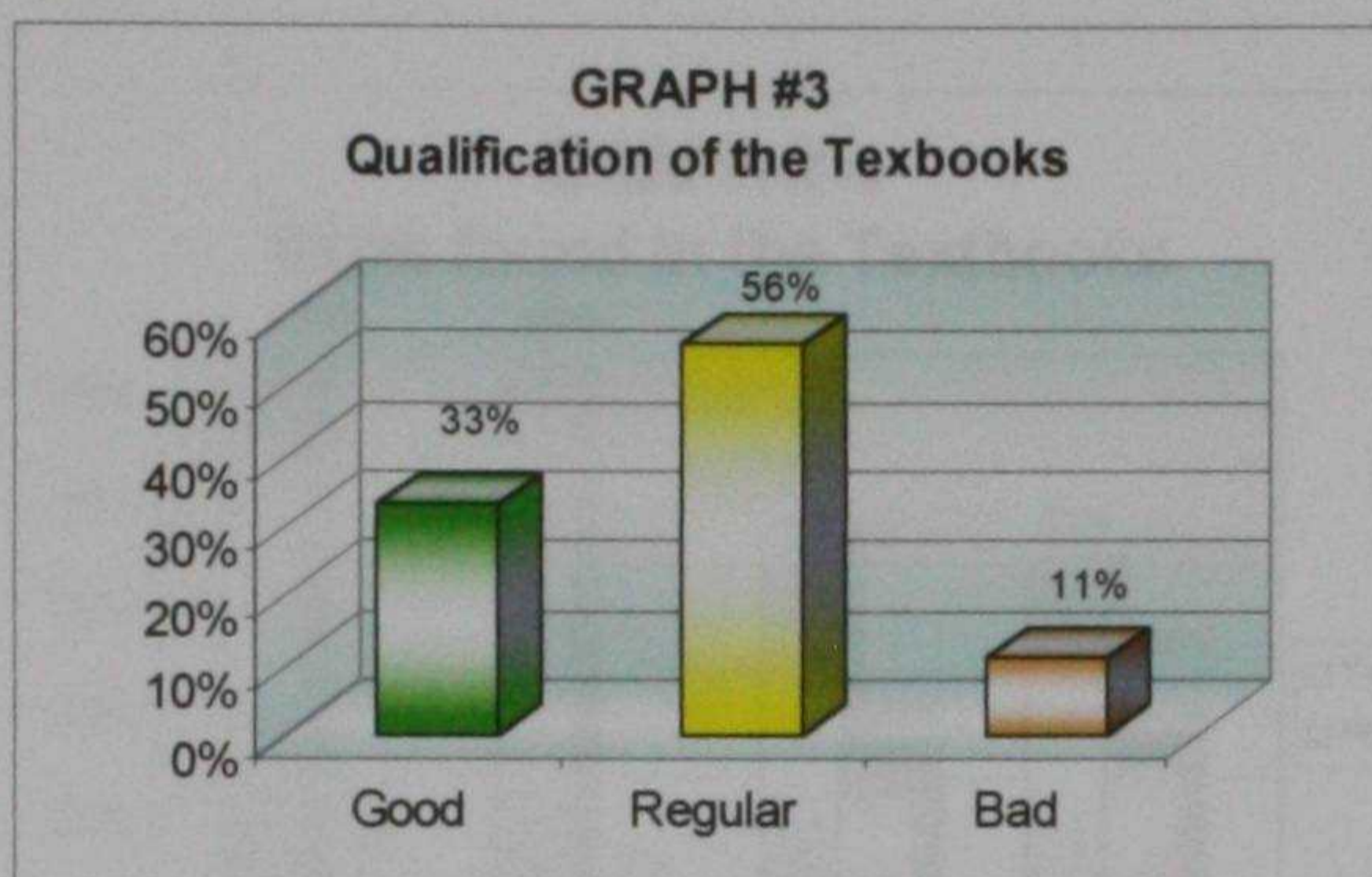
2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	9	53%
2. No	8	47%
Total	17	100%



Graph #2 reveals that 53% of the teachers use a textbook to teach English while 47% do not use any book at all.

In this graph 53% of the teachers use a textbook as a tool when developing the English lessons. This shows that even though there is not an official textbook provided by the MEP, some teachers use a book that helps them to develop the English lessons. However, there is a group of teachers, represented by 47% of the sampling, that do not use any book at all. This does not mean that they probably use other written sources like photocopies, for example. At first, this seems to reveal that the teachers that use a textbook need a source or a guide to develop different topics in class, and they look for the one that fits their needs and preferences; the one that was recommended by publishers or by other teachers, the cheapest, the most attractive, etc. On the other hand, teachers that do not use any textbook maybe do it because they lack an official one that fits and fulfills their students' objectives or because the existing unofficial books do not satisfy their needs. That is why they prefer not to use any book at all.

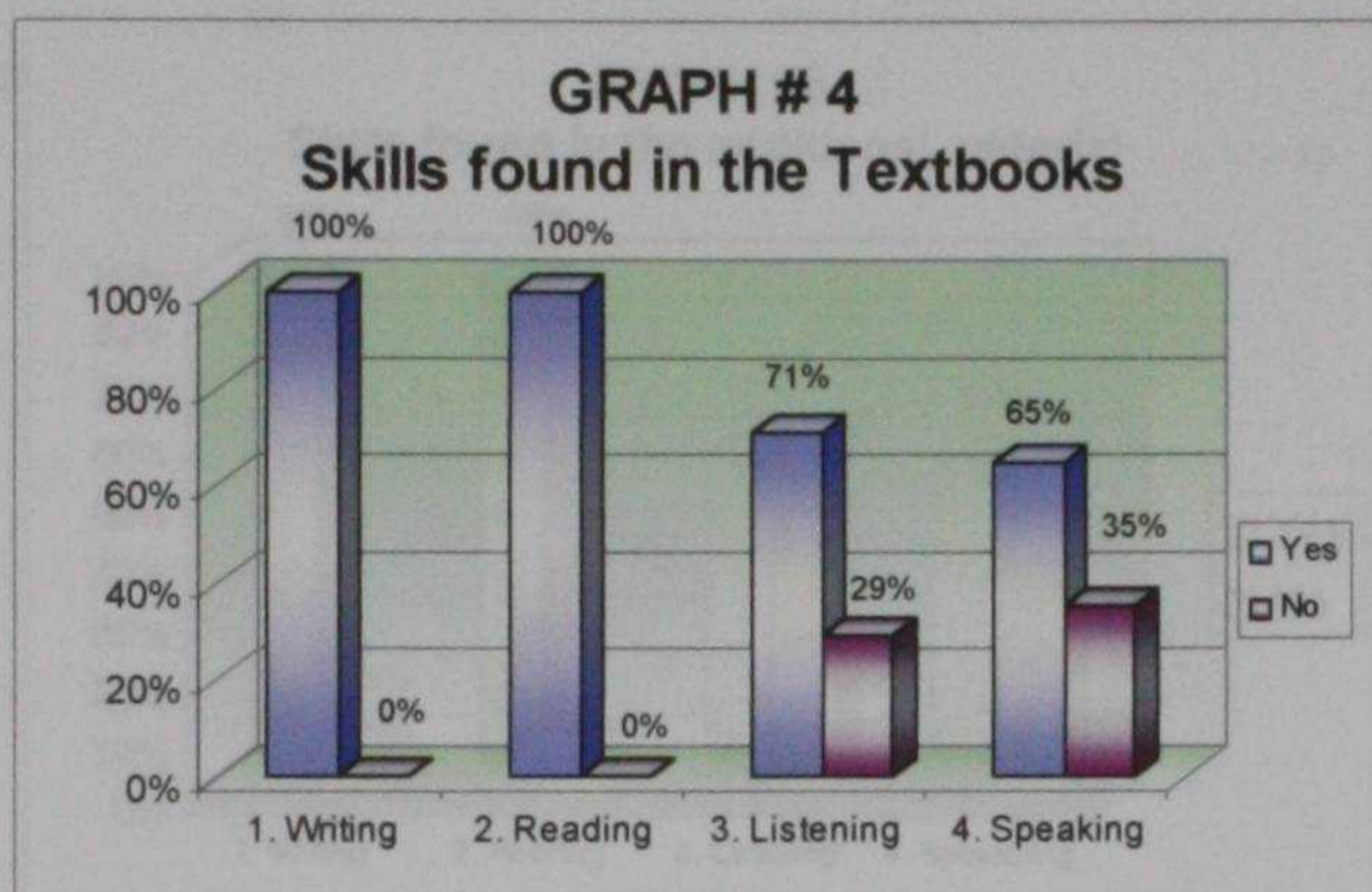
3. How do you qualify that textbook? (if you use one)	Absolute Value	Relative Value
1. Good	3	33%
2. Regular	5	56%
3. Bad	1	11%
Total	9	100%



Graph #3 shows that 33% of the teachers consider the textbook they use in their English lessons good. While 56% consider it regular. Only 11% claim that the textbook used is bad.

We can see clearly that 56% of them consider the book they use as regular. There is only 33% that qualified the book they use as a good source for their English lessons, while 11% of the teachers are not satisfied with the material because they consider it bad. The group of teachers, who consider the textbook they use as regular, might have this opinion because they look for the book that covers all or most of the contents recommended in the MEP syllabus. However, when using the book they realize that it does not include the appropriate content, tasks, and activities.

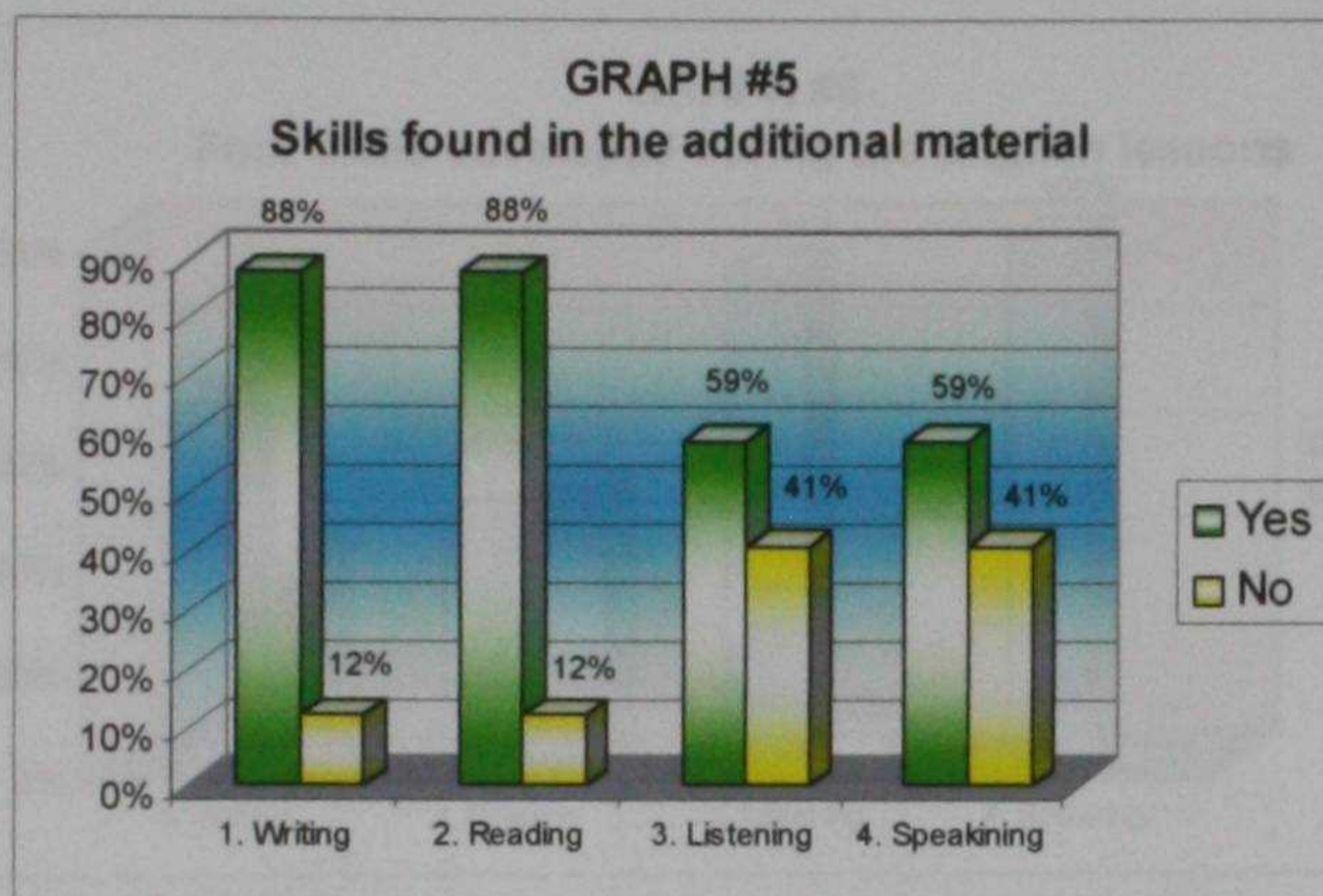
4. What skills are present in the textbook you are using in high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	17	100%	0	0%
2. Reading	17	100%	0	0%
3. Listening	12	71%	5	29%
4. Speaking	11	65%	6	35%



Graph #4 reveals that the skills found by teachers in the books they use are mostly reading and writing in 100%, while listening is found by 71%; the other 29% did not find it. Speaking is found by 65% of the teachers, and 35% did not have it in their textbooks.

This graph shows that the total of the teachers who answered the questionnaire find activities that are focused on developing the writing and the reading skills mainly. On the other hand, teachers find 71% of the activities that develop the listening skill in the book they use, and 65% of activities for developing the speaking skill. This result is probably because IV cycle students have to take a standardized test at the end of the year, and this test measures the students' proficiency basically in the reading and the writing areas.

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	15	88%	2	12%
2. Reading	15	88%	2	12%
3. Listening	10	59%	7	41%
4. Speaking	10	59%	7	41%

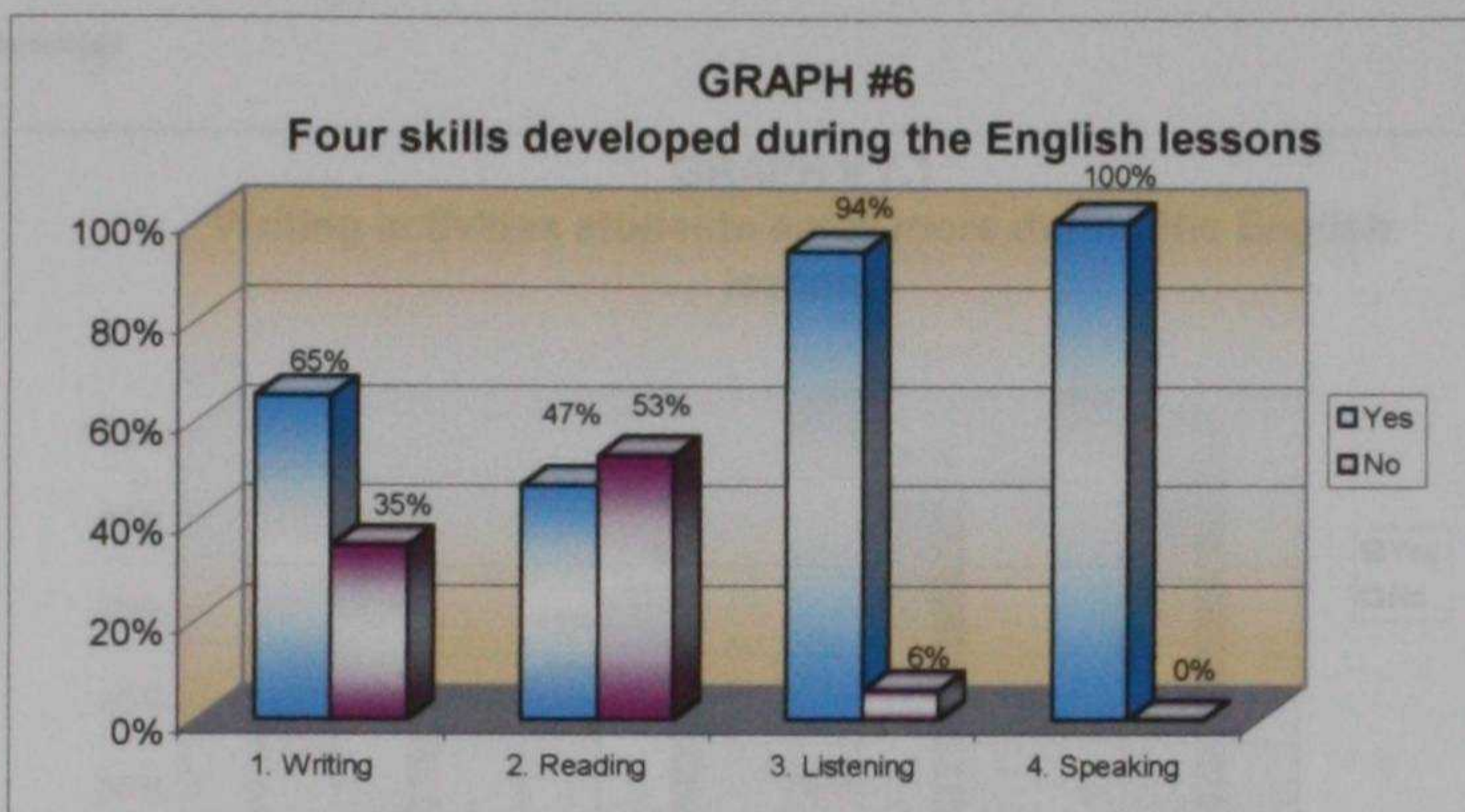


Graph #5 reveals that the additional material used by the teachers has 88% of its content focused on writing and reading, and 59% on listening and speaking skills. At the same time 12% of the teachers do not report the presence of writing and reading skills, and 41% do not see listening and speaking activities in the additional material they use.

This graph brings to light the fact that the teachers that use other additional material different from textbooks find 88% of activities directed to the developing of writing and reading skills. Only 59% of the material is designed to help students in the listening and the speaking areas. Again the listening and speaking areas have less importance in comparison to the writing and reading skills, maybe due to the MEP's standardized test students take at the end of the course.

However, teachers have freedom to collect and choose the material they need for a specific lesson and topic. Therefore, if they want to emphasize the oral skills, they can look for the appropriate sources and activities.

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	11	65%	6	35%
2. Reading	8	47%	9	53%
3. Listening	16	94%	1	6%
4. Speaking	17	100%	0	0%



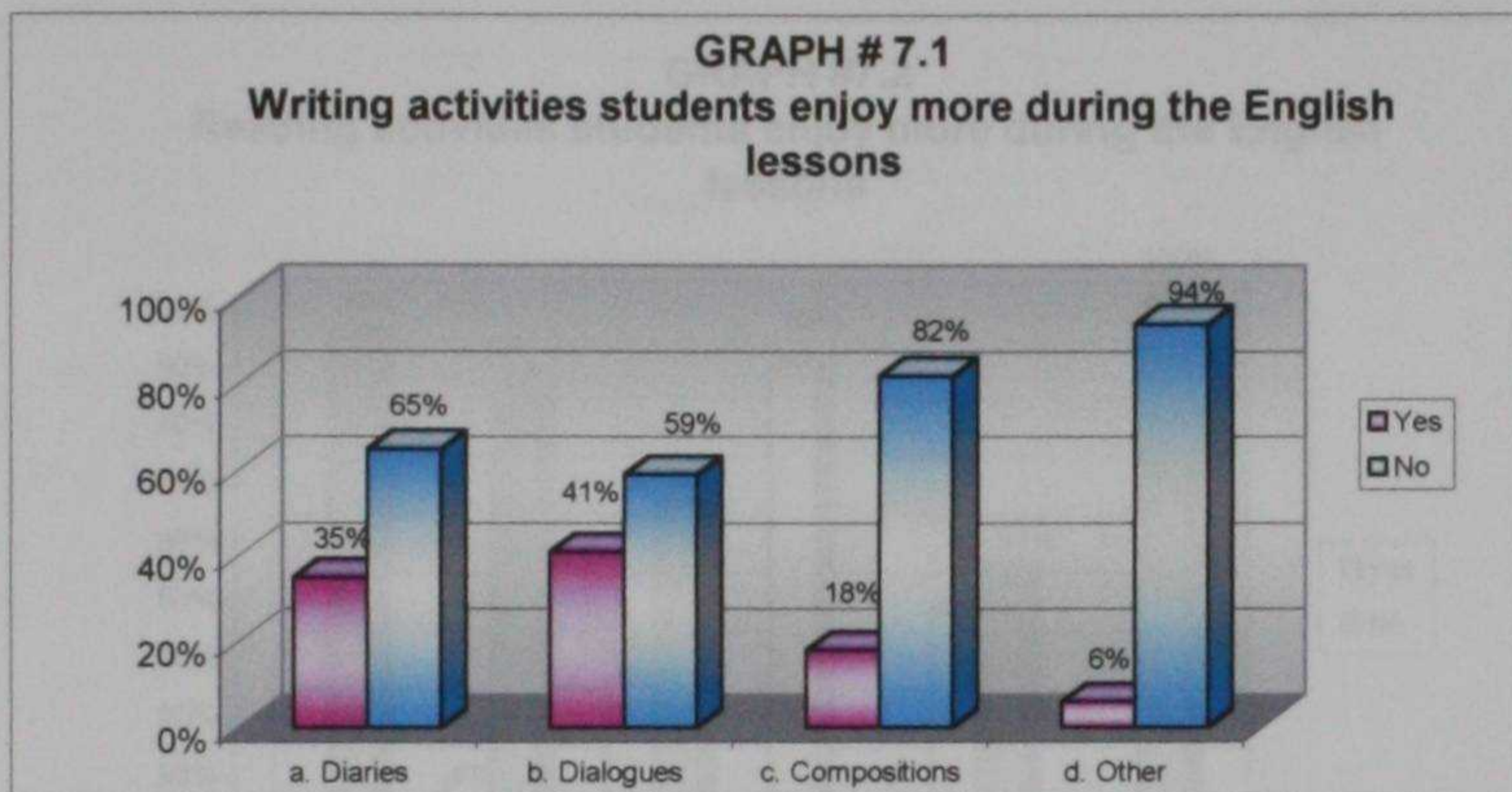
Graph #6 indicates that the speaking skill is 100% developed in the English lessons of all the teachers of the sampling. Listening is developed 94%, and only 6% do not go over this skill. The reading skill is developed by 47% of the participants while 53% do not do it. Finally, the writing area is developed 65% of the cases while 35% of the participants do not do it.

This graph indicates that in spite of the fact that the materials teachers use in class -copies and textbooks; they develop the speaking and listening skills less than the others; some teachers provide their lessons with activities to enhance these areas. On the other hand, the reading and writing skills are highly present in the additional materials, as it is shown in graphs # 4 and #5. Contrary to that, this graph indicates that teachers develop the reading skill in 47% and the writing skill in a 65%, the rest do not develop these skills.

7. What activities do students enjoy more in their English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	6	35%	11	65%
b. Dialogues	7	41%	10	59%
c. Compositions	3	18%	14	82%
*d. Other	1	6%	16	94%

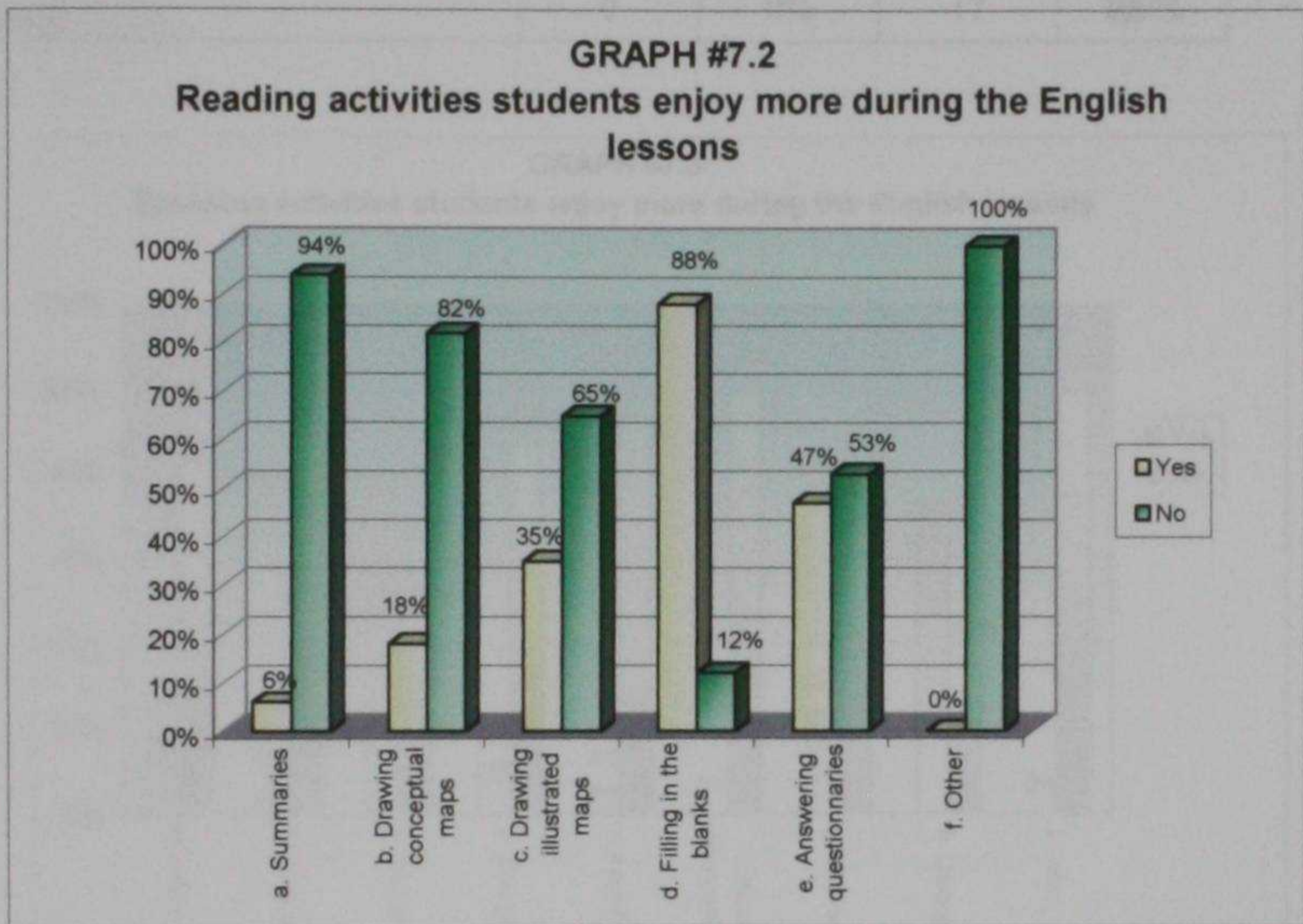
* Short sentences



Graph #7.1 tell us that teachers believe that 35% of their students enjoy writing diaries while 65% do not. 59% of them do not like to write dialogues while 41% do. 18% of the students like to write compositions but 82% do not like them. Finally, 6% of the students prefer to work on other written activities but 94% do not.

This graph confirms that, according to the teachers, most of their students do not like to work on activities that are focused on improving their writing skills. However, they prefer to work on writing dialogues a little bit more than on writing diaries or compositions. This is not congruent if we consider that textbooks and additional materials promote the writing part highly.

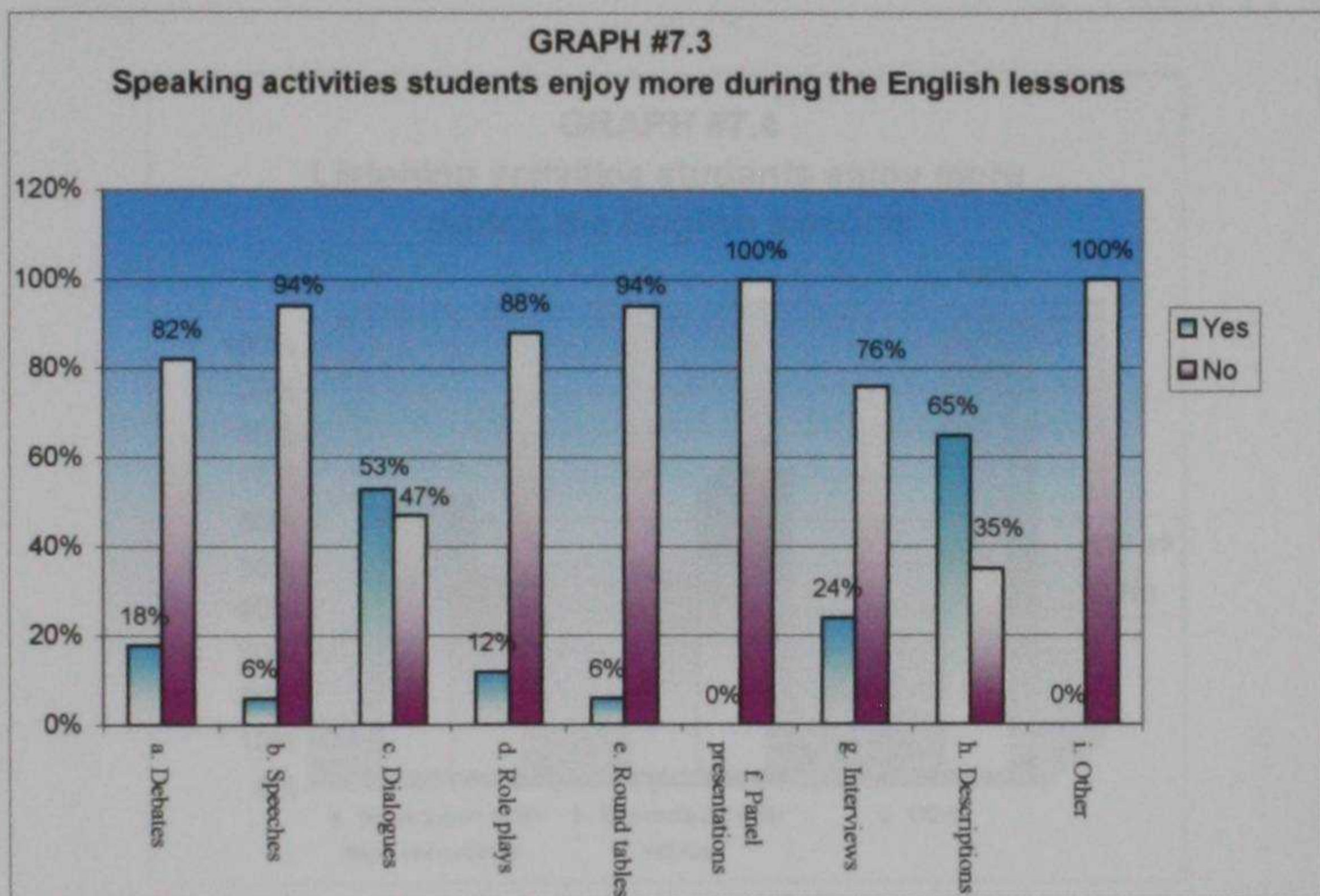
2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	1	6%	16	94%
b. Drawing conceptual maps	3	18%	14	82%
c. Drawing illustrated maps	6	35%	11	65%
d. Filling in the blanks	15	88%	2	12%
e. Answering questionnaires	8	47%	9	53%
*f. Other	0	0%	17	100%



Graph #7.2 shows that the reading activity students prefer mostly is *filling in the blanks*, chosen by 88%. 47% chose to answer questions, 35% prefer to draw conceptual maps and only 6% like summaries.

This graph reveals that reading is not enjoyed by all the students because the tallest bars belong to the negative option in all the choices, except filling-in-the blank activity, which reached 88% of their preference. The rest of the choices present a low rate of preference, which might mean that teachers have perceived that their students do not enjoy reading activities in their English lessons.

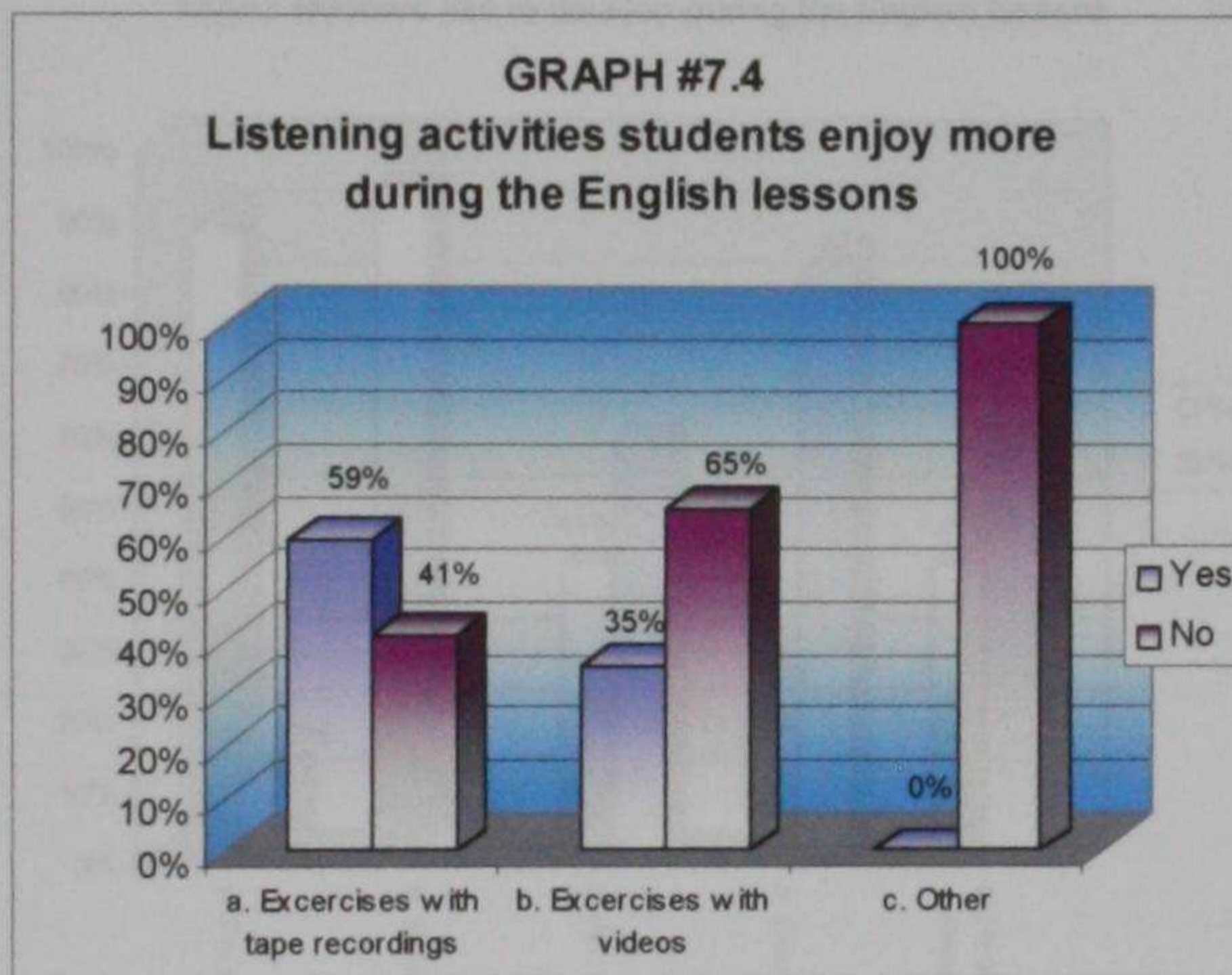
3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	3	18%	14	82%
b. Speeches	1	6%	16	94%
c. Dialogues	9	53%	8	47%
d. Role Plays	2	12%	15	88%
e. Round Tables	1	6%	16	94%
f. Panel presentations	0	0%	17	100%
g. Interviews	4	24%	13	76%
h. Descriptions	11	65%	6	35%
*i. Other	0	0%	17	100%



Graph #7.3 demonstrates that teachers believe that 18% of their students like debates while 82% of them do not. The speeches are good for 6% but 94% do not like them. 53% like dialogues and 47% do not. The round tables are enjoyed by only 6% of the students while 94% does not like them. All the teachers think that all their students do not like to participate in panel presentations. The interviews are good for 24%, but not for 76%, and 35% do not enjoy descriptions, but 65% do.

This graph reveals a situation similar to the previous graphs; that is students in general do not enjoy the speaking activities mentioned in the questionnaires. In fact, the only exception is 65% of the students that according to their teachers, like to work on oral descriptions, and 53% that like to perform oral dialogues. This happens despite the results in graph #6 which tells us that speaking is the skill that teachers develop mostly in their lessons.

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	10	59%	7	41%
b. Exercises with videos	6	35%	11	65%
*c. Other	0	0%	17	100%

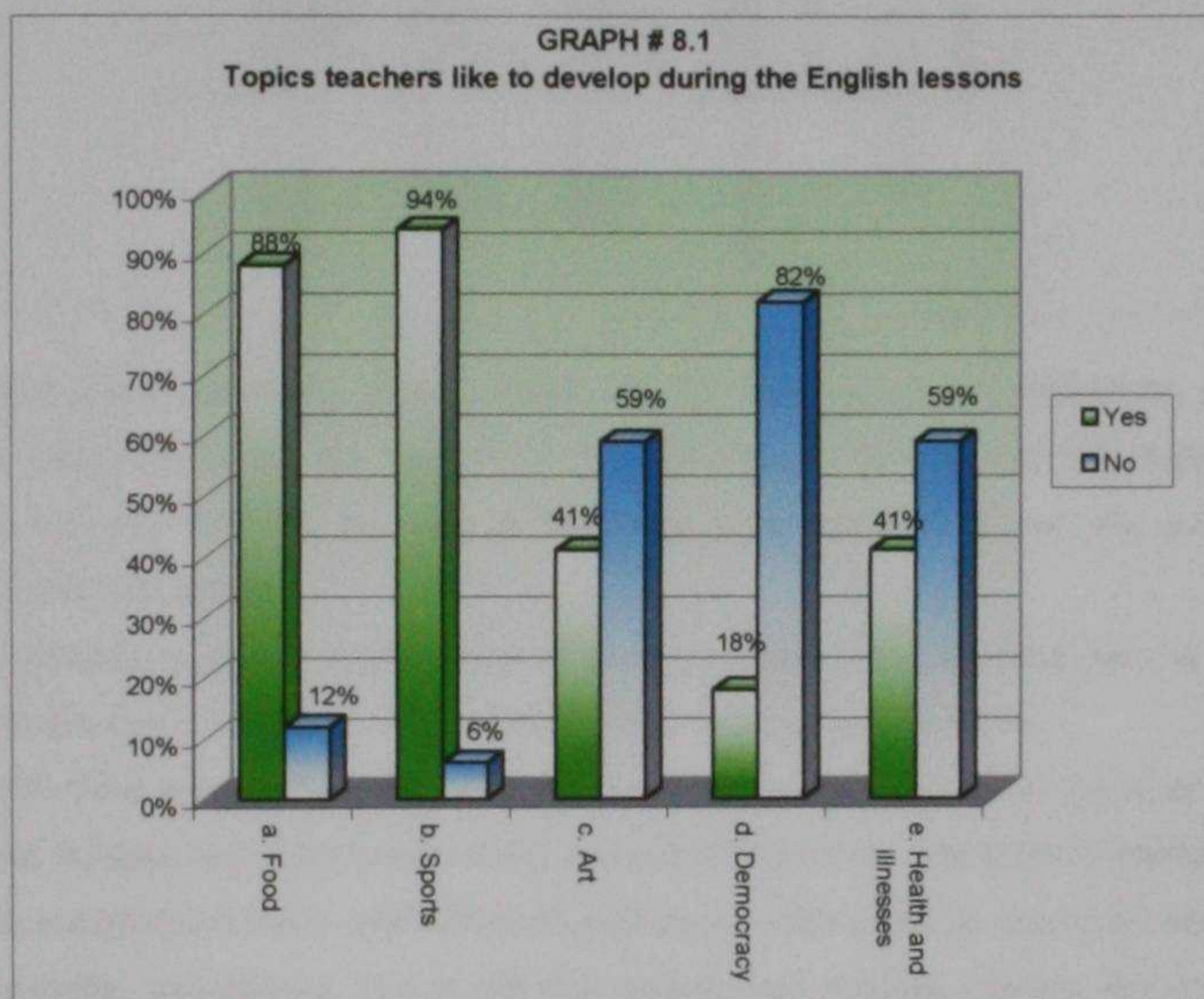


In *Graph #7.4* teachers say that 41% of the students do not enjoy exercises with tape recordings but 59% of them do. The exercises with videotape are enjoyed by 35% but not by 65% of the students, and all the teachers agreed that their students do not prefer any other listening activity.

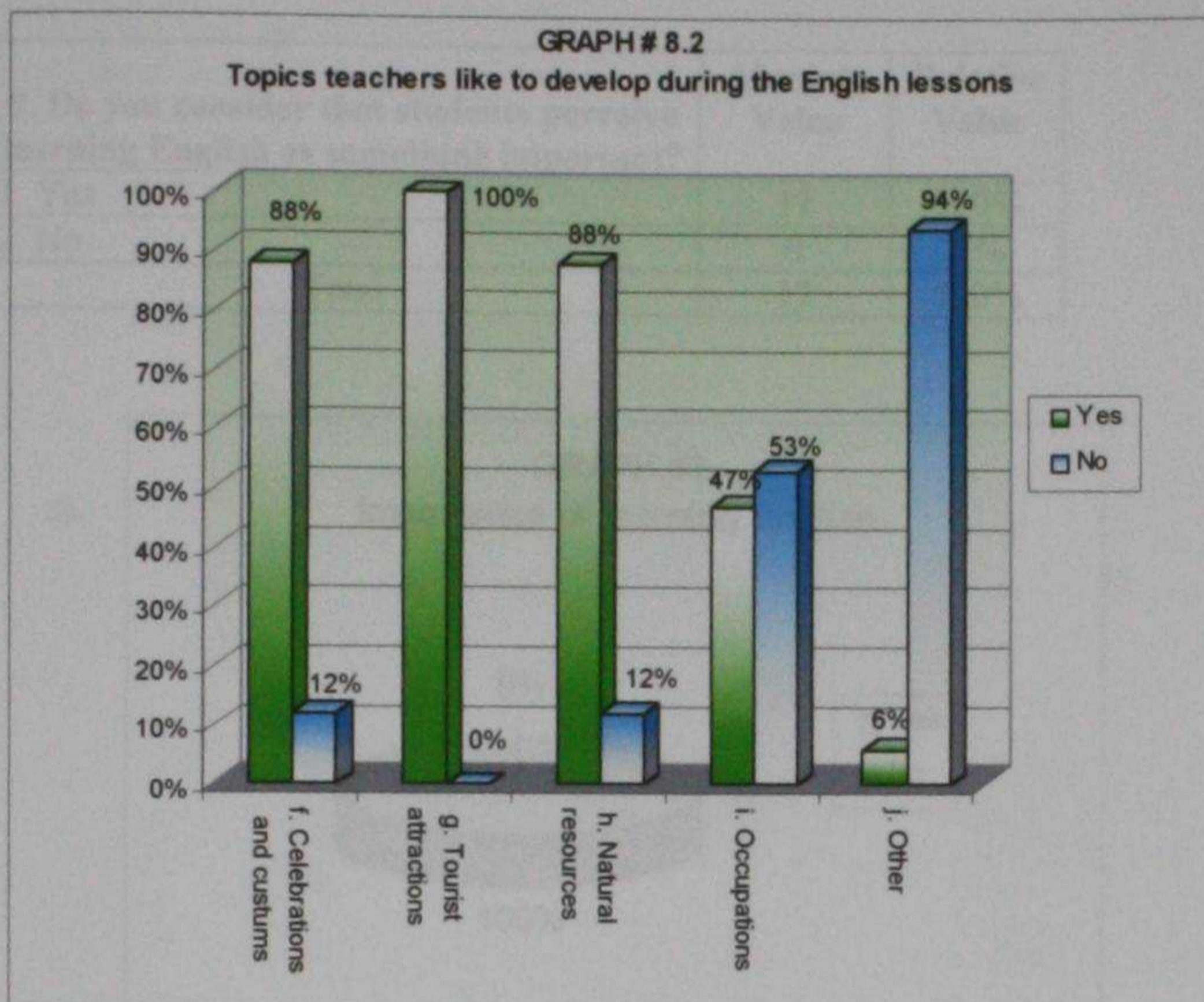
Here only the exercises with tape recordings are OK for some of the students, according to their teachers; while only 35% enjoy working on activities where they must listen to information from videotapes. Other listening activities are not enjoyable for students.

8. Topics teachers like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	15	88%	2	12%
b. Sports	16	94%	1	6%
c. Art	7	41%	10	59%
d. Democracy	3	18%	14	82%
e. Health and Illnesses	7	41%	10	59%
f. Celebrations and Customs	15	88%	2	12%
g. Tourist Attractions	17	100%	0	0%
h. Natural Resources	15	88%	2	12%
i. Occupations	8	47%	9	53%
*j. Other	1	6%	16	94%

*History about different customs



Graph # 8.1 gives the following results; 88% of the teachers like to develop the topic of food while only 12% do not. The teachers like to develop the topic of Sports in 94%; only 6% does not like it. The topics of Art and Health are not good for 59% of the teachers and 41%, but they are accepted by 41%. Finally, 82% of the teachers do not like to develop the topic of Democracy, only 18% of them like this unit.

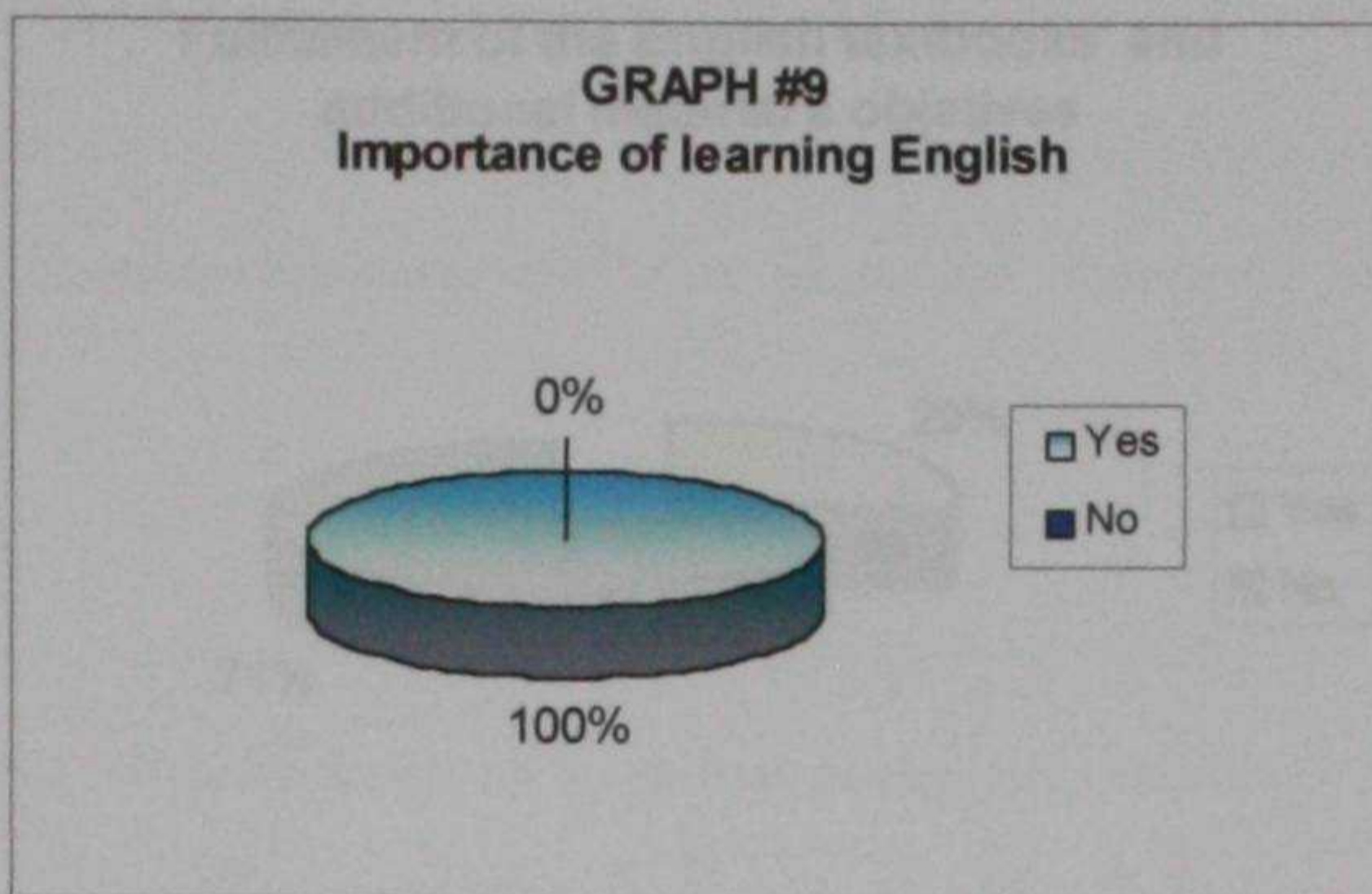


Graph # 8.2 reveals how 88% of the teachers like the units related to Celebrations, and Natural Resources, only 12% do not like these topics. Teachers like to develop 100% the topic of Tourist Attractions but only 47% like the topic of Occupations because 53% do not. 6% is interested in other topics but 94% are not.

The MEP syllabus suggests some topics to be developed through the different units, as it has been explained in this work. However, some teachers prefer to develop some topics.

According to these graphs, the teachers of the sampling like the topic about sports, as well as the topics about holidays and celebrations, food, and natural resources. The topic of tourist attractions is the most attractive for them with 100% of preference. This could be due to the students' own needs, knowledge, and interest. That is why if a student finds traveling exciting, this student would love to work on the unit related to tourism, for example. On the other hand, if a student does not have access to computers or any other technological advances, that person maybe prefers to work on the topic of food instead of the topic of science and technology. This shows that students' opinions are important when taking into consideration topics and content that must be included in an educational program.

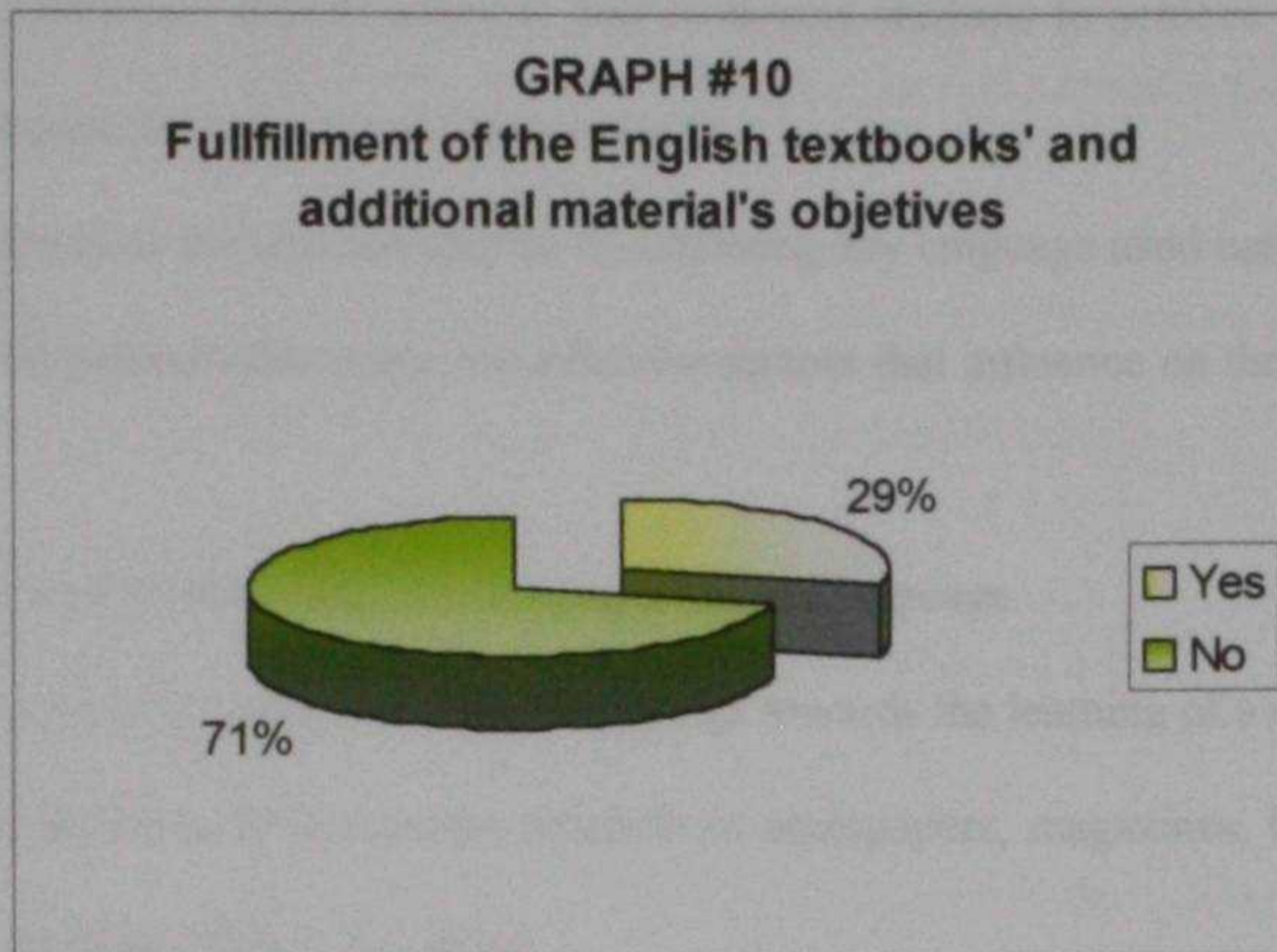
9. Do you consider that students perceive learning English as something important?	Absolute Value	Relative Value
1. Yes	17	100%
2. No	0	0%
Total	17	100%



Graph #9 demonstrates that all the teachers consider that their students see English as something important.

It is a fact, shown in this graph, that the English language is perceived as an important tool in the students' life. The affirmative answer was unanimous. Mass media, publicity, as well as the United States' lifestyle influence may be some of the possible causes for the globalization of this language around the world. Many people know that English could be the key to many doors in their future. That is why they try to keep in touch with everything related to it: music, technology, sports, fashion, etc.

10. Do you consider that the English textbooks or additional material fulfill their objectives	Absolute Value	Relative Value
1. Yes	5	29%
2. No	12	71%



Graph # 10 reveals that only 29% of the teachers who were part of the sampling consider that the material they use (textbooks, photocopies, etc.) fulfills their objectives. While 71% do not.

In this graph, the teachers that are part of the sampling let us know that the textbooks they use, as well as the additional materials they provide their English lessons with, do not fulfill their objectives properly. However, the lack of an official textbook may be the cause why they keep on using sources that are not the most appropriate to reach their goals, the students expectations and the MEP's objectives.

GLOSSARY

Approach: It is the summary of the linguistic and sociolinguistic theories that are the basis for the language syllabus.

Activity: Learning situation, drill or exercise that motivates students to achieve specific objectives and to learn and acquire the language content properly.

Acquisition: Spontaneous process that allows internalizing any language used naturally.

Affective Filter: Hypothesis that states the affective factors that influence on the students language learning process.

Aptitude: Student's particular ability for learning a second language.

Attitude: Expressions of positive and negative feelings towards the learning of a new language

Authentic Materials: texts or documents taken from newspapers, magazines, brochures, etc, and natural speech taken from radio or television.

Communicative Competence: The ability to apply grammatical rules to form grammatically correct sentences, and to know where, how, and when to use them.

Cultural globalization: In this case it refers to the need that professionals and technicians have to handle English to improve their business and relationships with foreigners that work in a country where English is not the mother tongue.

Curriculum: The knowledge, materials, skills, activities, and behavior required in the teaching of any subject.

Cognitive: It refers to the knowledge being acquired by the student in the learning process.

Elicit: To obtain information about how a student uses a particular language. To produce speech or writing.

Environment: Scenario where people interact, and conditions, circumstances that affect people's life.

Evaluation: The process that determines the effectiveness of teaching, by using tests or feedback between the participants.

Feedback: Response to the reactions of participants in the learning process (listeners, speakers, readers, etc)

Fluency: It's when learners use the second language in the same way they use their mother tongue.

Information Gap: A situation in where the information is handled by some.

Input: Written or oral language information directed to the student.

Instrumental Motivation: Interest in learning for achieving professional goals.

Intake: Part of the input processed by the student.

Integration of skills: the teaching of language skills, which are reading, listening, reading, and speaking, in a related way during a lesson.

Integrative Motivation: Interest in socializing with other people.

Interaction: Communication built by the participants of the learning process teacher and students.

Learning process: Consciously development of knowledge of a second language.

Learning Strategy: A way in which learners attempts to get all the language aspects.

Materials: Sources used in the lessons not necessarily designed for teaching.

Methodology: The study of a process of language teaching by improving its effectiveness.

Motivation: The interest of a student in the activities related to learn a language.

Negotiation of meaning: Intend to create communication between a second language learner and a native speaker of that language.

Option: opportunity to chose what to say and how.

Out put: It refers to the amount of language learned by a student.

Problem-solving: A learning strategy in which students select the appropriate choice to achieve a particular goal.

Procedure: A set of particular steps a student follows when the teacher uses different resources, techniques, and strategies in the classrooms.

Process: A series of actions developed in order to reach one or several goals.

Population: The people or total number of people in a given area. A group or set under statistical study.

Reliability: Consistence and quality of an obtained grade, especially when that grade comes from a test applied in dissimilar moments, environments, and other factors that may affect the student's work.

Role-play: Drama-like classroom activity where learners act out a daily situation.

Sample: A portion, piece, or segment that is representative of a whole: example.

Second language: A different language from the native tongue learned by a person.

Syllabus: The chronological description of the content of a course of instruction.

Task: Action that is carried out as a response of the language understanding process.

Teacher: Guide or facilitator of learning and its components.

Text: Piece of written or spoken language.

Validity: The exactness when a test measures the objectives.

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ANNEXES

Cuestionario N° _____

Colegio _____

El presente cuestionario tiene como fin recolectar información acerca de la utilización y aplicación del material didáctico en las clases de Inglés; así como el interés que éste genera en usted.

Este material ha sido elaborado por Magdalena Arias Quintanilla, Laura Monge Núñez y Marlon Orozco Campos, estudiantes de la Universidad Nacional que optan por el grado de Licenciatura en Lingüística Aplicada. Agradecemos toda su colaboración. Recuerde que esta información es confidencial. Favor utilizar lapicero de tinta negra o azul. Encierre en un círculo la opción de su respuesta.

I. Variables Sociales:

1. Edad _____ 2. Lugar de residencia _____
Provincia Cantón Distrito

3. Sexo 1. femenino 2. masculino

4. ¿Cuál es la ocupación actual de sus padres?

1. Padre _____ 2. Madre _____

II. Variables lingüísticas

1. ¿Cuántas lecciones de Inglés recibe usted por semana?

1. Menos de cinco 2. Cinco 3. Más de cinco

2. ¿Usa usted algún libro de texto actualmente en las clases de inglés? ¿Cuál?

3. Considera usted que el libro de texto de inglés es:

1. Bueno 2. Regular 3. Malo

Por qué? _____

4. ¿Cuáles habilidades del lenguaje cree usted que presentan los textos utilizados en el colegio?

	Sí	No
1. Expresión escrita	1	2
2. Lectura	1	2
3. Comprensión auditiva	1	2
4. Expresión oral	1	2

5. ¿Cuáles habilidades del lenguaje cree usted que presenta el material adicional utilizado en el colegio (folletos, fotocopias, artículos, etc.)?

	Sí	No
1. Expresión escrita	1	2
2. Lectura	1	2
3. Comprensión auditiva	1	2
4. Expresión oral	1	2

6. Desarrolla usted las cuatro habilidades en las lecciones de Inglés?

	Sí	No
1. Expresión escrita	1	2
2. Lectura	1	2
3. Comprensión auditiva	1	2
4. Expresión oral	1	2

7. ¿Cuáles actividades disfruta más durante las lecciones de inglés?

1. Expresión escrita	Sí	No
a. Escribir diarios	1	2
b. Elaborar diálogos	1	2
c. Escribir composiciones	1	2
d. Otro _____ Especifique	1	2
2. Lectura	Sí	No
a. Resumir textos	1	2
b. Elaborar mapas conceptuales	1	2
c. Elaborar mapas ilustrados	1	2
d. Ejercicios de completar	1	2
e. Responder cuestionarios	1	2
f. Otro _____ Especifique	1	2
3. Expresión oral	Sí	No
a. Debates	1	2
b. Exposiciones	1	2
c. Diálogos	1	2
d. Dramatizaciones	1	2
e. Mesa Redonda	1	2
f. Presentaciones de panel	1	2
g. Entrevistas	1	2
h. Descripciones	1	2
i. Otro _____ Especifique	1	2

4. Comprensión auditiva	Sí	No
a. Ejercicios de completar escuchando grabaciones	1	2
b. Ejercicios de completar mirando videos	1	2
c. Otro _____ Especifique	1	2

8. Escoja los temas sobre los que le gustaría trabajar en las lecciones de inglés.

	Sí	No
a. Comida	1	2
b. Deportes	1	2
c. Arte	1	2
d. Democracia	1	2
e. Salud y enfermedades	1	2
f. Celebraciones y costumbres	1	2
g. Atracciones turísticas	1	2
h. Recursos Naturales	1	2
i. Ocupaciones	1	2
c. Otro _____ Especifique	1	2

9. ¿Considera usted que el idioma inglés es importante en su vida y superación personal?

1. Sí 2. No

Por qué? _____

Cuestionario N° _____

Colegio _____

El presente cuestionario tiene como fin recolectar información acerca de la utilización y aplicación del material didáctico en las clases de Inglés; así como el interés que éste genera en usted. Este material ha sido elaborado por Magdalena Arias Quintanilla, Laura Monge Núñez y Marlon Orozco Campos, estudiantes de la Universidad Nacional que optan por el grado de Licenciatura en Lingüística Aplicada. Agradecemos toda su colaboración. Recuerde que esta información es confidencial. Favor utilizar lapicero de tinta negra o azul. Encierre en un círculo la opción de su respuesta.

I. Variables Sociales:

1. Edad _____ 2. Lugar de residencia _____
Provincia Cantón Distrito

3. Sexo

1. Femenino 2. Masculino

4. Años de experiencia

1. Menos de un año 2. De uno a cinco años 3. De cinco a diez años 4. Más de diez años

5. Grupo Profesional

1. Aspirante 2. Mt1 3. Mt2 4. Mt3 5. Mt4 6. Mt5 7. Mt6 8. Otro _____

Especifique

II. Variables lingüísticas

1. ¿Cuántas lecciones de Inglés imparte usted por semana?

1. Menos de quince 2. De quince a treinta 3. De treinta a cuarenta y cuatro

2. ¿Utiliza usted algún libro de texto en sus clases de Inglés? ¿Cuál?

3. Considera usted que el libro de texto de inglés que ha utilizado en el colegio es:

1. Bueno 2. Regular 3. Malo

Por qué? _____

4. ¿Cuáles habilidades del lenguaje cree usted que presentan los textos utilizados en el colegio?

	Sí	No
1. Expresión escrita	1	2
2. Lectura	1	2
3. Comprensión auditiva	1	2
4. Expresión oral	1	2

5. ¿Cuáles habilidades del lenguaje cree usted que presenta el material adicional utilizado en el colegio (folletos, fotocopias, artículos, etc.)?

	Sí	No
1. Expresión escrita	1	2
2. Lectura	1	2
3. Comprensión auditiva	1	2
4. Expresión oral	1	2

6. ¿Desarrolla usted las 4 habilidades en sus lecciones de Inglés?

	Sí	No
1. Expresión escrita	1	2
2. Lectura	1	2
3. Comprensión auditiva	1	2
4. Expresión oral	1	2

7. ¿Qué actividades considera usted que los alumnos disfrutan más durante las lecciones de Inglés?

1. Expresión escrita	Sí	No
a. Escribir diarios	1	2
b. Elaborar diálogos	1	2
c. Escribir composiciones	1	2
d. Otro _____ Especifique	1	2
2. Lectura	Sí	No
a. Resumir textos	1	2
b. Elaborar mapas conceptuales	1	2
c. Elaborar mapas ilustrados	1	2
d. Ejercicios de completar	1	2
e. Responder cuestionarios	1	2
f. Otro _____ Especifique	1	2
3. Expresión oral	Sí	No
a. Debates	1	2
b. Exposiciones	1	2
c. Diálogos	1	2

d. Dramatizaciones	1	2
e. Mesa Redonda	1	2
f. Presentaciones de panel	1	2
g. Entrevistas	1	2
h. Descripciones	1	2
i. Otro _____ Especifique	1	2
4. Comprensión auditiva	Sí	No
a. Ejercicios de completar escuchando grabaciones	1	2
b. Ejercicios de completar mirando videos	1	2
c. Otro _____ Especifique	1	2

8. Escoja los temas que a usted más le gusta desarrollar en las lecciones de Inglés.

	Sí	No
a. Comida	1	2
b. Deportes	1	2
c. Arte	1	2
d. Democracia	1	2
e. Salud y enfermedades	1	2
f. Celebraciones y costumbres	1	2
g. Atracciones turísticas	1	2
h. Recursos Naturales	1	2
i. Ocupaciones	1	2
c. Otro _____ Especifique	1	2

9. Considera usted que los alumnos perciben el idioma Inglés como algo importante en sus vidas.

1. Sí 2. No Por qué? _____

10. Considera usted que el libro de texto o materiales de Inglés que utiliza en sus cursos le permiten lograr los objetivos de los mismos.

1. Sí 2. No Por qué? _____

Pavas High school

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	0	0 %
2. Five	42	100 %
3. More than five	0	0 %
Total	42	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	0	0 %
2. No	42	100 %
Total	42	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	0	0 %
2. Regular	0	0 %
3. Bad	0	0 %
Total	0	0 %

4. What language skills are present in the textbook you are using in high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	0	0 %	0	0 %
2. Reading	0	0 %	0	0 %
3. Listening	0	0 %	0	0 %
4. Speaking	0	0 %	0	0 %

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	37	88 %	5	12 %
2. Reading	42	100 %	0	0 %
3. Listening	26	62 %	16	38 %
4. Speaking	19	45 %	23	55 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	28	67 %	14	33 %
2. Reading	19	45 %	23	55 %
3. Listening	31	74 %	11	26 %
4. Speaking	39	93 %	3	7 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	7	17 %	35	83 %
b. Dialogues	37	88 %	5	22 %
c. Compositions	13	30 %	29	70 %
*d. Other	2	5 %	40	95 %

*Other: in this option two students proposed "comments post- tape recordings".

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	4	10 %	38	90 %
b. Drawing conceptual maps	11	26 %	31	74 %
c. Drawing illustrated maps	26	62 %	16	38 %
d. Filling in the blanks	33	79 %	9	21 %
e. Answering questionnaires	18	43 %	24	57 %
*f. Other	0	0 %	0	0 %

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	14	33 %	28	67 %
b. Speeches	4	10 %	38	90 %
c. Dialogues	32	76 %	10	24 %
d. Role Plays	13	31 %	29	69 %
e. Round Tables	21	50 %	21	50 %
f. Panel presentations	14	33 %	28	67 %
g. Interviews	22	52 %	20	48 %
h. Descriptions	31	74 %	11	26 %
*i. Other	2	5 %	40	95 %

*Other: in this option two students proposed "comments post- tape recordings".

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	34	81 %	8	19 %
b. Exercises with videos	39	93 %	3	7 %
*c. Other	0	0 %	0	0 %

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	25	60 %	17	40 %
b. Sports	29	69 %	13	31 %
c. Art	17	29 %	25	71 %
d. Democracy	5	12 %	37	88 %
e. Health and Illnesses	18	43 %	24	57 %
f. Celebrations and Customs	23	55 %	19	45 %
g. Tourist Attractions	40	95 %	2	5 %
h. Natural Resources	39	93 %	3	7 %
i. Occupations	25	60 %	17	40 %
*j. Other	1	2 %	41	98 %

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	42	100 %
2. No	0	0 %
Total	42	100 %

Santa Ana High school

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	0	0 %
2. Five	70	100 %
3. More than five	0	0 %
Total	70	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	0	0 %
2. No	70	100 %
Total	70	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	0	0 %
2. Regular	0	0 %
3. Bad	0	0 %
Total	0	0 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	0	0%	0	0%
2. Reading	0	0%	0	0%
3. Listening	0	0%	0	0%
4. Speaking	0	0%	0	0%

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	60	86 %	10	14 %
2. Reading	57	81 %	13	19 %
3. Listening	29	41 %	41	59 %
4. Speaking	23	33 %	47	67 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	28	40 %	42	60 %
2. Reading	28	40 %	42	60 %
3. Listening	46	66 %	24	34 %
4. Speaking	55	79 %	15	21 %

3. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	10	14 %	60	86 %
b. Dialogues	40	57 %	30	43 %
c. Compositions	20	29 %	50	71 %
*d. Other	2	3 %	68	97 %

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	9	13 %	61	87 %
b. Drawing conceptual maps	12	17 %	58	83 %
c. Drawing illustrated maps	26	37 %	44	63 %
d. Filling in the blanks	45	68 %	25	32 %
e. Answering questionnaires	41	59 %	29	41 %
*f. Other	0	0 %	0	0 %

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	25	36 %	45	64 %
b. Speeches	13	19 %	57	51 %
c. Dialogues	37	53 %	33	47 %
d. Role Plays	22	31 %	48	69 %
e. Round Tables	16	23 %	54	77 %
f. Panel presentations	9	13 %	61	87 %
g. Interviews	1	39 %	43	61 %
h. Descriptions	35	50 %	35	50 %
*i. Other	0	0 %	0	0 %

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	25	36 %	45	64 %
b. Exercises with videos	45	64 %	25	36 %
*c. Other	2	3 %	68	97 %

* Other: in this option two students proposed "songs' translations".

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	31	44 %	39	66 %
b. Sports	46	66 %	24	44 %
c. Art	18	26 %	52	74 %
d. Democracy	4	6 %	66	94 %
e. Health and Illnesses	21	30 %	49	70 %
f. Celebrations and Customs	30	43 %	40	57 %
g. Tourist Attractions	49	70 %	21	20 %
h. Natural Resources	44	63 %	26	37 %
i. Occupations	33	47 %	37	53 %
*j. Other	0	0 %	0	0 %

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	70	100 %
2. No	0	0 %
Total	70	100 %

México High School

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	2	6 %
2. Five	18	51 %
3. More than five	15	43 %
Total	35	100%

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	0	0 %
2. No	35	100%
Total	35	100%

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	0	0 %
2. Regular	0	0 %
3. Bad	0	0 %
Total	0	0 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	0	0%	0	0%
2. Reading	0	0%	0	0%
3. Listening	0	0%	0	0%
4. Speaking	0	0%	0	0%

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	32	91 %	3	9 %
2. Reading	32	91 %	3	9 %
3. Listening	5	14 %	30	86 %
4. Speaking	10	29 %	25	71 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	13	37 %	22	63 %
2. Reading	7	20 %	28	80 %
3. Listening	25	72 %	10	28 %
4. Speaking	26	74 %	9	26 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	3	9 %	32	91 %
b. Dialogues	17	49 %	18	51 %
c. Compositions	9	26 %	26	74 %
*d. Others	1	3 %	34	97 %

* Others: in this option one student proposed "writing letters".

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	6	17 %	29	83 %
b. Drawing conceptual maps	6	17 %	29	83 %
c. Drawing illustrated maps	11	31 %	24	69 %
d. Filling in the blanks	20	57 %	15	43 %
e. Answering questionnaires	23	66 %	12	34 %
*f. Others	1	3 %	34	97 %

* Others: in this option one student answered role plays post-reading.

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	14	40 %	21	60%
b. Speeches	25	71 %	10	29%
c. Dialogues	25	71 %	10	29%
d. Role Plays	12	34 %	23	66%
e. Round Tables	10	29 %	25	71%
f. Panel presentations	3	9 %	32	91%
g. Interviews	13	37 %	22	63%
h. Descriptions	19	54 %	16	46%
*i. Others	2	6 %	33	94%

* Others: in this option students answered "communication with foreigners through social activities."

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	14	40 %	21	60 %
b. Exercises with videos	18	51 %	17	49 %
*c. Others	1	3 %	34	97 %

* Others: in this option one student proposed "listening to English songs".

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	21	60 %	14	40 %
b. Sports	28	80 %	7	20 %
c. Art	13	37 %	22	63 %
d. Democracy	3	9 %	32	91 %
e. Health and Illnesses	19	54 %	16	46 %
f. Celebrations and Customs	11	31 %	24	69 %
g. Tourist Attractions	25	71 %	10	29 %
h. Natural Resources	24	69 %	11	31 %
i. Occupations	20	57 %	15	43 %
*j. Others	1	3 %	34	97 %

* Others: in this option one student proposed "biographies about famous people".

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	35	100 %
2. No	0	0 %
Total	35	100 %

José Fidel Tristán High School

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	5	8 %
2. Five	45	75 %
3. More than five	10	17 %
Total	60	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	47	78 %
2. No	13	22 %
Total	60	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	19	41 %
2. Regular	25	53 %
3. Bad	3	6 %
Total	47	100 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	42	70 %	18	30 %
2. Reading	42	70 %	18	30 %
3. Listening	34	57 %	26	43 %
4. Speaking	18	30 %	42	70 %

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	13	37 %	22	63 %
2. Reading	7	20 %	28	80 %
3. Listening	25	72 %	10	28 %
4. Speaking	26	74 %	9	26 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	32	53 %	28	47 %
2. Reading	30	50 %	30	50 %
3. Listening	40	67 %	20	33 %
4. Speaking	43	72 %	17	28 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	7	12 %	53	88 %
b. Dialogues	29	48 %	31	52 %
c. Compositions	13	22 %	47	72 %
*d. Other	0	0 %	60	100 %

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	15	25 %	45	75 %
b. Drawing conceptual maps	6	10 %	54	90 %
c. Drawing illustrated maps	12	20 %	48	80 %
d. Filling in the blanks	44	73 %	16	27 %
e. Answering questionnaires	38	63 %	22	37 %
*f. Other	0	0 %	60	100 %

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	12	20 %	48	80 %
b. Speeches	18	30 %	42	70 %
c. Dialogues	41	68 %	19	32 %
d. Role Plays	23	38 %	37	62 %
e. Round Tables	11	18 %	49	82 %
f. Panel presentations	11	18 %	49	82 %
g. Interviews	28	47 %	32	53 %
h. Descriptions	39	65 %	21	35 %
*i. Other	0	0 %	60	100 %

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	32	53 %	28	47 %
b. Exercises with videos	31	52 %	29	48 %
*c. Other	0	0 %	60	100 %

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	39	65 %	21	35 %
b. Sports	43	72 %	17	28 %
c. Art	25	42 %	35	58 %
d. Democracy	9	15 %	51	85 %
e. Health and Illnesses	28	47 %	32	53 %
f. Celebrations and Customs	30	50 %	30	50 %
g. Tourist Attractions	46	77 %	14	23 %
h. Natural Resources	34	57 %	26	43 %
i. Occupations	36	24 %	24	40 %
*j. Other	0	60 %	60	100 %

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	60	100 %
2. No	0	0 %
Total	60	100 %

Roberto Brenes Mesén High School

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	13	20 %
2. Five	40	63 %
3. More than five	10	17 %
Total	63	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	48	76 %
2. No	15	24 %
Total	63	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	15	31 %
2. Regular	16	33 %
3. Bad	17	36 %
Total	48	100 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	40	63 %	23	37 %
2. Reading	38	60 %	25	40 %
3. Listening	45	71 %	18	29 %
4. Speaking	41	65 %	22	35 %

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	13	37 %	22	63 %
2. Reading	7	20 %	28	80 %
3. Listening	25	72 %	10	28 %
4. Speaking	26	74 %	9	26 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	42	66 %	21	34 %
2. Reading	35	55 %	28	45 %
3. Listening	45	71 %	18	29 %
4. Speaking	38	76 %	15	24 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	21	33 %	42	67 %
b. Dialogues	38	60 %	25	40 %
c. Compositions	18	28 %	45	72 %
*d. Other	0	0 %	63	100 %

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	10	16 %	53	84 %
b. Drawing conceptual maps	14	22 %	49	78 %
c. Drawing illustrated maps	8	13 %	55	87 %
d. Filling in the blanks	28	44 %	35	56 %
e. Answering questionnaires	32	51 %	31	49 %
*f. Other	0	0 %	63	100 %

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	25	40 %	38	60 %
b. Speeches	10	16 %	53	84 %
c. Dialogues	55	87 %	8	13 %
d. Role Plays	28	44 %	35	56 %
e. Round Tables	12	19 %	51	81 %
f. Panel presentations	15	24 %	48	76 %
g. Interviews	35	55 %	28	45 %
h. Descriptions	28	44 %	35	56 %
*i. Other	0	0 %	60	100 %

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	48	76 %	15	24 %
b. Exercises with videos	24	38 %	39	62 %
*c. Other	0	0 %	60	100 %

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	32	51 %	31	49 %
b. Sports	51	80 %	12	20 %
c. Art	29	46 %	34	54 %
d. Democracy	18	28 %	45	72 %
e. Health and Illnesses	17	27 %	46	73 %
f. Celebrations and Customs	22	35 %	41	65 %
g. Tourist Attractions	38	60 %	25	40 %
h. Natural Resources	41	65 %	22	35 %
i. Occupations	27	43 %	36	57 %
*j. Other	0	60 %	63	100 %

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	60	95 %
2. No	3	5 %
Total	63	100 %

Moravia High School

Linguistic Variables

1. English lessons you take per week	Absolute Value	Relative Value
1. Less than five	13	18 %
2. Five	47	66 %
3. More than five	11	16 %
Total	71	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes	51	72 %
2. No	20	28 %
Total	71	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	17	33 %
2. Regular	27	53 %
3. Bad	7	14 %
Total	51	100 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	58	80 %	13	20 %
2. Reading	65	90 %	6	10 %
3. Listening	31	43 %	40	57 %
4. Speaking	33	45 %	38	27 %

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	57	79 %	14	21 %
2. Reading	57	79 %	14	21 %
3. Listening	32	44 %	39	56 %
4. Speaking	31	43 %	40	57 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	48	67 %	23	33 %
2. Reading	40	55 %	31	38 %
3. Listening	54	76 %	17	24 %
4. Speaking	55	77 %	16	25 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	8	11 %	63	89 %
b. Dialogues	35	49 %	3	51 %
c. Compositions	14	20 %	27	80 %
*d. Other	0	0 %	71	100 %

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	8	11 %	63	89 %
b. Drawing conceptual maps	11	15 %	60	85 %
c. Drawing illustrated maps	15	21 %	56	79 %
d. Filling in the blanks	45	63 %	26	37 %
e. Answering questionnaires	51	72 %	20	28 %
*f. Other	0	0 %	71	100 %

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	25	35 %	46	65 %
b. Speeches	40	56 %	31	44 %
c. Dialogues	47	66 %	24	34 %
d. Role Plays	35	49 %	36	51 %
e. Round Tables	10	14 %	61	86 %
f. Panel presentations	20	28 %	51	72 %
g. Interviews	36	51 %	35	49 %
h. Descriptions	46	65 %	25	35 %
*i. Other	0	0 %	71	100 %

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	44	62 %	27	38 %
b. Exercises with videos	34	48 %	37	52 %
*c. Other	0	0 %	71	100 %

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	53	75 %	16	25 %
b. Sports	51	72 %	18	28 %
c. Art	41	58 %	28	42 %
d. Democracy	28	39 %	41	61 %
e. Health and Illnesses	31	44 %	38	56 %
f. Celebrations and Customs	39	55 %	30	45 %
g. Tourist Attractions	49	69 %	20	31 %
h. Natural Resources	34	48 %	35	52 %
i. Occupations	44	62 %	25	35 %
*j. Other	0	0 %	71	100 %

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	69	97 %
2. No	2	3 %
Total	63	100 %

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	0	0 %
2. Five	35	100 %
3. More than five	0	0 %
Total	35	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes (Solutions)	20	57 %
2. No	15	43 %
Total	35	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	10	50 %
2. Regular	6	30 %
3. Bad	4	20 %
Total	20	100 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	22	63 %	13	37 %
2. Reading	16	46 %	19	54 %
3. Listening	9	26 %	26	74 %
4. Speaking	12	34 %	23	66 %

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	26	74 %	9	26 %
2. Reading	23	66 %	12	34 %
3. Listening	13	37 %	22	63 %
4. Speaking	14	40 %	21	60 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	22	63 %	13	37 %
2. Reading	18	51 %	17	49 %
3. Listening	26	74 %	9	26 %
4. Speaking	28	80 %	7	20 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	4	11 %	31	89 %
b. Dialogues	19	54 %	16	46 %
c. Compositions	7	20 %	28	80 %
*d. Other	2	6 %	33	94 %

*Other: in this option two students answered "dictation".

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	8	23 %	27	77 %
b. Drawing conceptual maps	6	17 %	29	83 %
c. Drawing illustrated maps	7	20 %	28	80 %
d. Filling in the blanks	21	60 %	14	40 %
e. Answering questionnaires	18	51 %	17	49 %
*f. Other	1	3 %	34	97 %

*Other: in this option one student answer "reading comprehension".

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	8	23 %	27	77 %
b. Speeches	13	37 %	22	63 %
c. Dialogues	23	66 %	12	34 %
d. Role Plays	11	31 %	24	69 %
e. Round Tables	5	14 %	30	86 %
f. Panel presentations	4	11 %	31	89 %
g. Interviews	22	63 %	13	37 %
h. Descriptions	19	54 %	16	46 %
*i. Other	1	3 %	34	97 %

*Other: in this option one students answered "vocabulary".

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	18	51 %	17	49 %
b. Exercises with videos	20	57 %	15	43 %
*c. Other	0	0 %	35	100 %

8. Topics students will to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	19	54 %	16	46 %
b. Sports	26	74 %	9	26 %
c. Art	14	40 %	21	60 %
d. Democracy	2	6 %	33	94 %
e. Health and Illnesses	16	46 %	19	54 %
f. Celebrations and Customs	20	57 %	15	43 %
g. Tourist Attractions	1	77 %	8	23 %
h. Natural Resources	21	60 %	14	40 %
i. Occupations	18	51 %	17	49 %
*j. Other	2	6 %	33	94 %

*Other: in this option two students proposed "music and lifestyles".

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	35	100 %
2. No	0	0 %
Total	35	100 %

Coronado High School

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	0	0 %
2. Five	31	78 %
3. More than five	9	22 %
Total	40	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Sí (Real Time America)	40	100 %
2. No	0	0 %
Total	40	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	17	43 %
2. Regular	19	47 %
3. Bad	4	10 %
Total	40	100 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	33	83 %	7	17 %
2. Reading	33	83 %	7	17 %
3. Listening	33	83 %	7	17 %
4. Speaking	18	45 %	22	55 %

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	27	68 %	13	32 %
2. Reading	26	65 %	14	35 %
3. Listening	7	17 %	33	83 %
4. Speaking	7	17 %	33	83 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	25	63 %	15	37 %
2. Reading	19	48 %	21	52 %
3. Listening	27	68 %	13	32 %
4. Speaking	29	73 %	11	27 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	4	10 %	36	90 %
b. Dialogues	19	47 %	21	53 %
c. Compositions	10	25 %	30	75 %
*d. Other	4	10 %	36	90 %

*Other: in this option students proposed "translation and cartoons".

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	13	32 %	27	68 %
b. Drawing conceptual maps	7	17 %	33	83 %
c. Drawing illustrated maps	13	32 %	27	68 %
d. Filling in the blanks	32	80 %	8	20 %
e. Answering questionnaires	24	60 %	16	40 %
*f. Other	0	0 %	40	100 %

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	10	25 %	30	75 %
b. Speeches	11	27 %	29	73 %
c. Dialogues	29	73 %	11	27 %
d. Role Plays	16	40 %	24	60 %
e. Round Tables	9	22 %	31	78 %
f. Panel presentations	6	15 %	34	85 %
g. Interviews	20	50 %	20	50 %
h. Descriptions	29	73 %	11	27 %
*i. Other	0	0 %	40	100 %

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	25	63 %	15	37 %
b. Exercises with videos	27	68 %	13	32 %
*c. Other	0	0 %	40	100 %

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	20	50 %	20	50 %
b. Sports	32	80 %	8	20 %
c. Art	21	53 %	19	47 %
d. Democracy	7	83 %	33	17 %
e. Health and Illnesses	14	35 %	26	65 %
f. Celebrations and Customs	19	47 %	21	53 %
g. Tourist Attractions	30	75 %	10	25 %
h. Natural Resources	24	60 %	16	40 %
i. Occupations	18	45 %	22	55 %
*j. Other	3	7 %	37	93 %

* Other: in this option students proposed "music and politics".

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	39	98 %
2. No	1	2 %
Total	40	100 %

Linguistic Variables

1. English lessons students take per week	Absolute Value	Relative Value
1. Less than five	3	5 %
2. Five	54	90 %
3. More than five	3	5 %
Total	60	100 %

2. Do you use any English textbook?	Absolute Value	Relative Value
1. Yes (Learning English)	22	37 %
2. No	38	63 %
Total	60	100 %

3. How do you qualify that textbook?	Absolute Value	Relative Value
1. Good	11	50 %
2. Regular	9	41 %
3. Good	2	9 %
Total	22	100 %

4. What skills do you find in the textbook you are using in the high school?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	50	83 %	10	17 %
2. Reading	48	80 %	12	20 %
3. Listening	21	35 %	39	65 %
4. Speaking	29	48 %	31	52 %

5. What skills are present in the additional material you use in the English lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	58	96 %	2	4 %
2. Reading	53	88 %	7	12 %
3. Listening	20	33 %	40	67 %
4. Speaking	36	60 %	24	40 %

6. Do you develop the four English skills during your lessons?	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
1. Writing	32	53 %	28	47 %
2. Reading	30	50 %	30	50 %
3. Listening	38	63 %	22	37 %
4. Speaking	46	76 %	14	24 %

7. What activities do you enjoy more during the English classes?

1. Writing	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Diaries	14	23 %	46	77 %
b. Dialogues	29	48 %	31	52 %
c. Compositions	16	27 %	44	73 %
*d. Other	3	5 %	57	95 %

*Other: in this option students proposed "vocabulary, fill in the blanks".

2. Reading	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Summaries	10	17 %	50	83 %
b. Drawing conceptual maps	13	22 %	47	78 %
c. Drawing illustrated maps	24	40 %	36	60 %
d. Filling in the blanks	33	61 %	27	39 %
e. Answering questionnaires	42	70 %	18	30 %
*f. Other	0	0%	60	100%

3. Speaking	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Debates	17	28 %	43	72 %
b. Speeches	31	52 %	29	48 %
c. Dialogues	34	56 %	26	44 %
d. Role Plays	29	48 %	31	52 %
e. Round Tables	11	18 %	49	82 %
f. Panel presentations	10	17 %	50	85 %
g. Interviews	1	45 %	33	55 %
h. Descriptions	28	46 %	32	54 %
*i. Other	0	0 %	60	100 %

4. Listening	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Exercises with tape recordings	24	40 %	36	60 %
b. Exercises with videos	33	55 %	27	45 %
*c. Other	1	2 %	59	98 %

* Other: in this option one student proposed "dialogues".

8. Topics students like to develop during the English lessons	Yes		No	
	Absolute Value	Relative Value	Absolute Value	Relative Value
a. Food	36	60 %	24	40 %
b. Sports	47	78 %	13	22 %
c. Art	26	43 %	34	57 %
d. Democracy	14	23 %	52	87 %
e. Health and Illnesses	30	50 %	30	50 %
f. Celebrations and Customs	29	48 %	31	52 %
g. Tourist Attractions	40	67 %	20	33 %
h. Natural Resources	37	61 %	23	39 %
i. Occupations	35	58 %	25	42 %
*j. Other	3	6 %	57	94 %

*Other: in this option students proposed topics such as means of transportation, music and technic vocabulary.

9. Do you consider learning English important?	Absolute Value	Relative Value
1. Yes	60	100 %
2. No	0	0 %
Total	60	100 %

CHAPTER

IV

THE PROJECT

Universidad Nacional

Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje

Everything from  to 

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Heredia, 2003

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ACKNOWLEDGMENTS

After a long process of working on my graduation project, now it is time to stop to think of those who were always near to me. Today, I say "Thanks" to those who gave me intellectual and emotional support. I want to thank my friends and my project partners who I worked with on this project; thanks, Marlon and Laura, because I learned about valuable things in life such as encouragement and friendship. I also want to thank the person who has been behind the project and has guided me; thanks to our tutor Vicky Angulo.

I want to thank my husband who has been my support in the last years. Thank you, Luis, for your love, companionship and patience. I thank my parents who have been my loving support during this process. Today I want to give you back a piece of this hope someday you put inside me. Thanks Mom and Dad!

Finally, I feel a great happiness and satisfaction inside my heart to dedicate this work to my admirable parents and my faithful friend, God.

Magdalena Arias Quintanilla

All the effort and work that this graduation project has demanded is also rewarded with the satisfaction to have obtained many great teachings. Teachings that are not specifically related to the academic field but to the human side. Sharing and working with my partners makes me realize how important effort, perseverance, friendship, and teamwork are.

Now that I have finished, I want to thank God for giving me the opportunity and happiness to reach one of the most important goals in my personal growth.

I am thankful to all those people who have supported me during all this time. My friends and partners, Magdalena and Marlon, who have been a complement in this learning. My tutor, Virginia Angulo, who has guided me along this process. Carlos González, who helped me with his creative work and ideas.

I would like to dedicate this project to the memory of my mother who has been my inspiration and strength; and especially to my brother Gonzalo who has believed in me and has become an unconditional support in my life.

Laura Monge Núñez.

Making this project was a true test for my patience, and I would like to thank all the people who helped me to hold on to it. Their ideas and advice made the design of this project better. I must not forget to thank God who gave me creativity and showed me what I am capable of doing. In particular I would like to thank my partners Laura and Magda for their work and effort, my tutor Virginia Angulo for her guidance. Thanks to my friend Sergio for giving me a hand, Carlos for the drawings; thanks to my family and to my closest friends for their concern. Thanks to Diego and Mer for saving the information into my computer. I would especially dedicate this project to my mom and sister, who I expect will be working on a project like this soon.

Marlon Orozco Campos.

AUTHORS' ACKNOWLEDGEMENTS

When we decided to design this project we never thought of how complex it could be. However, after a long period of working, we feel very satisfied to have the final product already done. We thank all the people who were involved; our tutor Vicky Angulo for her guidance and advice, Carlos González for his creative work and effort, Sergio Avila for his experience and willingness, and those who always gave us support and encouragement. We thank God for giving us the strength, patience and willingness to reach an important goal in this part of our lives.

INTRODUCTION

This material is a supplement to be used by teachers and students of the IV Cycle in public high schools with regards to learning English. This material intends to cover the contents and achieve the objectives that the MEP syllabus proposes. This supplementary material is based on Communicative Language Teaching principles. The primary goal of this material is to teach the four language skills – listening, speaking, reading and writing – in an integrated and communicative way. This will contribute to teaching the language more naturally and purposefully.

Throughout the project the students are exposed to different real life situations and daily and useful language. The activities in this supplementary material let the students use their own experiences and world knowledge while using the language communicatively. Then, the students' language-learning turns into meaningful learning. During the activities the students work individually, do some pair work, group work or participate in information-sharing activities with the whole class and the teacher. There is an answer key section at the end of the project, when activities require their answers or solution.

Furthermore, the content used in this supplementary material is interesting and updated. Colorful pictures and charts make the material more attractive for the students. In addition, most of the material is authentic. Some texts are taken from updated newspapers and magazines. The authors of this material wrote some others after doing some research about the topic. Finally, the authors of this project are pleased to present this material that intends to contribute to the teaching-learning process of English as a foreign language.

Now, it is time for the participants of this process – teachers and students – to make it successful.

LIMITATIONS, FUTURE INVESTIGATIONS AND RECOMMENDATIONS

This material is designed to cover only the content of the IV cycle. However, teachers and students of other levels could take some activities and make the necessary adjustments according to their needs.

1. Some activities focused on the listening skill include the use of tapes, and videos but these sources are not included in the project. Due to this limitation, there are not as many listening activities as for the other skills. Nowadays, it is easier to get recordings of different sounds (animals, nature, musical instruments, etc). People can get them in stores, libraries, Internet or in their own computer.
2. Even though the texts used in the different activities of the supplementary material are up-dated they will inevitably become obsolete through time. It is important that teachers and educational authorities keep on checking and looking for the updated topics, news and articles and varying them according to the student's expectations.
3. Some teachers who focus their lessons on teaching grammar, may find the activities of the material difficult; or they could feel that those activities do not fulfill what they expect (grammar focused exercises, lists of vocabulary, etc.). Instead of making some exercises fit, these teachers should start developing English lessons from another point of view. Then, they will realize that it is not as difficult as they think, and they will focus on communication rather than grammar over time.

At the end of this project, we realized that there were some important issues that were not studied in depth. This is because those aspects were beyond the scope of this work.

However, it is important to mention them because they can be relevant topics for future investigations like this.

- 1- The creation of a supplementary material for students of III Cycle.
- 2- The design of a supplementary material or textbook with similar characteristics for elementary school.
- 3- A study of the reasons students why have preference for certain skills.
- 4- A study to determine why students work better with certain communicative activities.
- 5- How the nonexistence of an official MEP textbook for all high schools of the country affects the goals, content and functions recommended in the MEP syllabus.
- 6- Whether it is possible that the MEP syllabus can be applied and developed in the same way for high school students of all the Costa Rican areas, urban and rural.
- 7- The way the 11th Grade National Tests focus on reading and a little writing affect the listening and speaking areas in students of IV Cycle.

It is important to clarify that teachers that use this supplementary material are responsible for providing the students with the basic structures, lexicon and guidelines required to develop the different activities present in the project. Oral activities such as debates and speeches and written activities such as compositions demand the teacher's intervention.

Communicative Language Chart

UNIT	TOPIC	LANGUAGE	INTEGRATED LANGUAGE SKILLS			
			LISTENING	SPEAKING	READING	WRITING
1. IT'S TIME TO EXERCISE	SPORTS AND ATHLETES.	Sports, rules, equipment, people involved (coach, players, referee, athletes), achievements, biographies, WH questions, yes/no questions frequency adverbs, synonyms, verb <i>be</i> , and simple present tense: asking and giving information about athletes and their achievements, expressing ideas, describing sports and physical performances, identifying information.	Listening to sport news. Listening to my classmates and teacher.	Describing different pictures about some sports. Requesting information.	Reading different texts about some sports and athletes.	Writing the name of different sports. Writing an e-mail letter. Writing a biography. Writing a report. Answering questions.
2. HUMM ... THAT'S YUMMY!	FOOD, MEALS, AND EATING HABITS.	Fruits and vegetables, countable and uncountable nouns, expressions of quantity, measurement phrases, cooking actions: recognizing, describing quantities, amounts, and procedures, making a shopping list, suggesting someone to do something. Meals: expressing likes and dislikes, identifying and requesting information, justifying ideas.	Listening to my classmates and teacher.	Sharing opinions. Ideas and answers. Presenting a recipe.	Scanning a menu. Reading some texts about food and diet.	Writing the names of different vegetables and fruits. Writing a shopping list. Writing a recipe. Answering Questions. Writing a dialogue.

3. ART... A HUMAN MANIFESTATION.	TYPES OF ART.	Art expressions (music, movies, sculpture, painting, dance, theater, opera, literature, photography), places where you can find art, feelings, synonyms, likes and dislikes, simple past tense, simple present tense, WH questions, agreement and disagreement expressions: identifying information, describing art, expressing opinions, ideas, and feelings, asking and giving information, researching for information.	Listening to my classmates and teacher	Describing different types of art. Expressing opinions about art. Agreeing and Disagreeing.	Reading different texts about art. Scanning information in a set of texts. Inferring.	Giving written opinions. Writing an e-mail letter. Writing a report. Answering questions.
4. LET'S CELEBRATE	HOLIDAYS, CELEBRATIONS AND CUSTOMS.	Holidays, social events, customs, purposes, dates, symbols, food, gifts, comparatives, American idioms, simple present tense, simple past tense, WH questions, used to, modal would: recognizing information, comparing events, reporting on current events and holidays, requesting and giving information related to celebrations, scanning and inferring information.	Listening to my classmates and teacher.	Sharing opinions, ideas and answers. Describing a set of pictures.	Reading some texts about holidays, celebrations and customs. Getting the gist. Scanning different cards. Skimming.	Completing different charts. Writing a contrastive and a comparative paragraph. Answering questions. Writing a statement about a culture issue.

5. THIS IS MY RIGHT AND DUTY.	DEMOCRACY, RIGHT AND DUTIES.	Democracy, freedom, sovereignty, laws, human rights and duties, policies, agreement and disagreement expressions, WH questions, yes/no questions, simple present tense: identifying information, stating opinions on democracy and other ideologies, describing procedures, approving and disapproving about popular practices, government and policies.	Listening to my classmates and teacher. Listening to news.	Sharing opinions, ideas and answers. Describing comics.	Reading some texts about human rights. Reading some articles about the Costa Rican Constitution Reading news. Skimming.	Completing different charts. Answering questions.
6. IS THAT SO IMPOSSIBLE?	GENDER: MEN'S AND WOMEN'S ROLES IN SOCIETY.	Men's and women's role in society, agreement and disagreement expressions, simple present tense: recognizing, describing and comparing men's and women's roles, classifying information, approving and disapproving ideas.	Listening to my classmates and teacher.	Sharing opinions, ideas and answers. Describing a set of pictures. Agreeing and disagreeing opinions. Role-playing. Asking for and giving information. Taking a stand in a debate.	Reading some texts about men and women's roles in our society. Scanning. Skimming. Guessing the meaning by context. Inferring.	Completing different charts. Answering questions. Writing sentences by using new words in context. Writing a list of personality features. Writing a list of men and women's occupations in your community.

7. DIFFERENT BUT EQUAL.	MINORITIES GROUPS, SENIOR CITIZENS, INDIGENOUS GROUPS...	Senior citizens and WH- questions, taking care, frequency adverbs, expressions (I would... I like to... Why don't we...) Minority Groups (indigenous groups, black people, gay community, etc), politeness, agreement and disagreement expressions (I'm sorry but... I don't think that..., excuse me but...): expressing opinions, describing and contrasting people, searching for information, suggesting solutions, searching and providing information, stating advantages and disadvantages, inferring information, expressing points of view, contrasting culture, describing daily situations.	Listening to a poem. Listen to classmate's dialogues.	Giving opinions after discussion. Giving speeches to the class. Performing conversations in different situations.	Reading paragraphs about minorities. Reading poems.	Writing a poem. Giving information. Writing suggestions and some advice. Writing the name of different minorities.
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8. GIVE A HAND TO MOTHER NATURE.	NATURAL RESOURCES AND ITS CONSERVATION. POLLUTION.	Fauna, flora and other natural resources. Idiomatic expressions about natural resources. Nature destruction (pollution, deforestation, oil spills, animal hunting) Identifying information about natural resources, expressing opinions about different issues. exchanging information. Identifying information, stating causes and effects, giving suggestions.	Listening to different nature sounds. Listening to paragraphs.	Discussing questions. Sharing opinions and facts about damages to mother nature. Presenting a dialogue. Giving important details.	Reading important sources of information about natural resources. Reading questions.	Completing charts, and conceptual maps. Writing dialogues. Adding information. Writing a paragraph
9. WELCOME TO COSTA RICA	TOURIST ATTRACTIONS IN COSTA RICA.	Tourist attractions (rivers, waterfalls, mountains, volcanoes, beaches, hotels). Simple Present and Simple Present Perfect tenses, modals should, can would and could, WH-questions, services, facilities and activities, (transportation, telephone, fishing and canopying): recognizing information, asking for and giving information. searching for basic information, giving advice, persuading others, describing places, discussing possibilities of doing something.	Listening to information to fill in a registration form. Listening to my classmates and teacher.	Discussing about pictures, options, and questions. Making tour reservations. Describing tourist places and the services they offer. Telling what you would take to a trip. Describing a photograph of a trip students have done.	Reading tourist brochures, places information, and hotel registration forms.	Writing the names to some tourist symbols. Completing crossword puzzles.

10. I DON'T FEEL VERY WELL.	ILLNESSES, DISEASES AND SUGGESTIONS.	Illnesses and health matters. Idiomatic Expressions. WH-Questions. Modal "should". Diseases (concept, symptoms, treatments infection ways): giving suggestions, complaining about health problems, identifying particular information in the texts, describing a disease, expressing concern about others health, asking for suggestions, describing situations.	Listening to my classmates and teacher.	Sharing opinions, ideas and answers. Describing a set of pictures. Telling about complaints. Act out a dialogue. Describing personal experiences.	Reading a dialogue. Reading situations. Reading a text about AIDS. Reading a text about testicular cancer. Skimming.	Completing different charts. Giving names to different pictures. Writing symptoms. Answering questions. Completing a conceptual map. Writing idiomatic expressions.
11. CAN YOU IMAGINE A WORLD WITHOUT THEM?	MASS MEDIA, AND COMMUNICATION IN MODERN SOCIETY.	Means of communication (radio, TV, magazines, internet), advantages and disadvantages, time, dates, numbers, WH questions, simple present tense, simple past tense: identifying information and facts or situations, scanning, requesting and giving information, persuading someone to do something, reporting advantages and disadvantages.	Listening to my classmates and teacher. Listening to a set of TV commercials.	Sharing opinions, ideas and answers. Expressing opinions about different means of communication Conducting a survey.	Reading some texts about Scanning a set of texts and magazine ads. Getting the gist. Skimming.	Completing different charts. Writing a comparative composition Designing and ad. Answering questions.

12. JUST... PUSH THE BUTTON.	SCIENCE, TECHNOLOG Y, AND OUTER SPACE.	Technological applications (computers, electrical appliances, new technology), outer space: describing technological applications, expressing opinions, providing and requesting information, reporting advantages and disadvantages, expressing and summarizing ideas, searching for information.	Listening to other's opinions and ideas.	Sharing opinions aloud. Asking and providing information about technological items. Describing electrical appliances and their characteristics, advantages and disadvantages. Discussing feelings with the rest of the class	Reading paragraphs about technology. Scanning paragraphs about outer space.	Writing characteristi cs of technologic al items. Completing maps.
13. EVERYBODY NEEDS A JOB.	CAREERS, JOB OPPORTUNITIE S AND OCCUPATIONS	Professions, careers, fields of work, references, resume, job applications, vacancies, facilities simple present tense, WH questions, yes/no questions: recognizing information, giving personal information, asking for and offering services.	Listening to my classmates and teacher. Listening to personal information.	Sharing opinions, ideas and answers. Performing dialogues.	Reading newspaper ads. Reading resumes. Reading a text about life styles. Scanning.	Giving names to different illustration. Answering questions. Writing a job application. Completing a dialogue. Writing a resume. Writing a paragraph about men and women's jobs. Writing main ideas.

It's time to exercise!



WHAT SPORTS DO YOU LIKE TO PLAY?

Look at the pictures below, then identify the sports you know by writing the English name below each picture. Share your answers with your classmate next to you to write the sport names you do not know.



REPLAY IT!

Group up with some classmates and name your team. After that, the teacher will give you six or eight sport cards. The other teams will have the same amount of cards but different sports. Next, each group has to choose someone to perform a mimic of a sport or action shown in the card. The other groups have to guess the corresponding sport. No words or any kind of utterance are allowed. The group who guesses more times will be the winner.

WHAT IS IT ABOUT?

Look at the picture below, discuss with a classmate what you think the picture is about.



Now, read the text about lacrosse carefully, then join a classmate and solve the exercises below.

LACROSSE

Lacrosse is another popular sport in Canada. It is one of the oldest organized sports in America. The Native Americans in northern New York State and southern Ontario, Canada, invented it. They used it to train for war. They invented this game before Columbus arrived in the New World.

People play lacrosse outdoors. The field is seventy meters long. At each end of the field there is a goal. The goal is a net. There are ten players on each team. Each player has a stick called a crosse. The players hit a ball that is 21 centimeters around and weighs 140 grams. They try to hit the ball into the net as many times as possible. Lacrosse is a very fast game because the players can catch and pass the ball at a high speed with their sticks.

At one time lacrosse was the national summer sport in Canada. It is also popular in Britain and Australia.

Based on the reading "Lacrosse", choose the most appropriate answer for each statement by circling the letter that corresponds to the answer.

1. Lacrosse was the national summer sport in _____.
 - A. Canada
 - B. England
 - C. Australia
 - D. New York State

2. _____ invented lacrosse.
 - A. Columbus
 - B. Australians
 - C. Canadians
 - D. A team

3. The Native Americans invented lacrosse to _____ for war.
 - A. fight
 - B. pass
 - C. train
 - D. sweep

4. People play lacrosse _____.
 - A. on a field
 - B. in a stadium
 - C. on a sheet of ice
 - D. by kicking a ball

5. _____ people play in a lacrosse game.
 - A. Eight
 - B. Twenty
 - C. Fifteen
 - D. Thirty

6. The players _____.
 - A. hit a ball with a stick
 - B. hit each other
 - C. swing and slide a stone
 - D. kick a ball

7. The players catch and pass the ball very _____.

- A. quickly
- B. heavily
- C. slowly
- D. yearly

8. Lacrosse is a not _____ game.

- A. quick
- B. fast
- C. slow
- D. violent

9. In the lacrosse field, there are:

- A. two goals
- B. ten goals
- C. twenty goals
- D. three goals

10. The lacrosse players try to hit the ball

- A. 140 times
- B. 20 times
- C. as many times as possible
- D. as fast as possible

With a classmate, try to find the meaning of the underlined words using contextual clues. On column A, there is a set of words from the text; on column B, there are the meanings of those words. Match the words on column A with the corresponding meaning on column B by writing the number in the parenthesis.

COLUMN A

- 1. popular
- 2. train
- 3. game
- 4. outdoors
- 5. field
- 6. goal
- 7. players
- 8. pass
- 9. catch
- 10. stick
- 11. speed
- 12. fast

COLUMN B

- () quick
- () team members
- () hand over
- () known
- () match
- () piece of wood
- () aim
- () in the open air
- () capture
- () court
- () velocity
- () exercise

Now, answer the following questions in a written way. You can do this part with the same classmate you have been working with.

a) Where is this sport well known?

b) How many players are in each group?

c) What implements do the players need to play lacrosse?

d) Can people play this sport in winter? Why? Why not?

e) Where do you think people play this sport?

f) What do you think about this sport?

g) Is lacrosse played in Costa Rica?

h) Where is it played?

ARE YOU AN ATHLETE?

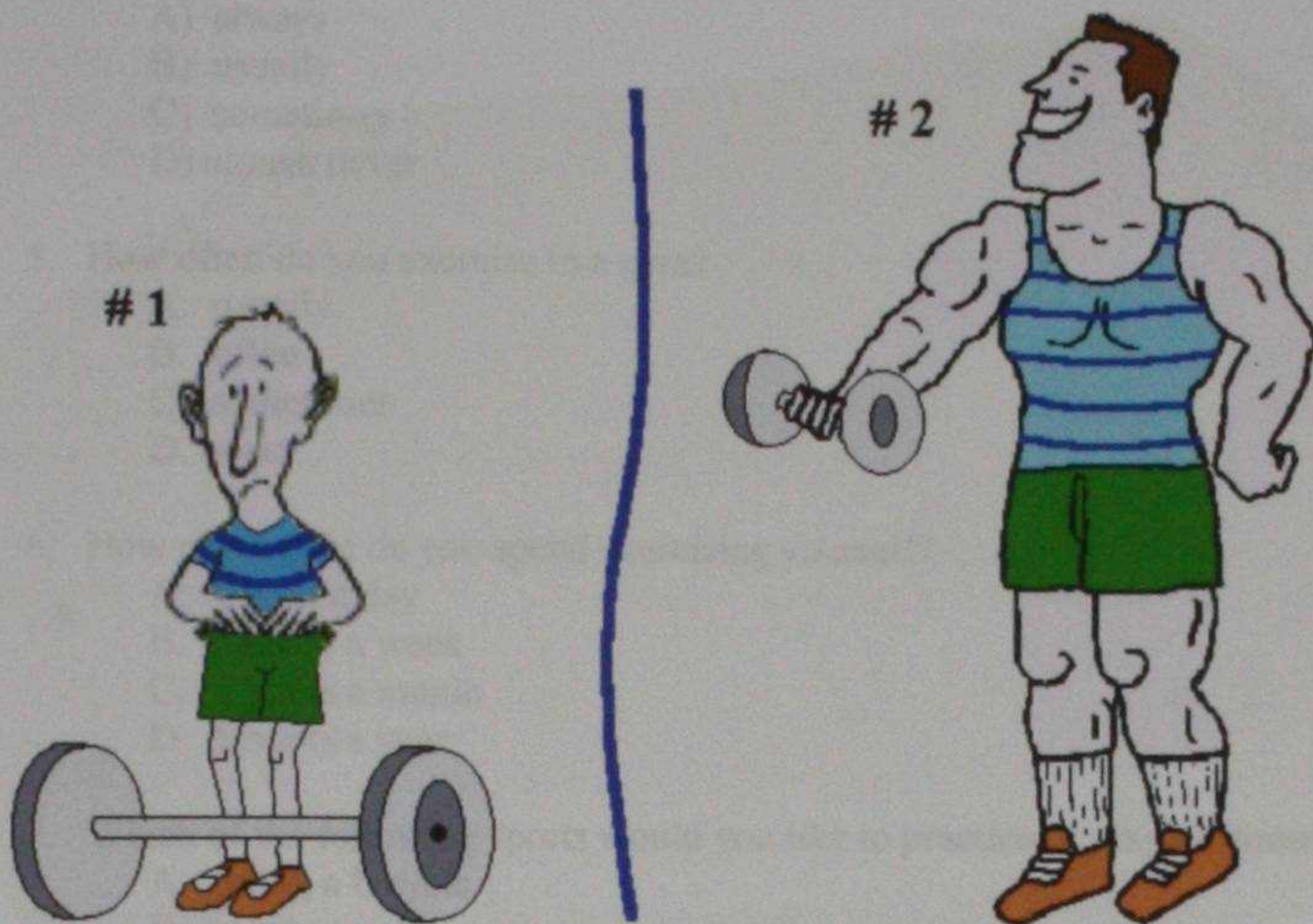
Look at the cartoon below and write the answer next to each question. Then, share your answers with the rest of the class by participating in an oral discussion.

a) Can you describe picture #1?

b) Now, can you describe #2?

c) Are they different? Explain.

d) Which picture do you identify yourself with, picture #1 or #2? Why?



Now, that you have watched the pictures above and compared both with you, have you ever wondered if you are a sedentary person or a potential athlete?

Let's solve the following test and who knows? You may result in a success athlete. Circle the letter that corresponds to the most appropriate answer.

1. How often do you worry about your physical care?
 - A) everyday
 - B) often
 - C) sometimes
 - D) once in a blue moon

2. How many sports do you practice?
 - A) three sports
 - B) two sports
 - C) one sport
 - D) none

3. Who do you like to practice a sport with?
 - A) usually alone
 - B) with just your best friend.
 - C) with a big group of people.
 - D) with an instructor on a TV program.

4. How often do you exercise a sport?
 - A) always
 - B) usually
 - C) sometimes
 - D) almost never

5. How often do you exercise in a gym?
 - A. usually.
 - B. often
 - C. sometimes
 - D. never

6. How much time do you spend exercising yourself?
 - A. 1 hour a day
 - B. 2 hours a week
 - C. 3 hours a month
 - D. 5 hours a year

7. Which of the following sports would you like to practice or play the most?
 - A. riding a bicycle
 - B. jogging
 - C. aerobics
 - D. chess

8. Which of the following activities would you like to do this weekend?
 - A. going to an aerobics endurance competition
 - B. going to the park and jog
 - C. dancing with your friends
 - D. staying at home and watching TV

9. How often do you eat healthy food?
 - A. always
 - B. sometimes
 - C. almost never
 - D. never

10. How often do you go to a doctor for a general check up?
 - A. 6 times a year
 - B. 3 times a year
 - C. 1 time a year
 - D. never

Now check your answers to find out the kind of person you are.

KIND OF PERSON	MAIN FEATURES
TIGER PERSON (most of your answers are A)	You are really an athlete. You like to be healthy and in good shape.
LION PERSON (most of your answers are B)	You like to practice a sport and be healthy, however sometimes you lose the target.
DUCK PERSON (most of your answers are C)	You are not a sport woman/man by heart, you need someone beside you to encourage you to exercise.
LARK PERSON (most of your answers are D)	I'm sorry to tell you that you are as lazy as a lark! It seems to be that you don't care about yourself, but you like to live your life without any worry or constraint.

Now, go around the class and ask your classmates what kind of person they are; then, write a report about what you found out.

The following is a chart that can help you to collect your data.

STUDENT'S NAME	KIND OF PERSON	MAIN FEATURES
Jorge	Lark person	Never practices a sport, no healthy food, no gym...

Report about Jorge (example)

Jorge is a very lazy person. He almost never practices a sport. He never eats health food. He never goes to a gym...

TONIGHT ON TV....

- a) Let's talk about sports news found in newspapers or on TV, and about the most popular sports in some countries.
- b) Now, it's time to listen to a sport news without watching the video. You are going to listen to the news until you can identify the sports, the athletes and their achievements.
- c) You will have some minutes to share with the classmate next to you the content of the news (sport, if it is a girl or a boy, etc.)
- d) Watch and listen to the news to compare what you understand now and what the news really talks about.
- e) After watching the video, answer the following questions. Write the answer in the blank space.

* What sport does the athlete play on the video?

* What is her/his best achievement?

* When does the event take place?

* How often does the athlete practice the sport?

* Who does s/he practice the sport with?

* When does s/he play that sport?

WAY TO GO!

Before reading the article below, answer the following questions individually.

a) Do you know any extreme sport? If so, write them down.

b) Which of those sports are practiced in Costa Rica?

c) Have you ever practiced an extreme sport? Which one(s)?

d) Why would you decide to practice an extreme sport?

e) Have you ever heard about Bungee Jumping? Is it a sport? Why or why not?

f) Would you like to do it (jumping from a bridge)?

g) What do you think the following reading is about?

Now read the article about Bungee to confirm your guesses.

The bungee jumping begins some centuries ago in some tribes where they have the habit of giving courage test for their people, for example: jump from some place with their leg hanging, meant the transition of a adolescent or youth to an adult, man.

In Costa Rica, Bungee jumping begins in 1991, because Mr. Victor Gallo travels to the United States, during his stay, he is invited to practice extreme sports, such as climbing, and bungee jump.

After that experience and knowing the particular characteristics that the bridges need for the bungee jump sport, Gallo decides to bring it to our country taking a huge advantage at the same time of the old bridge situated over the Colorado River, located between Naranjo and Grecia, they fulfilled with all the requirements for that sport, where the bridge was made of metal and not of concrete, besides, the height of the bridge is about 80 meters and it is located in a road non usually traveled. In Costa Rica people have accomplished approximately about 18.000 jumps, up until today, which confirms us the acceptance of the public and at the same time invites us to question ourselves why so much popularity in that crazy and brand new sport.



To back up a little bit that question, we asked the psychologist named Leonardo Gallo for help, he did a recently study about it last year during the month of September and ended the last days of December. Leonardo tells us that one of the things that favors the most to the practice of this sport, is that it receives the mayor satisfaction in less amount of time of training and instructions. Textually he said: "The person goes to the bridge, there they received the instructions, the special equipment is placed on the person and the only thing that the individual has to do is: jump. But that does not work out very easily; bungee jumping is a practice that goes against human nature, which comes before the survivor instinct of conservation of life. The visitor has to feel the wish of wanting to jump and if in that moment they give it a second thought, they won't jump. A person can only jump from the bridge that has a fall of 80 meters if they clear their mind, because their human nature tells them not to do it, even though their mind tells the person the opposite. But if the person clears his/her their mind, the jump will be total success".

For the psychologist Leonardo Gallo, bungee jumping is more than a text of courage, which is why he said the following: "Bungee jumping is a test of courage. If the test is accomplished not only you obtain shot of adrenaline, but a motivation. People believe that bungee is a lifetime experience. In conclusion, this sport demonstrates to us that the human being is always going to follow their instincts, but the seduction of testing over and over again turns out very attractive. Also, works out very interesting the challenge of doing something unknown and being able to accomplish it. Besides, the practice of this sport and other similar to it that are suggested will always draw the attention of people".

By: Arturo Quirós Aguilar

After reading the text about bungee, you may have noticed you do not know every word in the reading; however, you probably understand what the text is about because you guessed the meaning of unknown words without using the dictionary. Try to guess the meaning of the underlined words. Match the underlined words with the most appropriate meaning.

- | | |
|-------------|--------------------------|
| 1. tribes | () reach |
| 2. huge | () answer |
| 3. fulfill | () desire |
| 4. brand | () dare |
| 5. back up | () groups of people |
| 6. training | () leap |
| 7. jump | () fit |
| 8. wish | () great |
| 9. thought | () new |

10. clear () practice
11. courage () clean
12. accomplish () bravery
13. turn out () become
14. challenge () hesitation

Now, in groups of four write a sentence for each word in a new context. Try to use real life examples.

tribes : _____

huge: _____

fulfilled: _____

brand: _____

back up: _____

training: _____

jump: _____

wish: _____

thought: _____

clear: _____

courage: _____

accomplish: _____

turn out: _____

challenge: _____

Share your sentences with the rest of the class.

In groups of four, let's design a cartoon or illustrated story taking the most outstanding ideas mentioned in the article. To do so, you may use your own drawings or cut-outs and card board. You may add conversation spaces among the characters.

Now, that you have prepared your cartoon or story, present it to the rest of your classmates.

WHAT SPORT DOES MR. MUSCLES PRACTICE?

The teacher will divide the class in two groups and s/he will show you a set of drawings about different sports and exercise actions, you or any member of the group will try to guess the meaning of each sport. If you or any of your classmates do not guess it correctly, the other group can answer and gets a point. In case, no one knows the name, the teacher will write it down on the board and stick the picture next to the name. If each group wants to get double point, the members will have to state a sentence using the word.

The group with more points will be the winner.

GOING AROUND

Go around the class and ask your classmates to sign next to the activity they practice.

- Bounce a basketball ball 1000 times with no interruption. _____
- Practice push-ups with just one hand. _____
- Do the cartwheel. _____
- Practice scuba diving or skydiving. _____
- Walk to the top of the Chirripó Mountain and comes back to the main entrance of the park in just one day. _____
- Ride a bicycle since s/he was 2 years old. _____
- Practice horseback riding. _____
- Like to watch sumo matches. _____
- Practice grass boarding. _____
- Play darts with close eyes. _____
- Run on the streets barefoot for about 10 minutes. _____
- Practice a martial art _____

SURFING, ANOTHER EXTREME SPORT

Last Sunday, we went to Jacó to have an interview with one of the best surfers in Costa Rica. Let's read the interview that our friend Arturo Quirós had with Alvaro Solano, the surfer.

In Costa Rica, one of the places with the greatest tradition of practicing surf is Jacó beach, located in the Central Pacific region, and only 2 hours away from the capital. Lovers of this sport, Costa Ricans as well as foreigners prefer this beach because of its waves and also its closeness to other areas where the places to practice surf are abundant, where among the favorites besides Jacó, is Roca, Playa Hermosa, Esterillos, Bejuco, Agujas, Playa Blanca and Punta Mala.

In Jacó beach, we chatted with one of the most successful surfers at this moment in Costa Rica. We're talking about Alvaro Solano who has been National Champion in the "Open" category four times and twice in the "Junior" category.

Alvaro Solano has been well known for being a dedicated professional, a role model for the other sportsmen, intelligent in and out of the water, and besides all that he has his own business that specializes in surf items. We chatted with him and this is what he said:

1. What values do you think a person should have to be a professional in surf?
Well, besides the fact that they should be a good athlete, I think they should be intelligent.
2. What do you think about new surf generations in Costa Rica?
Actually from now on surf will only get better, since a new generation is coming along pushing very hard, reason why I believe pretty soon there will be a Costa Rican Professional Surfing Association.
3. What is your philosophy for success?
Stay positive in life and to do one's best always.
4. What are the greatest achievements in surf?
My greatest achievements have been being national champion 4 years in the "open" category and 2 in the "junior" category.
5. What has been your biggest personal achievement?
It would be having my own business, and what I like the most is that it's related to surf.
6. What have you always dreamed about?
I dream of going to Indonesia to surf.
7. What is your biggest fear?
My biggest fear would be being a coward at the moment of the truth.

8. Which is your favorite wave?

It is Roca Loca, in Playa Jacó, Costa Rica.

9. What do you think is missing in Costa Rica for surf to have a significant development?

We need sponsors and more quality in the events and tournaments.

10. What is the most embarrassing thing you have ever done?

When I was in school, I was flirting with a girl and I fell off my bike.

11. What are your present plans for right now?

Taking care of my business, which is Vista Guapa Surf Camp and teaching surf, here in Jacó beach.

12. Would you like to give an advise to future generations?

Yes, that only by giving 110% of us is how we can get something in this life. A good surfer not only has to be good at that, he has to be smart in and out of the water.

Name: Alvaro Solano

Age: 28

Job: Vista Guapa Surf Camp

Now that you have read the interview, think about other things you and the readers would like to know about Alvaro, the surfer.

Write your questions in the following spaces, then work with a partner; who will play the role of Alvaro Solano. Then, when you finish your interview you will change the role and this time you will be the surfer.

_____ ?

_____ ?

_____ ?

_____ ?

_____ ?

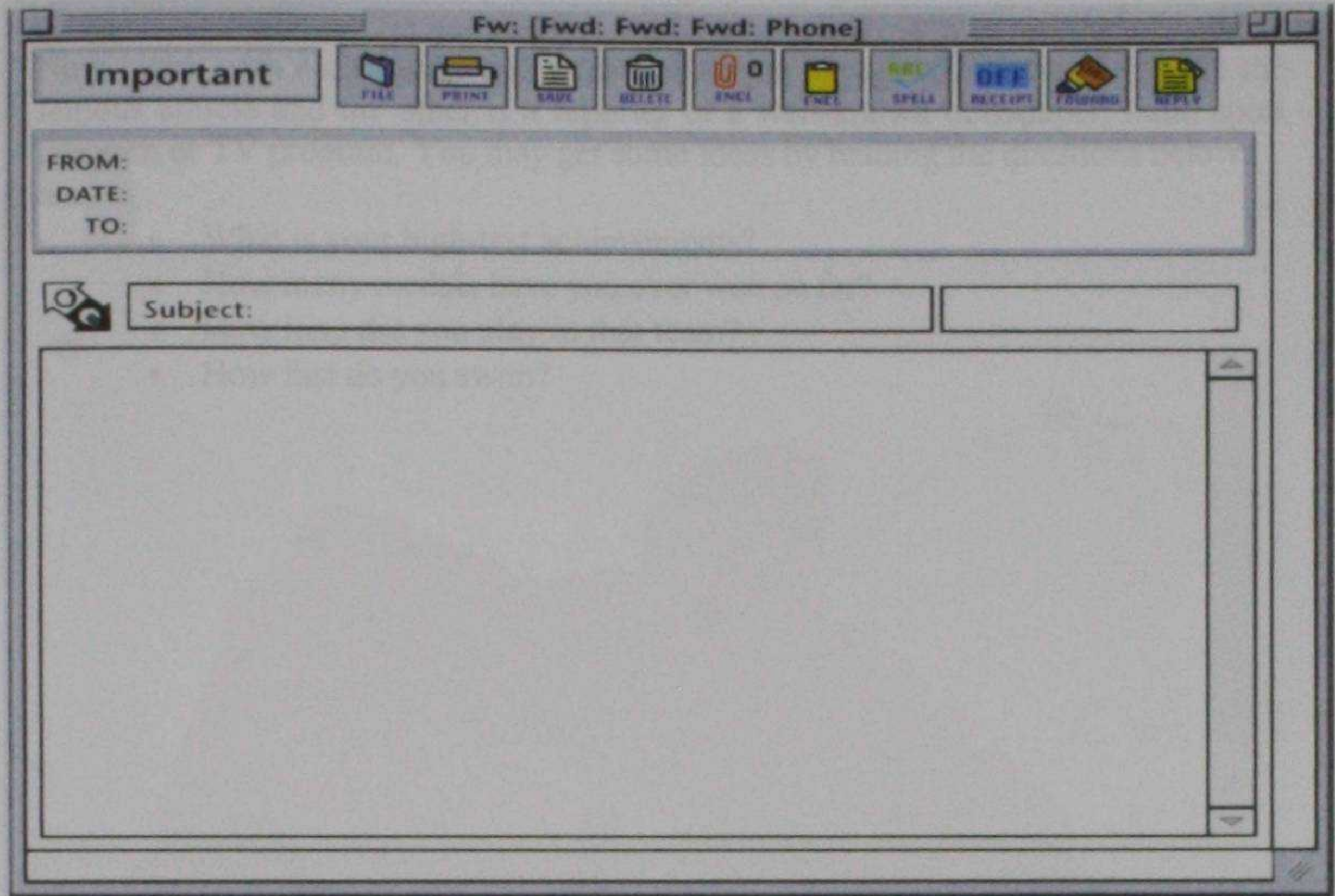
_____ ?

_____ ?

LET'S SEND AN E-MAIL

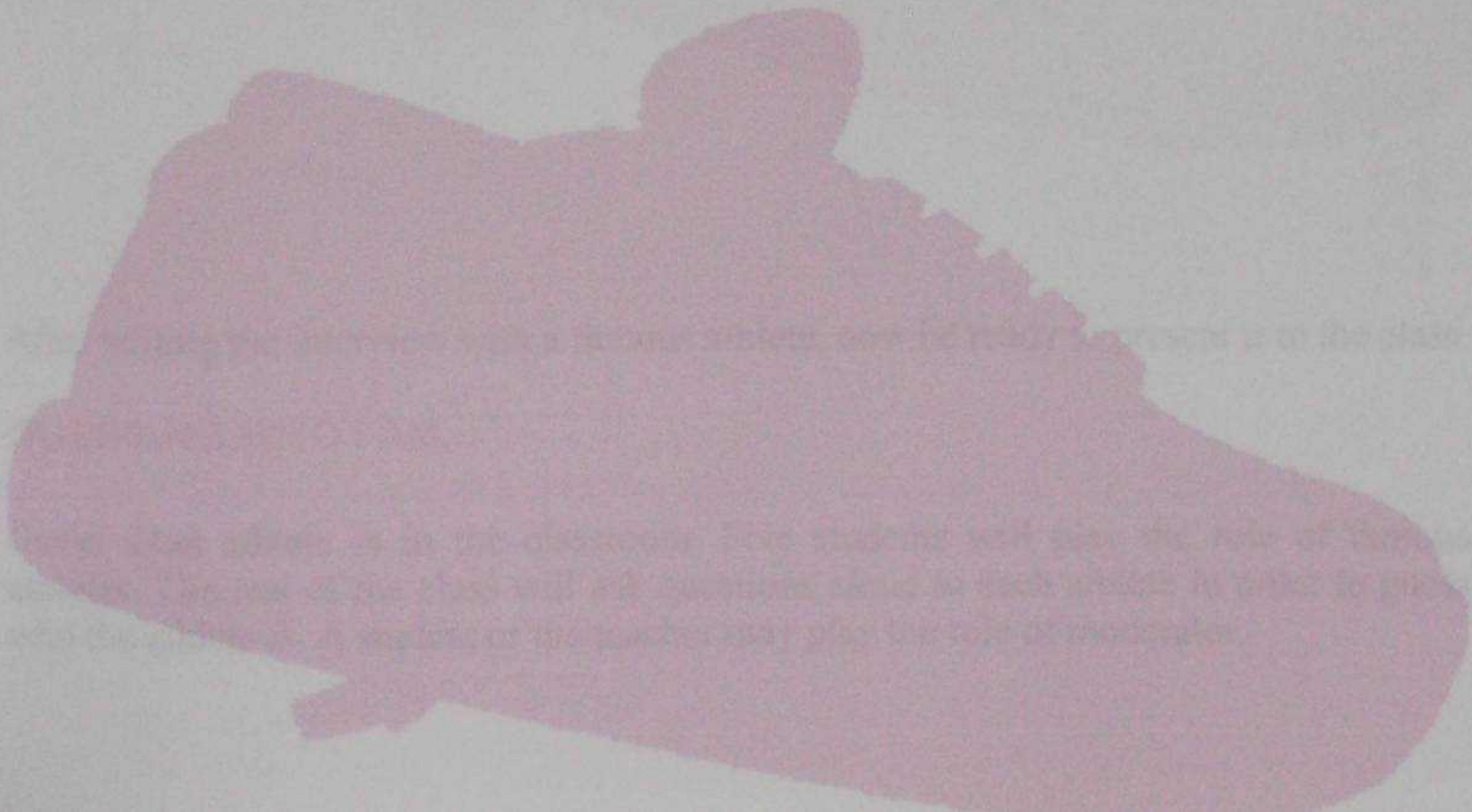
Do you really want to talk to Alvaro Solano and ask some questions? If so, why don't you write an e-mail to him. Below, it is Alvaro's e-mail address.

<http://www.vistaguapa.com>



BEHIND THE PAIR OF TENNIS SHOES

- a) Look for information about your favorite athlete (it can be national or international) and write a biography about him/her. Don't forget to include his/her main achievements and personal background.



- b) Now, play the role of that famous athlete. The rest of the class will ask you some questions in order to guess who the athlete is.

LET'S PLAY TO BE A FAMOUS ATHLETE

Now, work with a classmate and write a dialogue. Imagine that one of you are the famous athlete and the other is a reporter of a well-known newspaper, radio sport program or TV program. You may get some ideas by reading the questions below.

- What is your high-test achievements?
- How many medals have you ever won so far?
- How long did you play in that team?
- How fast do you swim?



After writing the interview with a famous athlete, now be ready to present it to the class.

GUESSING WHO I AM...

Guess what athlete is in the classroom. Five students will play the role of famous athletes. The rest of the class will ask questions aloud to each athlete in order to guess who the athlete is. A student or the teacher may play the role of moderator.

Humm...that's yummy



Read the following ads. They advertise food, food shops, and restaurants. As you read, think about the answers to these questions.

1. What foods or drinks does the ad talk about?
2. Do they taste good?
3. Are they good for you? Give your opinion.

Foods from Louisiana

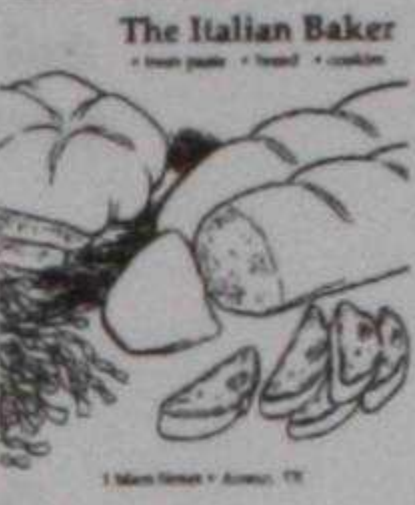


Give your friends or family a taste of Louisiana! Soft butter creoles:
 • Red Beans and Rice • Louisiana Sausage Pie
 • Cajun Pecan Salad • Shrimp and Rice

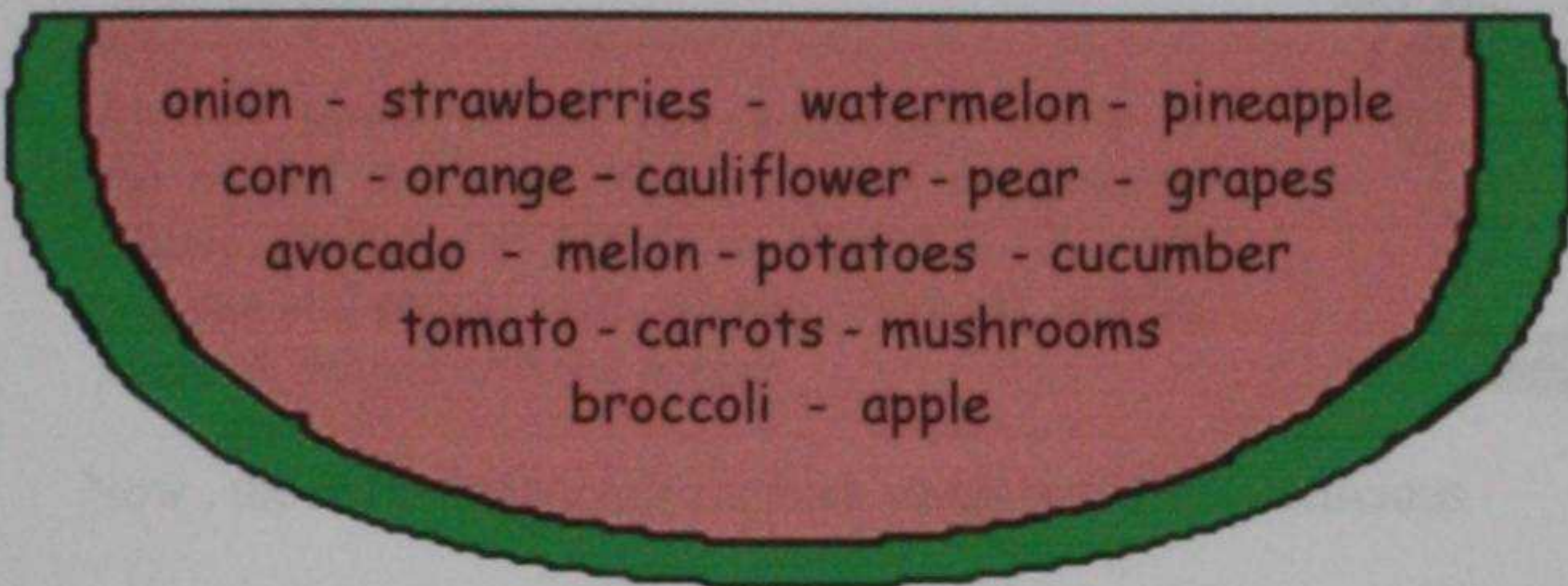
Fred's Coffee & Tea



Il Forno . . .



Now, it's time to identify the fruits and vegetables. Write the name next to each picture.









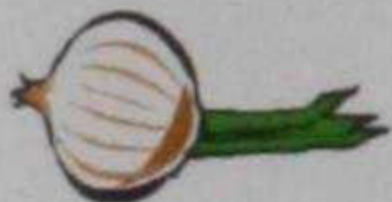




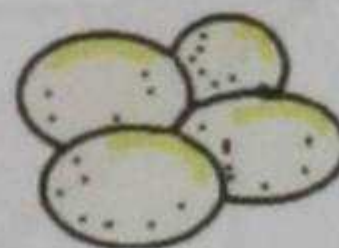




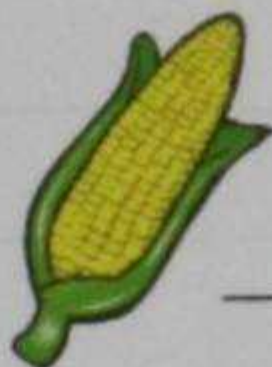




















Do you like to cook?

Welcome to Mario's kitchen. Tonight he is going to prepare a variety of sandwiches. The special and easy meal for children to carry in their backpacks during school time and vacation time.

Mario: Hello!

Our first special sandwich is the Egg Sandwich. You will need the following ingredients: two sliced of eggs, Swiss cheese, lettuce, tomato, mustard and bread.

Another sandwich that you can prepare easily is the melted sandwich. You just need beef, bacon, lettuce, tomato, and American cheese. If you want you can add pepper, salt, vinegar, olive oil, pickles, mustard, onions and red pepper.



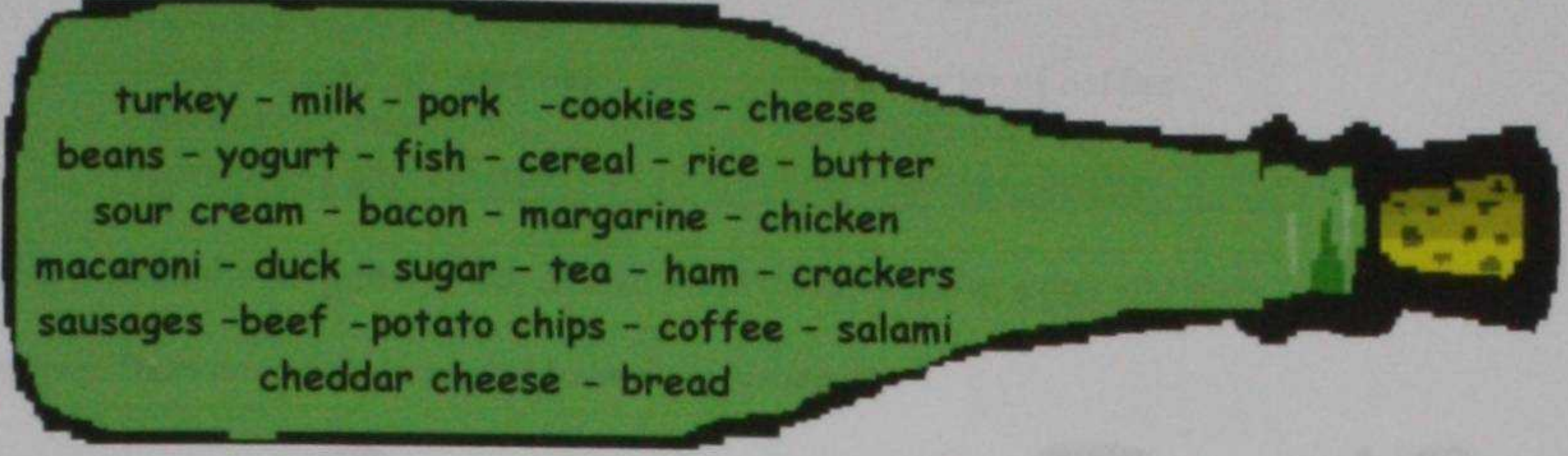
Now , the next sandwiches are even easier but no less delicious.

It's your time to prepare your own sandwich by using the ingredients Mario has in the kitchen. Come on, let's help Mario!

A large rectangular box containing a list of horizontal lines for writing. On the left side of the box, there are two small circles, one near the top and one near the bottom, resembling binder holes. A yellow pencil with a pink eraser and a sharpened lead tip is positioned at the bottom right corner of the box, pointing towards the lines.

When you go to the supermarket you can find different kinds of food. For example, you can find grains, packaged goods, meat, vegetables, etc.

Try to classify the following foods under the correct headings.



Dairy Products	Meat	Packaged Goods

Now, share your answers with your classmates.

Countable Nouns / Uncountable Nouns

<p>a tomato 2 tomatoes</p>	<p>an orange 2 oranges</p>	<p>an apple 6 apples</p>			
<p>Countable nouns Countable nouns have singular and plural forms.</p>			<p>A: What's this? B: It's a tomato</p>	<p>A: What are these? B: They're tomatoes</p>	
<p>cheese</p>	<p>milk</p>	<p>meat</p>	<p>bread</p>	<p>coffee</p>	
<p>Uncountable nouns Uncountable nouns have a singular form only. They do not use a or an.</p>					<p>A: What's this? B: It's milk</p>

Countable Nouns	Uncountable Nouns
There are <u>two</u> tomatoes	There <u>is</u> coffee
There are <u>few</u> tomatoes	There is <u>a little</u> coffee
There are <u>some</u> tomatoes	There is <u>some</u> coffee
There are <u>many</u> tomatoes	
There are <u>a lot of</u> tomatoes	There is <u>a lot of</u> coffee
There <u>aren't</u> tomatoes	There <u>isn't</u> coffee
There aren't <u>any</u> tomatoes	There isn't <u>any</u> coffee

Take a look at the pictures. Then, describe the pictures using some and any.

Example: There are some grapes and bananas in picture #1.

1.



2.



3.

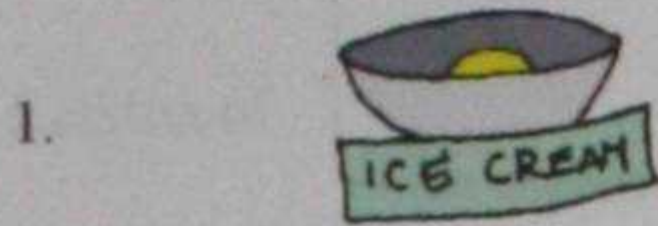


4.



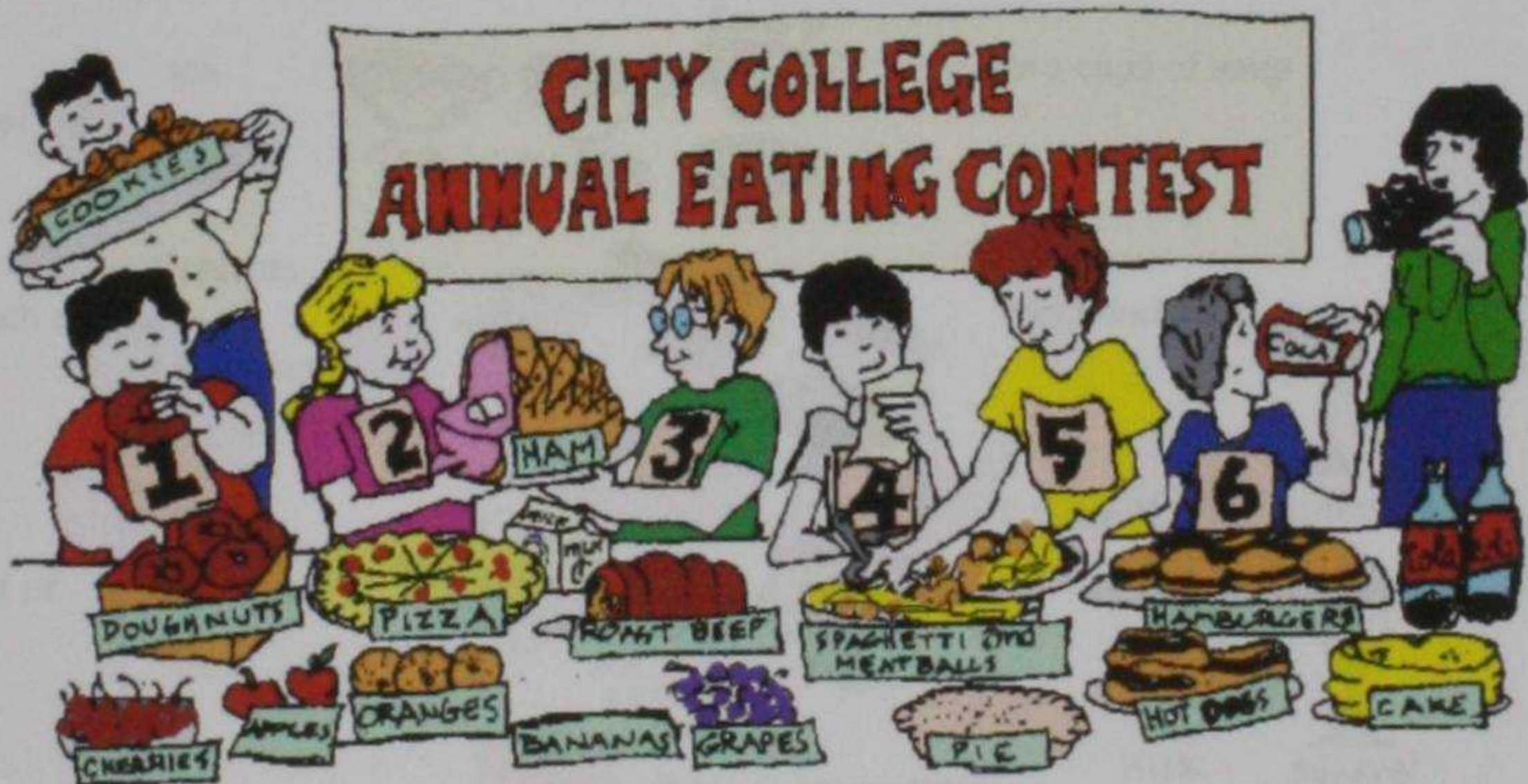
Now, take a look at the pictures. Then, describe the pictures using a lot of, many, a few and a little.

Example: There are **many** carrots in picture #2.



Eating Contest

Now, imagine you are at the "City College Annual Eating Contest". Imagine you are a college journalist. So, you are describing what is happening for the college newspaper. You may use: **some**, **any**, **a few**, **a little**, **a lot of**, **many**, and **much**.



Examples:

- Participant #2 is eating **some** ham.
- There is **little** ham on the table.

When you go to the supermarket, you may use a specific phrase of measurement or a container to ask for a specific amount of food.

Examples

a carton of {
milk
ice cream

two cartons of eggs



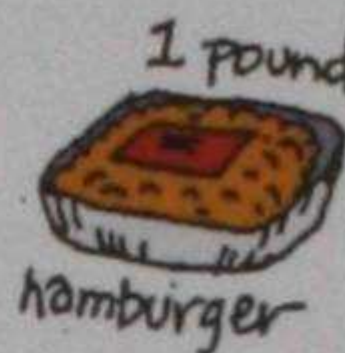
ALSO: a pint (quart, half gallon) of milk (ice cream) a dozen eggs

a can of {
soup
soda

three cans of tuna fish

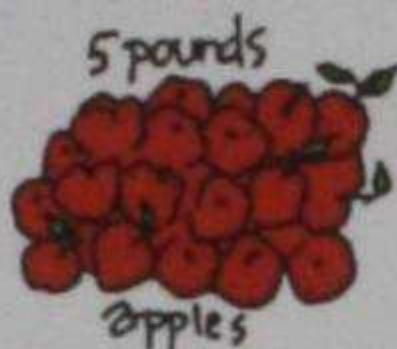


a pound of hamburger



NOTE: six cans of soda = a six pack

five pounds of apples



a head of lettuce

a bottle of {
ketchup
salad dressing



four pounds of chicken

a box of {
crackers
tea
laundry detergent



a cup of {
tea
coffee



two cups of soup

a bunch of {
carrots
bananas



two bunches of grapes

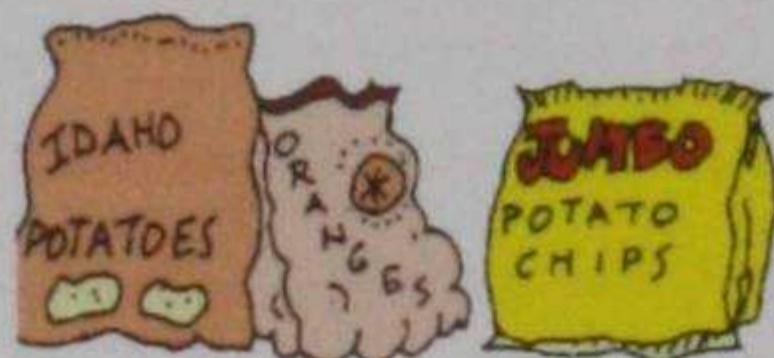
a bowl of {
soup
ice cream
fruit



a glass of {
milk
mineral water



a bag of {
oranges
potatoes
potato chips



When giving a recipe, you would need appropriate words to make clear each step to be successful in your cooking. Below there are some cooking actions with their corresponding illustration.

Food Preparation and Recipes



1. cut (up)

2. chop

3. slice

4. grate

5. peel

6. stir

7. beat

8. saute

9. pour

10. carve

11. fill _____ with _____

12. add _____ to _____

13. put _____ in _____

14. combine _____ and _____

15. mix _____ and _____

16. cook

17. bake

18. boil

19. broil

20. fry

21. steam

22. scramble

23. barbecue/grill

24. stir-fry

25. microwave

Your teacher will read a Tía Laura's recipe about how to prepare a fruitcake. Listen carefully and complete the blanks with the missing information.

How to make Fruit Cake

1. Put 3 cups of flour into a mixing bowl



6. Add some baking soda



2. _____ a little sugar



7. _____ some nuts



3. Slice a few apples



8. Add some salt



4. _____ some oranges



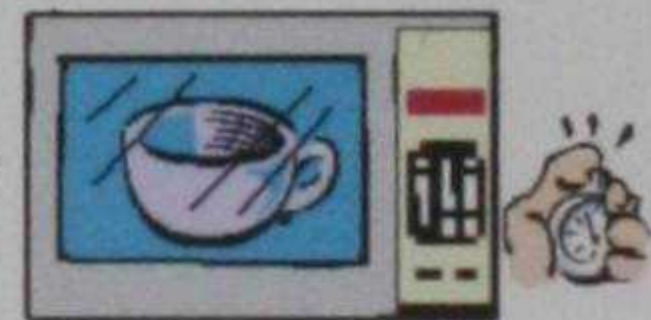
9. _____ in some raisins



5. Pour in some honey

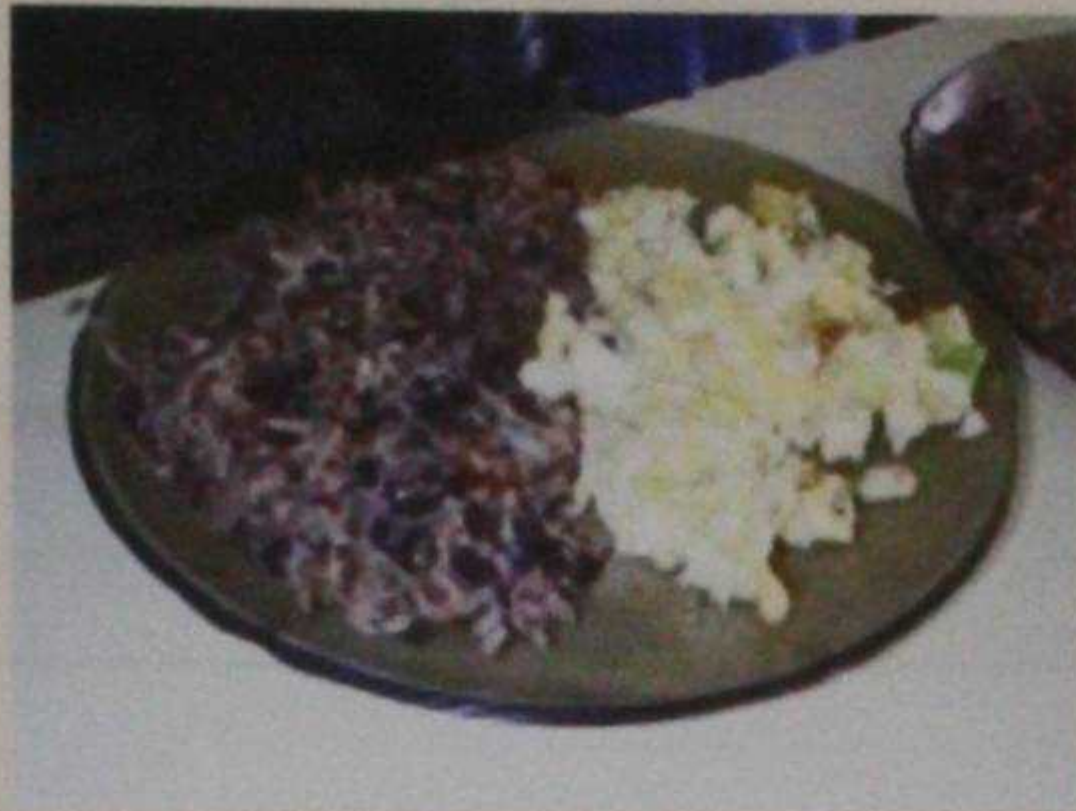


10. _____ for 45 minutes



After completing the recipe check your answers with a classmate.

Typical Food



Rice and beans

How much do you know about Costa Rican food?

Answer the following questions with a partner and you will find out how much you know.

1. Mention four typical dishes.

a) _____

c) _____

b) _____

d) _____

2. What do you usually find in "casados"?

3. Is a "pupusa" a Costa Rican dish?

4. What are the ingredients of "agua dulce"?

5. What are some traditional desserts?

6. What do you normally have for breakfast?

7. What do you usually have for lunch?

8. What do you usually have for dinner?

9. Mention two healthy typical beverages

a) _____

b) _____

10. Name four types of fast food people in Costa Rica eat

a) _____

c) _____

b) _____

d) _____

11. Mention the name of four fast food restaurants

a) _____

c) _____

b) _____

d) _____

Imagine you are a waiter or a waitress in a restaurant. The following is the menu of the restaurant where you work.

Menu

Soups		cup	bowl	Vegetarian Dishes	
Tomato	1.75	2.75	<i>(Served with bread and butter; hot dishes served with two side dishes)</i>		
Onion	2.00	3.00	Steamed vegetables	4.95	
Vegetable	2.50	4.00	Vegetable omelet	4.95	
Chicken	2.50	4.00	<i>(egg with cheese and vegetables, served with fried potatoes)</i>		
Salads				Black beans and rice	3.75
Green Salad	2.75		<i>(lettuce, tomatoes, onions)</i>		
Three-bean Salad	2.25		Fruit and cheese plate	6.50	
<i>(white, red, and green beans)</i>				Side Dishes	
Potato Salad	2.25		French fries	1.25	
<i>(potatoes, onions, carrots)</i>				Mashed potatoes	1.00
Sandwiches				Rice <i>(brown or white)</i>	1.00
<i>(Served on whole wheat or white bread)</i>				Green beans	1.75
Chicken salad	4.50		Carrots	1.75	
Egg salad	3.25		Applesauce	1.25	
Grilled cheese	3.00		Desserts		
Pizza & Pasta				Cheesecake	2.95
	small	large	Chocolate cake	2.35	
Cheese pizza	6.95	9.95	Apple pie <i>(served hot or cold)</i>	2.75	
Slice of pizza	1.75		Brownie	1.00	
Spaghetti with meat sauce	4.95		Ice cream <i>(chocolate or vanilla)</i>	2.00	
Spaghetti with garlic and olive oil	4.25		Drinks		
Main Dishes				Juice	.75 1.25
<i>(Served with bread and butter and two side dishes)</i>				<i>(orange, apple, tomato)</i>	
Fried chicken	5.95		Milk	1.25	
Stir-fried beef	6.95		Soft drinks	.85 1.25	
Broiled fish	6.50		Coffee or Tea	1.35	
Broiled hamburger <i>(100% beef)</i>	5.25				

The following conversation between you and a client is incomplete. Give appropriate and logical answers.

1. **Client:** Good morning! I would like to order a main dish with some side dish, but I don't like fried food. What can I order?

You: _____

1. **Client:** I am from Costa Rica. I love "gallo pinto" as every "tico" does. I would like to eat something similar to "gallo pinto, what can I order?

You: _____

2. **Client:** I don't like white bread. Can I eat a sandwich in whole wheat bread?

You: _____

3. **Client:** I would like to a eat large spaghetti dish with meat sauce and a small soft drink? Can I have that?

You: _____

4. **Client:** I want to invite you. What would you like to eat?

You: _____

Write a sentence indicating whether you like or dislike the following type of food.

Examples:
hot dogs: I like hot dogs.
ham: I don't like / I dislike hot dogs.

Spaghetti: _____

Pork: _____

Beef: _____

Chicken: _____

Chinese food: _____

Pizza: _____

Fried eggs: _____

Bacon: _____

Spinach: _____

Shrimp: _____

Watermelon: _____

Vegetable soup: _____

Answer the following questions about your eating habits. Answer the questions clearly and completely.

1. What do you eat to have a healthy diet?

2. How much meat do you eat every day? A little or a lot?

3. How many spoons of sugar do you put in your coffee?

4. How many kinds of vegetables do you like? Name them.

5. Do you like to include dairy products in your diet? Which?

6. What do you normally have for breakfast?

7. How many fruits do you eat every day?

8. Are vegetables part of your diet? Which are your favorites?

Read the text below carefully. Then, do the exercise after the reading.

Start your Day with a Healthy Breakfast

It is difficult to wake up, especially if you are a “non-morning” person. You go to bed late and the next day, you are so tired and sleepy that you don’t feel like having breakfast.

Remember that breakfast is a very important meal. Of course, in cultures like ours where people have three meals every day, all of them are important. They give us the necessary nutrients that we need every day; Nevertheless, breakfast could be considered one of the most important meals of the days.

Many people in Costa Rica, and probably around the world, skip that important meal every morning. The habit of skipping breakfast may develop early in life; however, many people start this habit when they start their first job.

Eating breakfast has many advantages. When you have breakfast, you improve your strength, and you can work or study hard all morning. Besides, you do not get tired easily. When you skip breakfast, you get tired soon. Also, your attitude towards people around you is different.

*Taken from “Breakfast: Waking up to a Healthy Start”
International Food Information Council Foundation.*

Read the sentences below and decide whether they are true (T) or false (F) based on the previous reading. Justify your answers and later discuss them with the rest of the class.

1. _____ For non-morning people it is hard to wake up.
2. _____ Everybody should have breakfast because it is a very important meal.
3. _____ Lunch could be the most important meal of the day.
4. _____ Only few Costa Rican skip breakfast.
5. _____ Skipping breakfast is a habit.
6. _____ The habit of skipping breakfast starts when you are very old.
7. _____ Having breakfast is related to improving strength during the morning.
8. _____ Only breakfast provides us with the necessary nutrients that we need every day.
9. _____ When you wake up tired and sleepy, the first thing you want is to have breakfast.
10. _____ Only Costa Ricans skip breakfast.

Read the following selection quickly. Then do the exercises after the reading.

Our Changing Diet

A **W**hat do most Americans and Canadians usually eat? Many people think that the typical North American diet consists of fast food –hamburgers, hot dogs, French fries, pizza, fried chicken, and so on. They think American and Canadians also eat a lot of convenience food, usually frozen or canned, and junk food –candy, cookies, potato chips, and other things without much nutritional value. Unfortunately, this description is not totally inaccurate. The American diet *is generally* high in sugar, salt, fat, and cholesterol, and these substances can cause health problems.

B However, some people's eating habits are changing. They are becoming more interested in good health, and nutrition is an important part of health. North Americans are eating more chicken and fish. Chicken and fish contain less fat than meat and eggs. Many people are also buying more fresh vegetables and eating them raw or cooked quickly in very little water in order to keep the vitamins.

C Restaurants menus are also changing the reflect people's growing concern with good nutrition. The "typical" North American diet now includes food from many different countries. More ethnic restaurants are opening in big cities in the United States and Canada. Foods from China, Japan, Korea, Thailand, India, and the Middle East are very popular. Even fast food places now offer "lean" (low-fat) hamburgers, broiled or roasted (instead of fried) chicken, and salad bars with a wide variety of fresh fruits and vegetables.

D How are you going to eat in the future? Because we now know about the importance of nutrition, we will probably continue to eat more fish and vegetables and less meat. We will probably buy convenience foods in supermarkets, but frozen foods may be more nutritious and canned foods may have less salt and sugar. Our junk food will not be "junk" at all because instead of candy bars we will eat "nutrition bars" with a lot of vitamins and proteins. In the future, our diet will probably be even more interesting and healthful than it is now.

E In the United States and Canada, food is a very common topic of conversation. People are always discussing new dishes, restaurants, diet plans, and ideas about nutrition. The arguments about the best diets and foods will continue: Are vegetarians really healthy? Is a high-fiber diet with a lot of raw fruits and vegetables better than a diet of cooked foods? Is a little alcohol good for relaxation, or is all alcohol harmful? Is some caffeine good for energy, or is caffeine always bad? Can yellow vegetables really prevent cancer? Will eating garlic help to avoid heart attacks? One thing we know for sure: the key to good nutrition is balance? We can choose foods from a variety of sources, control the quantities that we eat, limit fats, and exercise.

Getting the main ideas. Write T (true) or F (false) on the lines, justify your ideas. Be ready to discuss them orally.

1. _____ All North Americans eat only fast food, convenience foods, and junk food with a lot of sugar, salt and fat.
2. _____ People today are becoming more interested in good nutrition and more healthful cooking methods.
3. _____ Foods from other countries are not very popular among North Americans.
4. _____ In the future, people will probably continue to eat more healthful foods.
5. _____ Most people have the same ideas about nutrition.

In the reading selection there is a capital letter next to each of the five paragraphs. Match each paragraph with its topic. Write the correct letter on the line.

1. _____ Ideas about the typical North American diet.
2. _____ Ideas about food and eating habits in the future.
3. _____ Discussions about the best diet and foods.
4. _____ New types of food served in restaurants.
5. _____ How and why are changing people's eating habits.

Find the answer to these questions in the reading selection.

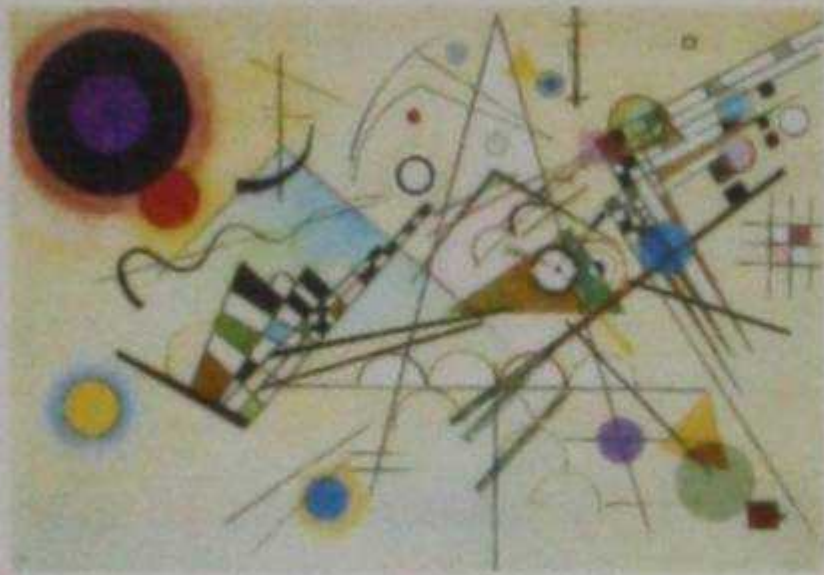
1. What foods are North Americans eating more for better nutrition?

2. What foods are they eating less?

3. Why do people cook vegetables quickly in very little water?

4. What kinds of ethnic foods do North Americans often eat?

Art...a human manifestation



abstract painting
Wassily Kandinsky (1866-1944)
Composition 8



impressionists painting
Vincent van Gogh (1853-1890)
The Artist Bedroom at Arles



abstract sculpture
Alberto Giacometti (1901-1966)
Walking Man



realistic painting
Frans Hals (1581-1666)
The Laughing Cavalier



The teacher will show you a painting. Then, the teacher will ask you different questions.

1. Is this (showing the material) art? Why?
2. Which feeling does the piece of art express to you?
3. What is art for you?
4. What kinds of art do you know?
5. Where do you usually see art? In museums? In people's homes? In parks? In schools? Where else?
6. In general, do you prefer abstract or realistic art?
7. Do you prefer painting, sculpture or photography? Why?

With the help of your teacher and other classmates, complete the following information.

Art: Concept

Performing Art

Fine Arts

**Places where you
can find art**

It's time for entertainment

Complete the chart with the words from the list.

ballet - classical - rock - talk shows - salsa
thrillers - horror films - jazz - science
fiction - gospel - soap operas - game shows
country - news - cartoons - opera
adventures - sports - tap



Using the mapping, discuss the following questions with your classmate.

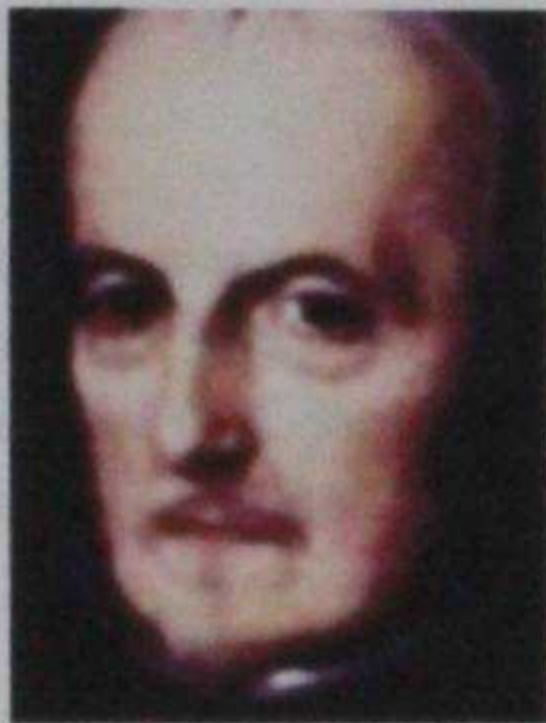
1. What kind of art do you prefer?
2. What type of music do you prefer?
3. Which is your favorite movie? Why?
4. Do you like to dance?
5. Who is your favorite singer? What type of music does he/she play?
6. What is your favorite musical band? What type of music do they play?
6. How many hours do you watch TV every day?
7. What is your favorite TV program?
8. Have you ever been in a movie theater?
9. What play did you watch?

ART... VERY MUCH OURS

Read the following text about different Costa Rican places where you can find art.

National Theater:

The National Theater was opened in October 19th, 1897. The front is Renaissance style; highlights are on the second floor foyer and marble columns. Tragedy and Comedy sculptures, and two natural-sized statues: Spanish writer Calderón de la Barca and the composer Ludwing van Beethoven are in the theater. The theater accommodates an audience of about one thousand and is the main cultural hall and stage of the country. The National Theater address is: Central and 2nd Avenues, 3rd and 5th Streets, San José.



Pedro Calderón de la Barca



Ludwing Van Beethoven

Fidel Tristán Jade Museum:

It was opened on October 31st, 1977; mainly sponsored by the National Insurance Institute. This museum specializes in American pre-Columbian Art. The Fidel Tristán Jade museum address is 7th and 9th Avenues, and 9th and 11th Streets, San José.



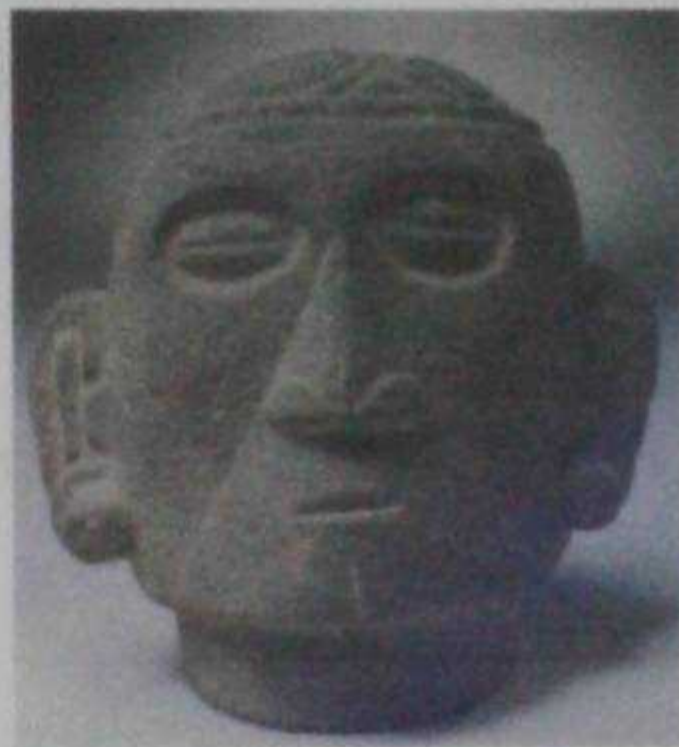
Museum of Pre-Columbian Gold:

It was opened on February 26th, 1982, at the Plaza de la Cultura. This building was opened and with it the Pre-Columbian Gold Museum, exhibiting more than two thousand pieces of Archeology, Plastic Arts, and Numismatics. The Museum of Pre-Columbian Gold is located on 5th Street, Central and 2nd Avenues in San José.



National Museum:

It is located in the former Bellavista fortress, named for its scenic vantage point overlooking the city of San José, the museum offers an interesting history of gold and pre-Columbian Culture of Costa Rica. It has a library and a herbarium. It is located on 17th Street, Central and 2nd Avenues in San José.



Taken from the Phone Book, Tourist Section

Now, based on the previous information read each statement. Carefully choose the alternative that corresponds to the correct answer by circling the letter.

1. The "Fidel Tristán Jade Museum" was opened on:

- A) October 29th, 1897.
- B) October 19th, 1977.
- C) October 9th, 1907.
- D) October 31st, 1977.

2. Pieces of Archeology and Numismatics are shown in:

- A) The National Museum.
- B) The Museum of Pre-Columbian Gold.
- C) The National Theater.
- D) The Fidel Tristán Jade Museum.

3. _____ has marble columns

- A) The Museum of Pre-Columbian Gold.
- B) The National Museum.
- C) The Fidel Tristán Jade Museum.
- D) The National Theater.

4. The "National Museum" is located on:

- A) 17th Street, central and 2nd Avenue in Heredia.
- B) 7th and 9th Avenues in San José.
- C) 17th Street, Central and 2nd Avenues in San José.
- D) Central and 2nd Avenues, and 5th Streets in Alajuela.

5. The following place exhibits gold, Pre-Columbian Culture of Costa Rica and a herbarium:

- A) The Fidel Tristán Jade Museum.
- B) The National Theater.
- C) Museum of Pre-Columbian Gold.
- D) National Museum.

6. The National Theater is for:

- A) 1000 people.
- B) 2000 people.
- C) 10.000 people.
- D) 1800 people.

7. The "Fidel Tristán Jade Museum" has an exhibition of:

- A) American Pre-Columbian Art.
- B) Renaissance Art.
- C) Plastic Arts.
- D) Herbs.

8. The National Insurance Institute:

- A) contributes with the National Theater.
- B) sponsors the National Museum.
- C) helps the Fidel Tristán Jade Museum to keep open.
- D) saves lives.

9. Calderón de la Barca and Ludwing van Beethoven are:

- A) the National Theater sponsors.
- B) two famous artists.
- C) two archeologists.
- D) two famous painters.

10. The reading is about:

- A) Costa Rican Art.
- B) Costa Rican Museums.
- C) Costa Rican Theaters.
- D) Costa Rican National Parks.

Now that you have read a brief information about some places where you can find art. In groups of 6 choose one of those places, visit it and look for more information about it. Present that information to the rest of the class.



Les Luthiers, Argentinean Group

Let's go to the concert

The Ministerio de Cultura, Juventud y Deportes is programming a concert for this weekend. Musicians around the world would play together for the first time. Read the following advertisement. You might be interested in attending this concert.



I CONCERT

Michelle Moreso
Conductor

Saturday, April 27th at 7:00 p.m.
Sunday, April 28th at 3:00 p.m.

**Arthur Grump, Gino Baglion,
Lina Chong and Pitt Smith,**
Pianists

Alina Méndez and Peter Walls
Violinists

Ann and Mary Logan
Flutists

Symphony N° 5
Beethoven

Symphony N° 9
Dvorak

Hungarian Dance
Brahms



MELICO SALAZAR THEATER

If you are interested in this concert, you can buy tickets in the main office of the Melico Salazar Theater or call the phone 237-7890 for reservations from Monday to Thursday.

Based on the ad, answer the following questions. Be ready to tell your friends about the concert.

1. Where does the orchestra play?

2. When is the concert?

3. Which concert is announced?

4. Which pieces of art does the orchestra play in the concert?

5. Who are the violinists?

6. Where can you buy the tickets?

7. Who are the authors of the two symphonies?

8. Who is the conductor?

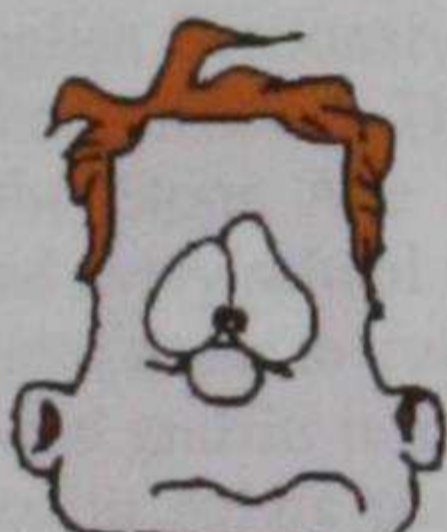
9. How many people play in the orchestra?

10. When can you buy the tickets?

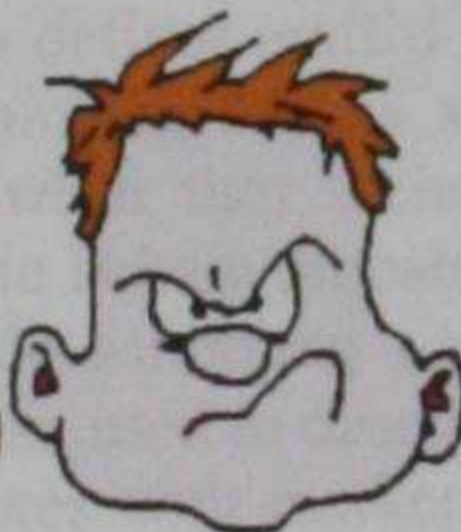
HOW DO YOU FEEL ABOUT ART?



FRUSTRATED



SAD



ANGRY



HAPPY



PEACEFUL



DEPRESSED



LONELY



HOPEFUL



BORED



RELAX

Research Work

Finding Talents



Find a place in your community where art is promoted and look for the following information.

Name of the place: _____

Location: _____

Type of art promoted: _____

Artists' names involved: _____

Artists' background: _____

Now, choose one piece of art from the place you visited and fill in the following chart.

Piece of Art (object): _____

Name of the piece of art: _____

Characteristics: _____

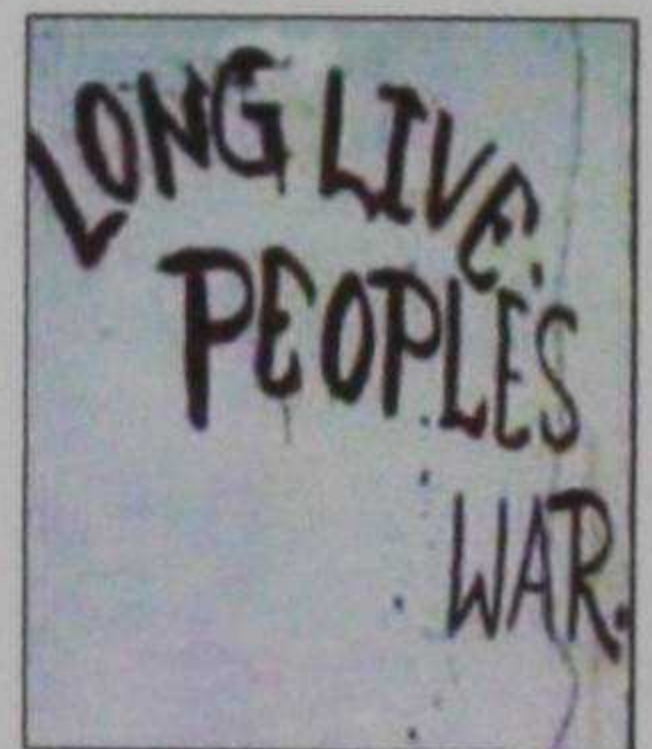
Feelings that it expresses: _____

Read the text below about graffiti.

WHAT IS ART?

The Oxford English Dictionary defines graffiti as "A drawing or writing, scratched on the wall or other surface". Thinking this as a definition, people have always done graffiti since the Stone Age when they etched drawings on cave walls. Today, it surrounds us and every school in Britain probably has some. Graffiti is everything from initials carved into desks to rude scribbling scratched onto toilet walls for everyone to see. Now the word graffiti is also used to describe drawings, slogans or words created in public places with marker pens or paint that's often sprayed from aerosols cans. Is it art or vandalism?

Some modern-day graffiti can certainly be called art but which types are thought to enrich and improve our environment and which types aren't? Most people would probably say that graffiti is art when it is done in an organized way, for the enjoyment of those who are likely to see it, in things like murals.



Now, it's time to pay attention to details. Read the previous text again to solve the exercises below. Circle the letter that corresponds to the most appropriate answers.

1. In the Stone Age, people started drawing on _____.

- A) desks
- B) school
- C) cave walls
- D) paper

2. Today, people often use paint from _____.

- A) a bottle
- B) marker pens
- C) nature
- D) aerosol cans

3. An example of organized graffiti _____.

- A) a mural
- B) writing on desks
- C) writing on books
- D) aerosol cans

4. Usually graffiti is done _____.

- A) where people can see it
- B) in art museums
- C) where no one can see it
- D) bathroom art

Now, design your own graffiti and share it with the rest of the class.

Believe or not: A Costa Rican tale

Literature is a fine art. You can find literature everywhere. Costa Rica is not an exception. What do you know about Costa Rican literature? Have you ever read the "Weeping Woman" or "The Mare Head Woman", "El Cadejos", "La Carreta sin Bueyes". Are you afraid of this kind of stories?

Close your eyes and open you ears because a taleteller will share with you an interesting tale.

Listen carefully and take notes.

"The mare-head woman"

As a child, my friends and I used to get together in the front porch of my house where we enjoyed telling scary stories. So, let me tell you one of the most frightening stories that I have ever heard, which made me be a sleepless person for many days. I remember a mysterious voice –my best friend Adrian- telling us a tale about his great-grandfather Rafael. He began saying that his great-grand father liked to drink alcohol so much. So, he used to go from bar to bar all night long; after drinking an alcohol bottle, he left the bars over midnight. He always had to pass through coffee fields to get to his house. One day, said my friend, while his great-grand father was crossing the field, a beautiful woman appeared to him lying down on a big stone. As soon as he saw that gorgeous lady, he thought of taking advantage of that exciting situation. Everything was perfect to have one night-stand. So, my friend great-grandfather came to the lady, introduced himself and invited her to go to a private place. At that moment, the woman did not say anything. She just answered "yes" by doing a sensual body movement.

Once they were on the horse, they began to ride on it. After 30 minutes riding, my friend's great-grand father turned back to see the beautiful woman, but what a surprise!

What the great-grand father saw was a woman with a mare head who started screaming and screaming. As fast as he could, he jumped from his horse and began running away while yelling incoherent words. When my friend's great-grand father arrived to the town where he lived in, he started telling their friends the story, but since he was drunk, there was no one who believed him.

Now, let me tell you the most amusing of this story. The same frightening situation has happened to my friend's grandfather and his father. Now, what do you think? Has the same situation happened to my friends?

Use your notes to complete the following information.



The Mare Head Woman

Name of tale: _____

Name of the narrator: _____

Name of the man: _____

Owner of the horse: _____

Characteristics: _____, _____,
_____, _____.

Man's intention: _____

Man's reaction: _____

Woman's appearance: _____

Based on the tale "The Mare Head Woman", answer the following questions. Share your answers with a classmate.

1. Did you like the tale? Why or why not?
2. Do you believe what happened to "the great grand father"? Why?
3. Are tales real or fiction? Support your answer.

Art's Changes

Look at the pictures and read the titles below them. Do you know anything about the painters? What do you think the article is about?



Vincent van Gogh, auto portrait
1887-1888



Claude Monet, Crepuscule 1908

Read the text carefully.

Changing Ideas About Art

A lot of modern art is not realistic or beautiful. Artists want to show people a different way of seeing things. **They** want to say something about the world they live in. Modern painting and sculptures disturb some people because **they** do not like or understand **what** the artist is trying to express. It often takes many years before an artist's work is accepted by the public.

In 1870, Vincent van Gogh and Claude Monet were painters in France. They and some other painters shared many ideas about art. They used strong, bright, colors, and their pictures weren't always very realistic. **Their** art was very different from what people were familiar with, and few people liked it. The group did not make a lot of money with their paintings. Van Gogh sold only one painting while he was alive.

Today, we call this group the Impressionists. Van Gogh's and Monet's paintings are sold for millions of dollars and impressionist paintings are in museums all over the world. The Impressionists are not only respected, they are also popular. People everywhere buy their work in inexpensive posters and prints. When museums have special exhibits of impressionist paintings, people stand in line patiently for hours to get in.

Artists' ideas change quickly, but the public's ideas change much more slowly. Generally, artists who are truly popular in their lifetimes are not well respected. **Those** who are respected can become rich, but they are seldom popular. Most of today's new artists will be forgotten in 100 years. Only a few of **them** will be immortal.

Answer the following questions about the text.

1. What do the artists pretend to express with their paintings?

2. Why do modern paintings and sculptures disturb people?

3. How many paintings did Van Gogh sell when he was alive?

4. Mention the name of two impressionist painters:

A. _____ B. _____

Looking for a twin

Use the context to match the underlined words from the article with the corresponding meaning.

- | | |
|------------------------|-------------------------|
| 1. _____ disturb | a. recognize |
| 2. _____ express | b. shows |
| 3. _____ public | c. upset |
| 4. _____ shared ideas | d. undying |
| 5. _____ familiar with | e. likes by many people |
| 6. _____ popular | f. had similar thoughts |
| 7. _____ exhibits | g. say |
| 8. _____ immortal | h. people |

Looking for references

Good writers use words like they, their, those, etc. If you can understand what these words refer to, you will understand the reading much better.

In the previous article, there are some words in **blue color**. What do these words refer back to? Circle the correct answer.

- | | | |
|------------------------|--------------------|-----------------------------|
| 1. they | | |
| a. artists | b. people | c. things |
| 2. they | | |
| a. some people | b. artists | c. paintings and sculptures |
| 3. what | | |
| a. the people that | b. the artist that | c. the art that |
| 4. their | | |
| a. people's | b. the group's | c. Van Gogh's and Monet's |
| 5. those | | |
| a. artists | b. the public | c. the impressionists |
| 6. them | | |
| a. today's new artists | b. artists in 2001 | c. the impressionists |

Excuse me, are you crazy?

Agreeing and Disagreeing

Sometimes you have to be polite when you are talking to someone else and you do not think the same way he/she thinks. In this case, you may express your disagreement in this way:

- Excuse me, I disagree with you.
- Excuse me, I do not think the same way you think.
- Excuse me, I disagree on / upon Brenda's idea.

But if you think the same way another person does, or you agree on something, you may say:

- I agree with you, Jorge.
- I think as you do Nelson.
- I agree on / upon Mary's idea.

But if you are talking with friends, you don't always have to be too polite. You can use these expressions to disagree strongly:

- Come on, Luis. That's crazy.
- Excuse me. Are you serious?

In case you agree with your friend or with something he/she thinks, you may use these expressions to agree:

- Sure
- Of course
- That's right
- Good idea
- O.K.

You will use these expressions in the following activity.

Excuse me; I think you're wrong

Choosing the best sculpture

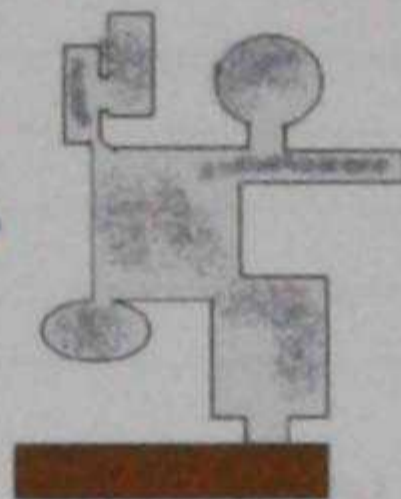
Imagine your high school principal wants to buy a sculpture to put it at the main entrance of the school building. Three groups, a group of artists, a group of teachers and a group of students, selected 3 possible sculptures. Now, your job is to make the final selection.

So, choose the sculpture you prefer, consider the following aspects. Be prepared to show your agreement or disagreement with your classmates.

- Price
- Type of sculpture
- Artist's experience
- The artists' group preference
- The teachers' group preference
- The students' group preference
- The sculpture message

SCULPTURE #1

Sculptor: Lola López, a new Colombian artist.
Type: abstract sculpture about a boy with a book.
Price: 500 000
Artists' group: 65%
Teachers' group: 15%
Students' group: 20%

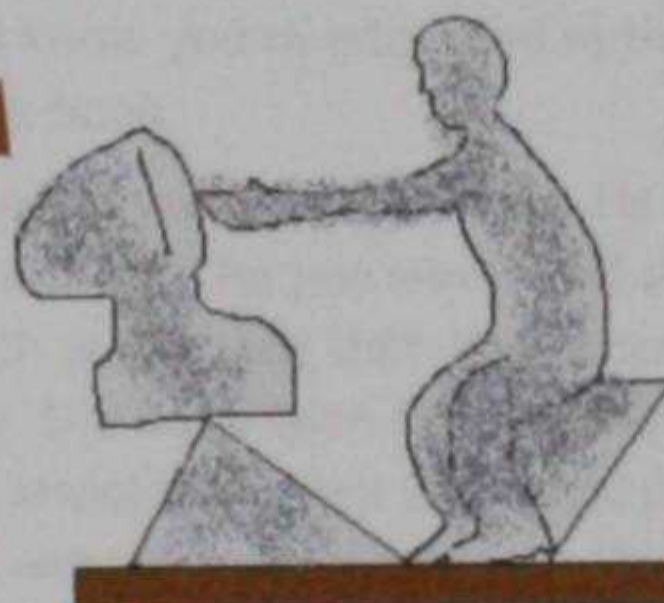


SCULPTURE #2

Sculptor: Andrea Marangoni, famous Italian sculptor.
Type: realistic sculpture about a girl looking at the sky.
Price: 650 000
Artists' group: 50%
Teachers' group: 20%
Students' group: 30%

SCULPTURE #3

Sculptor: Pedro Barrientos, a Costa Rican well-known sculptor.
Type: realistic sculpture about a student using a computer.
Price: 425 000
Artists' group: 30%
Teachers' group: 50%
Students' group: 20%



Think about it

Read these statements by two artists –a composer and a writer. What do you think they mean? Do you agree or disagree with these ideas? Justify your answers. Share your opinions with the rest of the class.

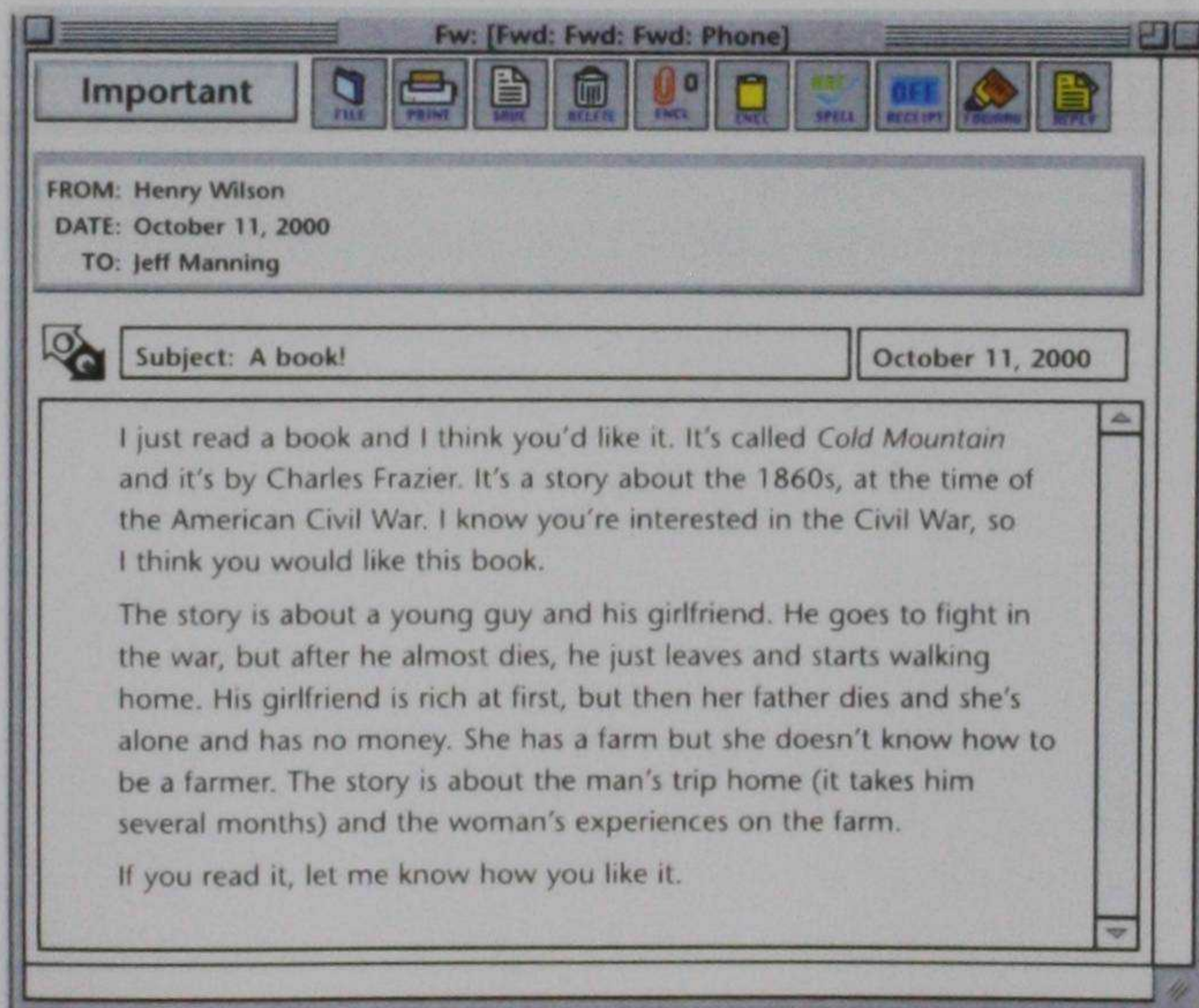
“If it is art, it is not for all. And if it is for all, it is not art”.

Arnold Schoenberg

“Art is meant to disturb”

Georger Braque

E-mail letters are very precise and they are usually not so polite as traditional letters are. Read the e-mail letter below. This e-mail letter is an example.



Write your own e-mail. Tell a friend about a book you just read.

Other possible topics:

- a museum you visited
- a concert you attended
- a movie you watched

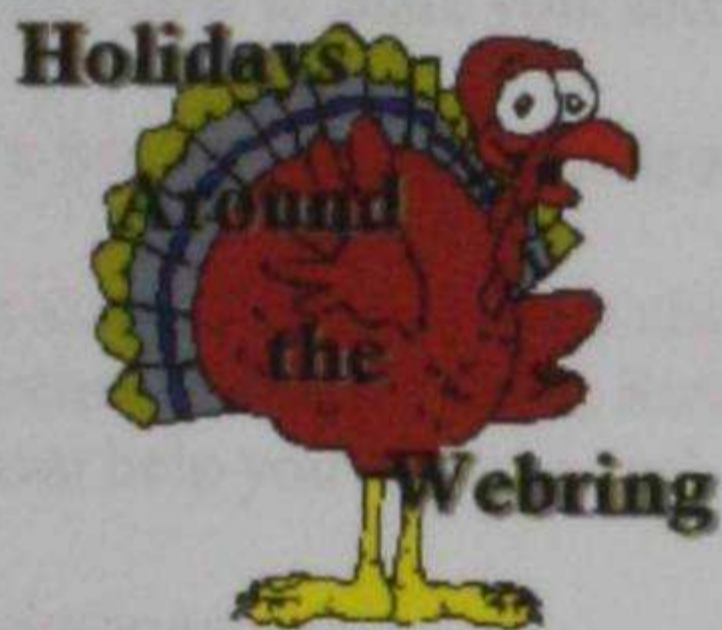
The image shows a screenshot of an email composition window. The title bar at the top reads "Fw: [Fwd: Fwd: Fwd: Phone]". Below the title bar is a toolbar with several icons: FILE, PRINT, SAVE, DELETE, ENCL, ENCL, SPELL, RECEIPT, FORWARD, and REPLY. The main area of the window is divided into sections for "FROM:", "DATE:", "TO:", and "Subject:". The "Subject:" field is currently empty. Below the subject field is a large text area with horizontal lines for writing the email body. The window also features a scroll bar on the right side of the text area.

Let's Celebrate

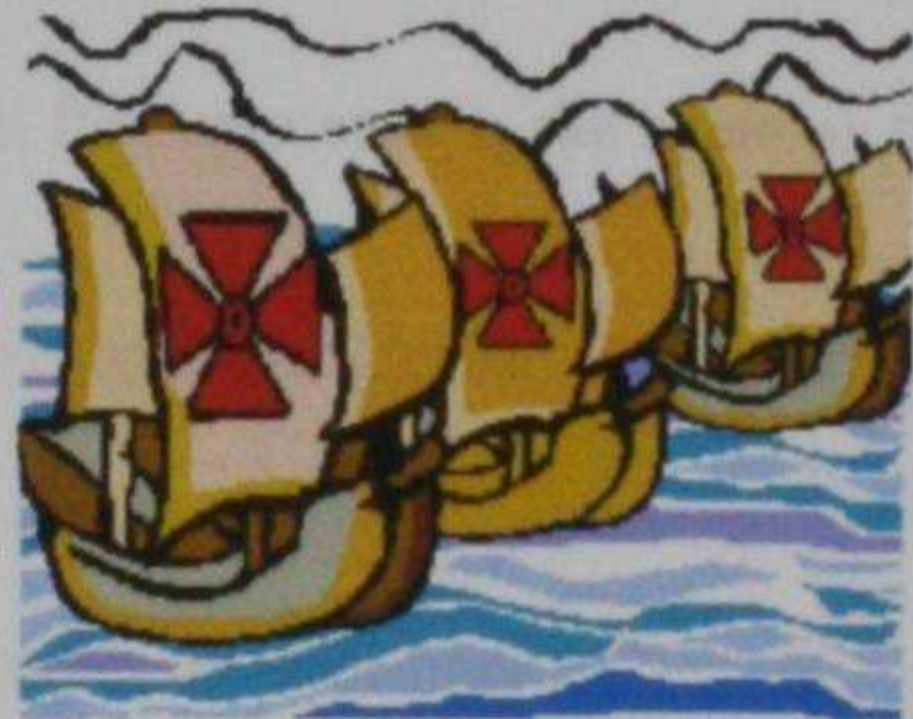


Breaking the ice!

Look at the pictures above and describe them orally with a classmate.



bounce around
your desktop



- Do you identify the holidays in the pictures above?
- When are those holidays celebrated?
- What are people used to doing in each holiday?
- What other holidays do you celebrate in your country?
- Which holidays are the most important in your country or culture? Why?
- What is your favorite holiday? Why? Can you describe it briefly?

Now, let's read the chart below about different holidays from the Costa Rican culture and the American culture. Let's try to fill in with the information requested.

Holiday	Date	Purpose	Symbols	Food	Customs
Christmas in U.S.A.					
Easter in C.R.					
Independence Day in U.S.A.					
Annexation of Guanacaste in C.R.					
New Year's Day in U.S.A.					

It's time now to share your ideas with your classmates and the teacher.

Let's compare and contrast

After completing the chart above, you may realize that there are some similarities and differences between Costa Rica and the United States. Below, there are some key words that can help you to make such comparison and contrast. Read the examples carefully.

Similarities

- The celebration purpose in Christmas season for Americans is **the same as** the purpose for Costa Ricans.
- Americans celebrate New Year's Day **similarly to** Costa Ricans.
- **Both**, Costa Ricans and Americans celebrate Easter.
- Americans, **like** Costa Ricans, celebrate Christmas on December 25th.

Differences

- Independence Day in USA is celebrated on July 4th; **however**, this holiday in Costa Rica is celebrated on September 15th.
- Americans celebrate the Independence Day with picnics and fire works. **On the other hand**, Costa Ricans celebrate it by participating in lamps and drums parades.
- One Christmas symbol in USA is the snowman, **but** Costa Ricans don't have such as symbol.

2. Halloween



3. Thanksgiving



4. Culture's Day



5. Easter in USA



Ready to party?

Now, your teacher will invite you to celebrate different special occasions. Listen to the descriptions carefully, discuss what celebration is and write its name in the corresponding space.

Example:

I would like to invite you to my party. Wear your best costume. Don't forget to bring your Jack o' Lantern. The party will begin at 8 p.m. Don't miss it!



Name of the celebration:

Halloween

Trick or Treat!



What do you know about Halloween? Do you celebrate it?

Maybe in your country this holiday is not so popular as it is in many English-speaking countries. So let's take a trip to France and the British Isles to know about the origins and history of Halloween. Read the text below carefully and answer the questions.

A Traditional Holiday

Hundreds of years ago before the birth of Christ, the Celts –the inhabitants of France and the British Isles- held a festival at the beginning of every winter for the Lord of the dead. These people believed that this god ruled the world in winter, when he called together the ghosts of dead people. On October 31st, these spirits of the dead came back in the forms of animals, with very bad ghosts as black cats. At their festival on this day, the Celts used to make big fires to frighten the ghosts and chase them away. This celebration was the beginning of the holiday of Halloween.

The Romans, who ruled the British Isles after the birth of Christ, also held a celebration at the beginning of winter. Because winter was harvest time, the Romans brought apples and nuts for the goddess of gardens. Later, the Christians added their customs to those of the Celts and the Romans. They had a religious holiday on November 1 for the saints (the unusually good people in Christianity), which they called All Hallows' or All Saints' Day. The evening before this day was All Hallows' Even ("holy evening"); later the name became Halloween.

Long ago in Britain, people used to go to wise old women called "witches" to learn about the future. They believed that these witches had the power to tell the future and to use magic words to protect people or change them. There were many beliefs about witches, who are now a symbol of Halloween. For example, people believed witches flew on broomsticks to big secret meetings, where they ate, sang, and danced. The Christians tried to stop people from believing in witches, but many uneducated people, especially in the countryside, held on their beliefs.

When people came to North America from the British Isles, they brought their Halloween customs with them. Today, Halloween is a night when children dress like ghosts, witches, devils, and so on. They go from house to house in their costumes, ring doorbells, and shout "trick or treat!" People give them candy, apples, gum, and nuts, and the children have a good time. But most children have no idea that their holiday has such a long history.

a) When did the Celtic festival begin?

b) What was the purpose of the festival?

c) What did Romans grow in the harvest time?

d) Who celebrated All Saint's Day?

e) What did people in Britain believe in long ago?

f) Cite two Halloween customs and symbols mentioned in the reading

a) _____ b) _____

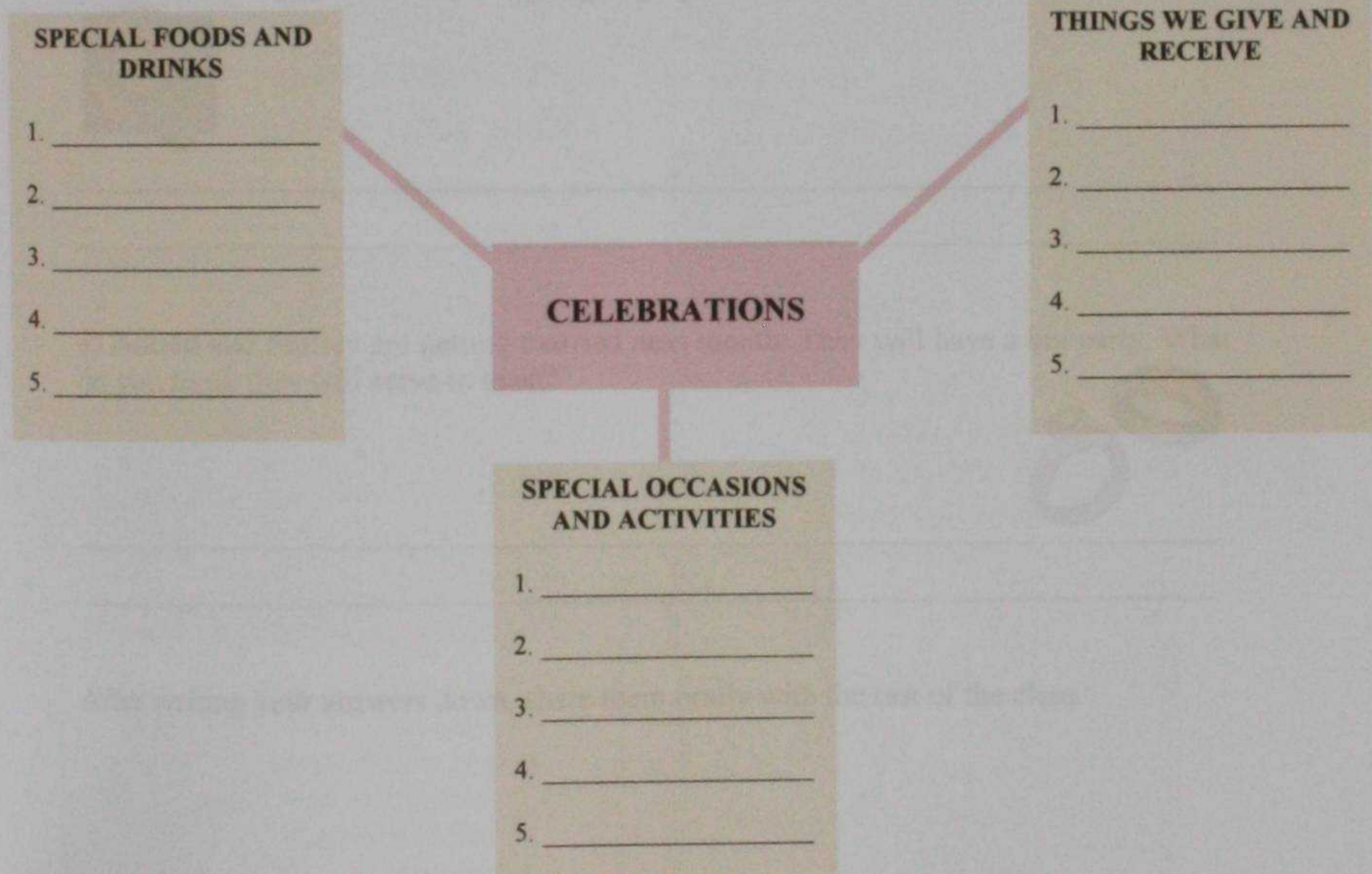
g) Who celebrates Halloween now? How is it celebrated?

Now, discuss your answers with the rest of the class. What do you think about that holiday? Is this celebration something evil or is just a cultural celebration? In a debate, half of the class may assume the role of a group that is against this celebration. The other half is in favor. Prepare your argument.

...but we have other special days such as Saint Valentine's Day, Father's Day, Book's Day and Tree's Day. Moreover, people around the world celebrate some other special occasions like birthdays, weddings, baptisms, baby showers, bachelor's parties and so on.

Read the list of words below. Then, complete the "word map" by placing each word under the most appropriate label.

- *flowers
- *masquerades
- *tamales
- *dancing
- *cards
- *cake
- *movie ticket
- *weddings
- *rice with chicken
- *pork
- *corn
- *candies
- *fireworks
- *fruit punch



It's time for practice!

a) What would you give on Christmas to a friend, girlfriend or boyfriend?



b) Imagine you are invited to a baby shower. What would you buy as a gift?



c) Kathy and John Smith are American friends. They invited you to a Thanksgiving meal? What do you think they are going to prepare?



d) Adrian and Shirley are getting married next month. They will have a big party. What do you think they will serve to toast?



After writing your answers down, share them orally with the rest of the class.

Sometimes we need to express our feelings to someone, or invite someone to a special occasion. So, you have to be sure to choose the most appropriate message in your card. Read the following cards:

1

ANNOUCING


López have a cute baby.
Name: Elena López.
Arrived: August 1th, 2002
Weighing: 8 lbs 4 g.
Parents: Jorge and Luisa



2


With you...

To the end of the world.
I love you



3

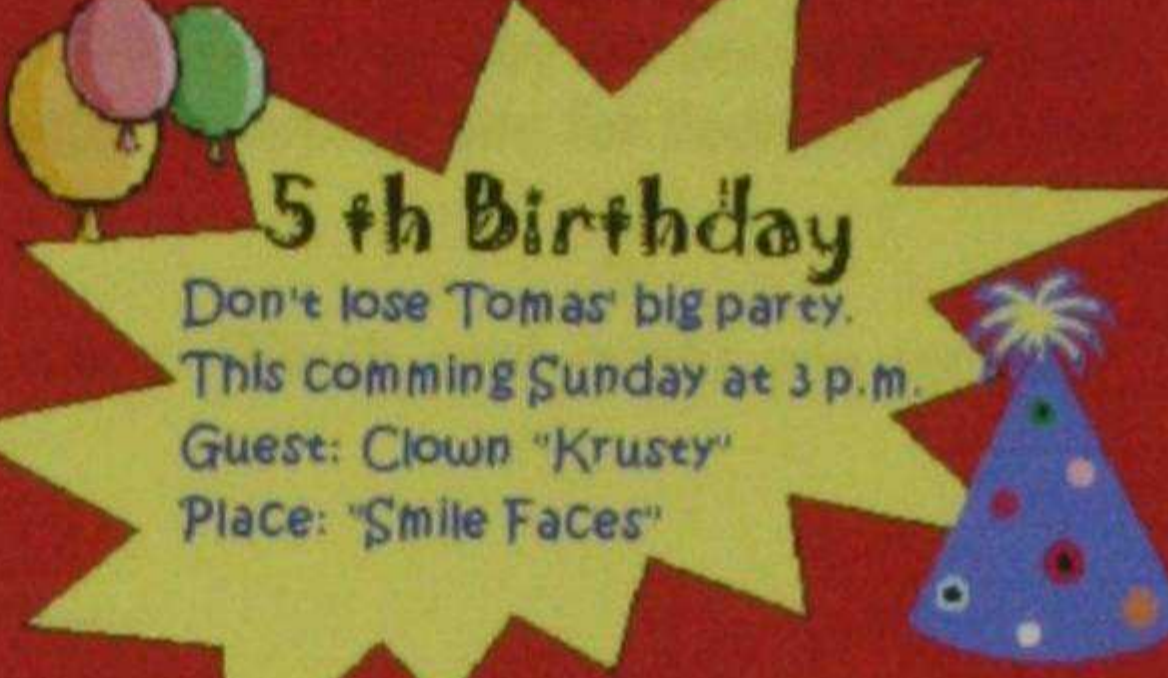
*This card has the
best lovely wish.
In peace and harmony
Happy
Birthday!*



4

5th Birthday


Don't lose Tomas' big party.
This comming Sunday at 3 p.m.
Guest: Clown "Krusty"
Place: "Smile Faces"



5

EXPECTED WEDDING
ROBERT AND PATRICIA
GET MARRIED

THEY WILL JOIN THEIR LIVES
ON DECEMBER 15TH, 2003
IN SANTA ANA CHURCH



6

**You've been the
best in whole
my life.**

I love you!

7

**IN THIS
WITCH NIGHT,
SCREAM...**

TRICK OR TREAT?



8


**In shadows, in sunshine,
in storms, in spring.
I will be with you forever
Happy Anniversary**



9

**In this time of sorrow
when you need
someone to lead on
you can find comfort
and hope in the
shoulders of yours
friends.**

GOD BLESS YOU!



10

Great Party

"Rock Music"

This Saturday In "La Urraca"
Santa Ana 8 p.m.

Don't lose the chance of
reviving rock in your soul



Based on the cards, answer the following questions by writing the number of the appropriate card in the blanks.

1. Recently, a friend has lost his brother in a car accident. Now you want to express your friend you are with him in this difficult and sorrowful time. Which card would you send to him? _____
2. Imagine you're really a rock music lover. You love to dance and sing rock. In which card do you find information of your interest? _____
3. Which card is appropriate to send in Halloween? _____
4. Pedro and Ana got married on August 1st, 2001. Today they are celebrating their 2nd wedding anniversary. Which card might be appropriate for Pedro to send his wife Ana? _____
5. A friend of yours has recently had a baby. Which card might you receive? _____
6. How old is the baby of card #3? _____
7. Tomás, your sister's classmate, will celebrate his birthday. Their parents are planning a party. Which card will your sister receive in this occasion? _____
8. Saint Valentine's day is coming and you want to give your boyfriend / girlfriend something really special. From the set of cards, which one would you like to give your boyfriend / girlfriend in this celebration? _____
9. Your birthday is coming and your classmates want to give you a special message. Which card is appropriate in your birthday? _____
10. Which card is opposite to card #3? _____

Be creative!

Now, design your own card using a holiday or celebration. Next, write a message. You may use cardboard, colorful papers, pictures, stickers, color pencils, etc. Then, share your card with the rest of the class by reading the message and let them guessing the occasion the card is about.

Optional: Instead of reading the message and guess the celebration, the students may send the card to another classmate, then each student will read the card he/she received. Finally, each student may give the card back with a brief response. A mailbox and a postman may be part of this activity to make it more real.

Getting the gist!

The teacher is going to read a set of paragraphs about different customs and celebrations around the world. You are going to listen to the teacher carefully.

- a) Before the Chinese New Year, many Chinese families burn the picture of their kitchen god, Tsao Chen, to bring good luck. When New Year's Day comes, they put a new picture of Tsao Chen on the wall.
- b) On the evening of February 3rd, people in Japanese families take one dried bean for each year of their age and throw the beans on the floor, shouting "Good Luck in!" This is known as "Setsubun", time to celebrate the end of winter and the beginning of spring.
- c) On this very old holiday, Christians used to honor a saint on the day of his death. After eating and dancing, people played games to choose their mates. Now, this is the day of "love and romance" in many places. People give cards, flowers, candy, and other gifts to their sweet-hearts.
- d) This historical holiday in the United States, in Costa Rica and in other countries is the subject of political argument. In 1492, a European explorer arrived with three ships on an island in the Caribbean. Did he discover a new land or was he a conqueror and murderer of native people (the Indians)?
- e) New Year's Day is a very important celebration for many cultures. However, this day and the day before it are celebrated in many different ways around the world. While people from the western part of the world such as Costa Rica or Canada go to parties or restaurants on New Years' Eve and celebrate it with horns and whistles, in the eastern part of the world such as China and Japan, people go to streets to watch big dragon parades and fireworks. Whereas western New Year celebration lasts one day (January 1st) eastern celebration lasts 19 days (from January 21st to February 19th).
- f) In the year 1620, the ship Mayflower landed in New England, the northeastern region of the present United States. The pilgrims had a difficult first winter. But in spring they gave thanks for a successful harvest.

Now, match each paragraph with the most appropriate title by writing the letter of the paragraph in the parenthesis next to the title.

- () Columbus' Day or Cultures' Day.
- () Shouting "Good bye" to winter.
- () Thanksgiving Day, a national American holiday.
- () Everything new for New Year's.
- () New Year a world wide but different celebration.
- () Saint Valentine's Day.

OPEN INTERPRETATION

Don't be so pigheaded!

Carmen, a Costa Rican girl, invites her Japanese friend Toshio to an Easter lunch. Toshio is so excited about going because he does not know anything about that celebration. Toshio is thinking about what to buy to his friend to bring for lunch. After thinking for a while, Toshio decides to bring a delicious and yummy piece of pork. Finally, that day comes and Toshio gets to Carmen's house. Toshio tells Carmen: "this is for lunch, I hope you enjoy it. Lunch without pork is not lunch, so let's eat. I'm really hungry". "I'm sorry but pork won't be served for our lunch. It's forbidden in this house", says Carmen. But Toshio insists "but I want to eat pork, what's wrong with that?" Carmen replies: "Toshio, don't be such a pigheaded boy". What does Carmen mean when she says, "pork won't be served for lunch, it's forbidden...?"

Be prepared for discussion.

Where are the eggs?



You already know that Easter is celebrated in some countries; however, the way it is celebrated varies from one culture to another. Let's see how Easter is celebrated in the American culture.

Read the text below and answer the questions.



Easter Capsule

While spiritualism and religion feelings are present in Costa Rican people during Easter celebration, for the American culture this event involves a big celebration in which funny, glamorous and colorful parties are present.

One or two days before adults choose the biggest eggs that they can find at the supermarket along with candies, chocolate bars, and some other groceries.

The house is decorated with different kinds of ornaments related to this celebration like broiled and decorated eggs, pictures of rabbits, baskets full of candies and rabbits made of fur.

Once at home, the adults boil the eggs and then they are painted by giving different drawings, colors, and styles. The amount of eggs depends on the number of relatives. The first day of Easter, adults hide the eggs all over the garden and yard. During the day the family gets together and the children disguise in rabbits or wear fancy clothing.

During the celebration, the children look for the hidden eggs all over the house. The children get excited while trying to find the biggest number of eggs. Sometimes, there is a special egg, which is painted by the members of the family, and the children try to find it because this is the most important egg hidden by the Easter Rabbit.

At night, children get together and compare, count and describe all the eggs they found. At that moment, the family has a big dinner, which is similar to the Christmas dinner that includes turkey, apples, grapes, ham, and wine.

Culture Capsule: "American Easter"

a) What are some of the American Easter symbols?

b) What do adults do for that celebration?

c) How are the eggs prepared?

d) What do children wear during that celebration?

e) Why do children try to find the special egg?

f) When do children compare the eggs they found?

Share your answers with your classmates orally. Then, prepare your own cultural capsule.

Culture Assimilator

Episode I: USA

Marie Petit, a French student, invites her new Nicaraguan classmate Alberto Téllez to her house for dinner tonight. Alberto, as a thankful person, decides to bring some Chrysanthemums as a present for Marie and her family. When Alberto gives the Chrysanthemums to Marie he notices that she is surprised. During the whole evening, Alberto is confused because of Marie's behavior, but he does not know the reason.

Why do you think Marie behaves in that way?

- A) Marie has a headache.
- B) Marie is allergic to the Chrysanthemums flowers.
- C) The Chrysanthemums are considered the flowers for the people who passed away in France.
- D) Marie thinks Alberto is in love with her.

You choose A

This is not correct. There is not evidence that proves that Marie is sick.

You choose B

This is not the correct answer. The episode does not give any clue to make you think she is allergic. Reread the text.

You choose C

Your choice is the correct one. The Chrysanthemums flowers are considered as the flowers used in funerals in France.

You choose D

This answer is unlikely to be the correct one. It is possible that someone relates flowers to romance; however, this is not the appropriate flower to give to someone to express love.

Episode II: A Jewish Wedding



It's January 14th at 3 o'clock in the afternoon. A Jewish couple is getting married in a synagogue. There are many guests. Most of them are Jewish. Just some few friends are catholic. After the ceremony, the couple wraps one wine glass carefully. Next, the groom puts it on the floor and breaks it with his foot. All the Jewish people start clapping, except the catholic guests. They are really surprised.

Why did the Jewish couple break the wine glass?

- A) The groom was really nervous and so the glass fell down.
- B) The bride was drunk and the wine glass slides through her hands.
- C) A guest starts yelling: "fire, there is a fire in the kitchen", so the couple throws the wine glass and starts running.
- D) The groom breaks the glass because in the Jewish weddings that is a religious tradition.

You choose A

This is not the correct option. There is not evidence the groom was really nervous.

You choose B

This is not the correct answer. There are not contextual clues that tell you she was drunk. Besides, she does not put the glass on the floor. The groom did it.

You choose C

People did not run away, instead they clap their hands. This option is not correct.

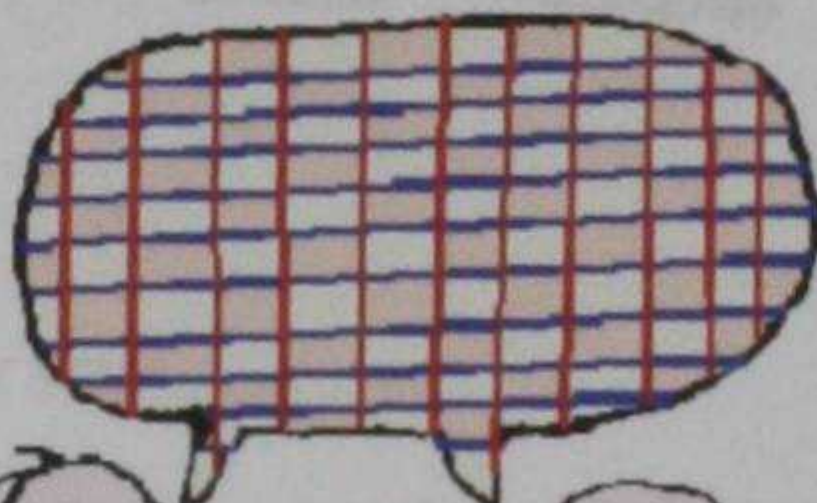
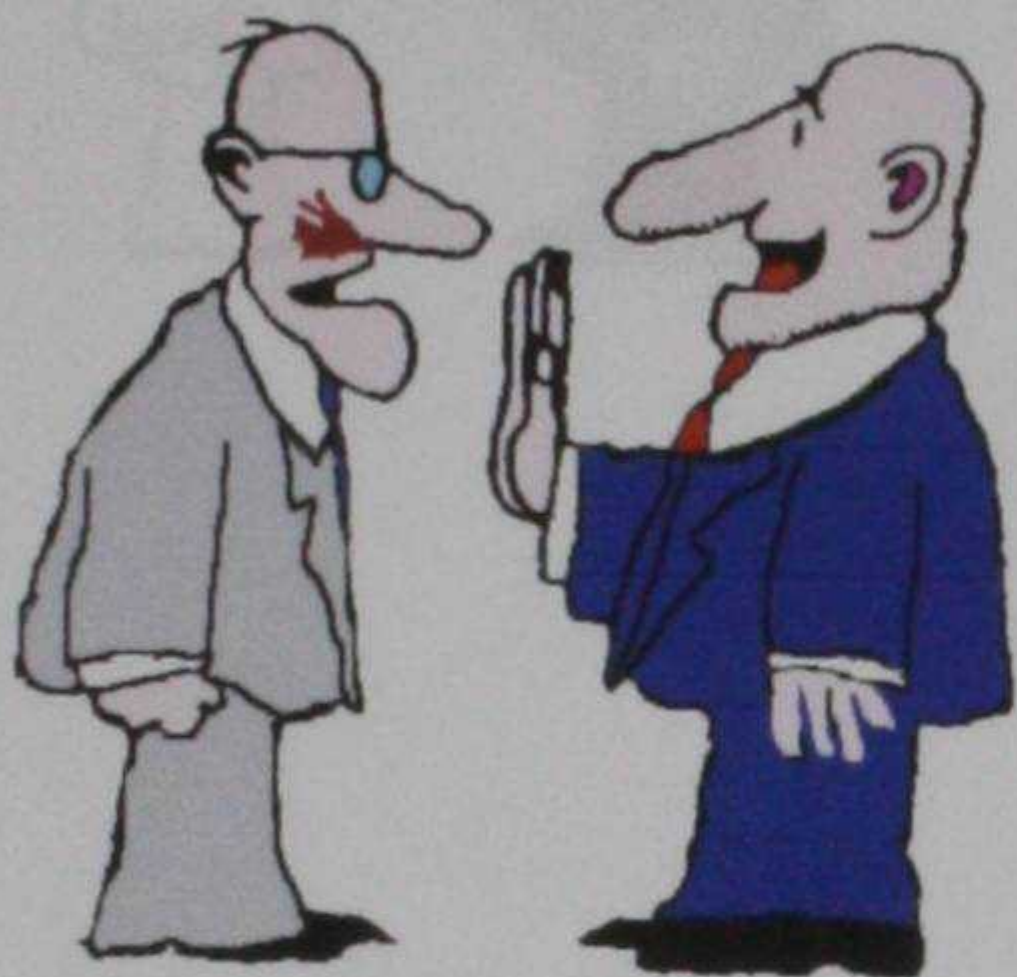
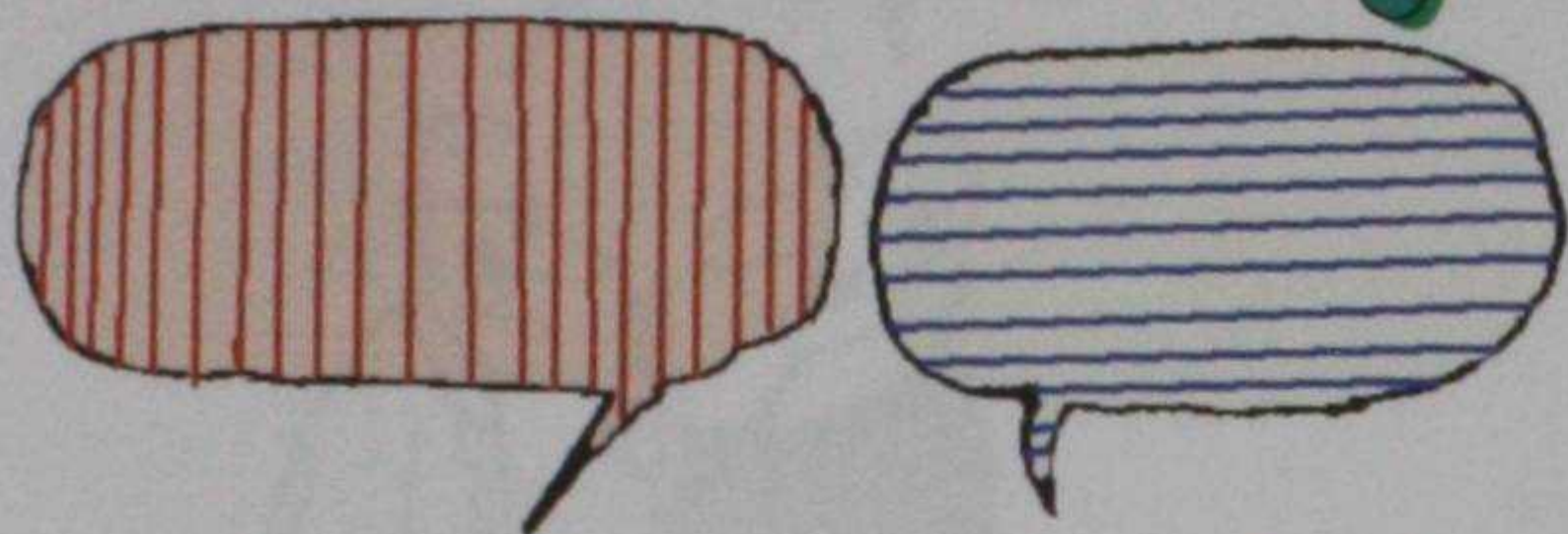
You choose D

This is the right choice. Breaking a wine glass in the Jewish culture is very important because it will bring them happiness and good luck!

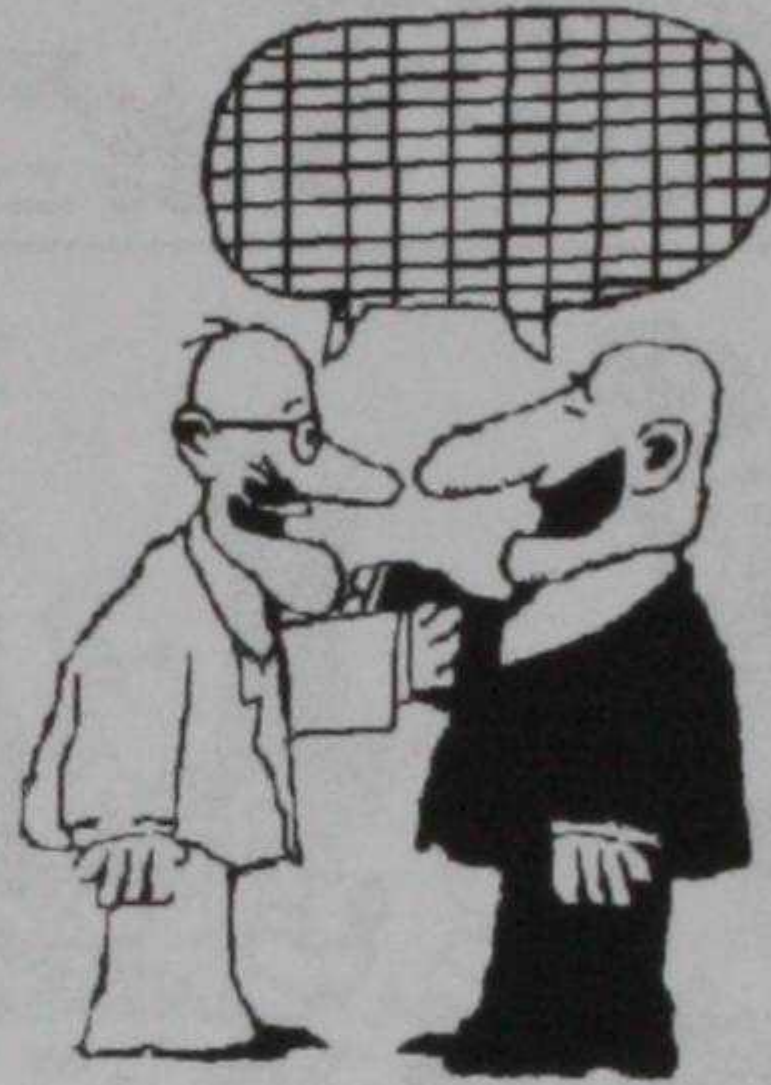
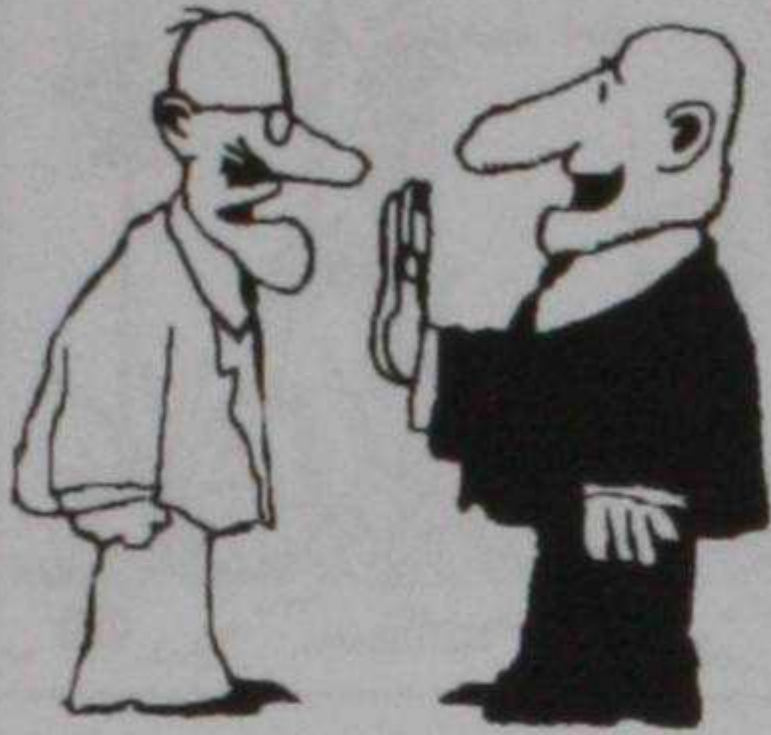
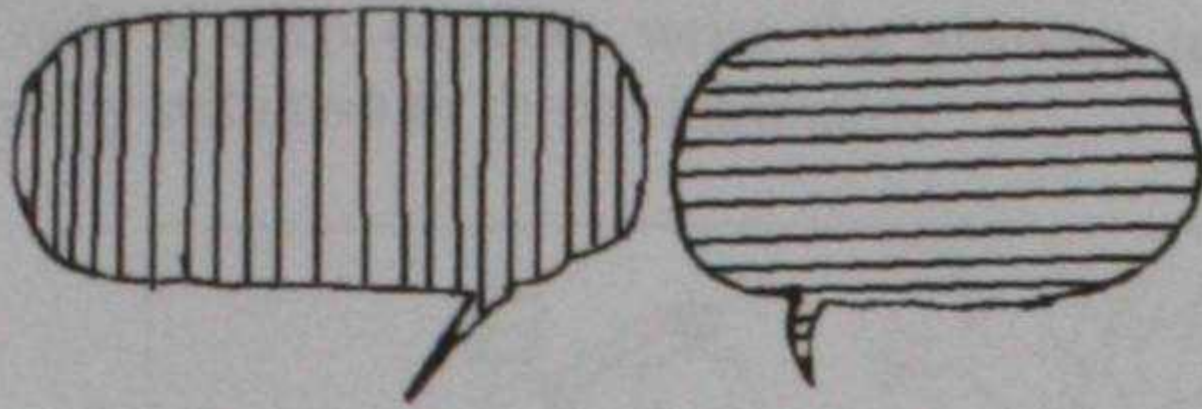
Hypothesis Refinement

- ✓ Based on what you have already learned about the American and Costa Rican holidays, celebrations, and customs, help your classmates and teacher make a statement about that topic.
- ✓ Write a statement in your notebook.
- ✓ Seek for multiple sources of information that is related to the event in both cultures (newspapers, magazines slides, native speaker, etc.)
- ✓ Based on that information, write a brief summary of your findings for the next class.
- ✓ Then, share your information with the rest of the class. Analyze the findings with your classmates.
- ✓ Continue seeking for more information for the next class.
- ✓ Students compare the information found about the American culture with their native culture.
- ✓ Finally, each group will share the information with the rest of the class. Each group will write the information on cardboard paper to post it on a wall or on the board. Students read and compare the information from all the groups.

This is my right and duty!



QUINTO



WHY THIS DRAWING...?

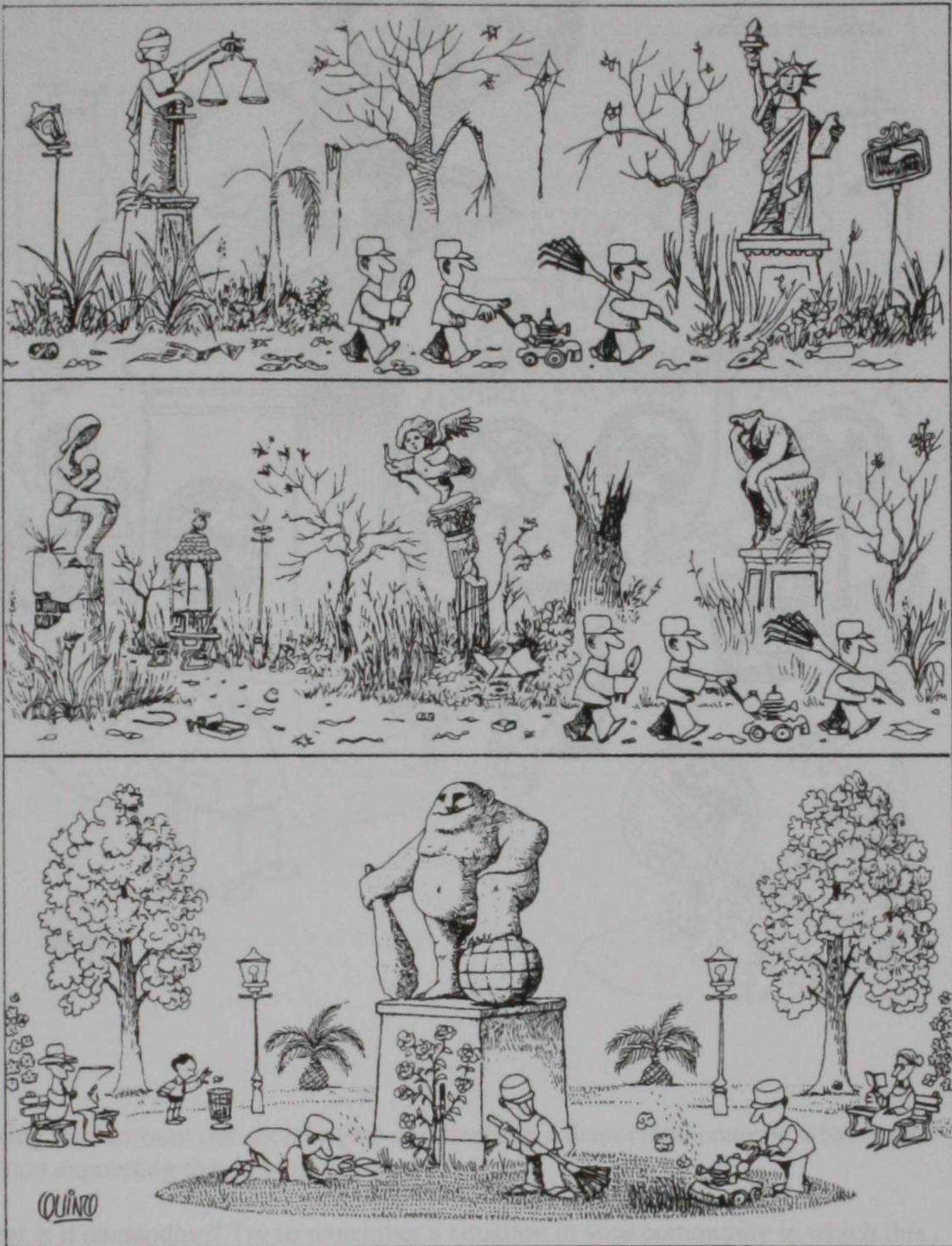
- What does the title on front page mean for you?
- Is there a relationship between the title and the drawing above? If so, what is the relationship between the title and the drawing?
- Why, do you think, did the creator of this booklet choose this drawing?

LET'S SEE ...

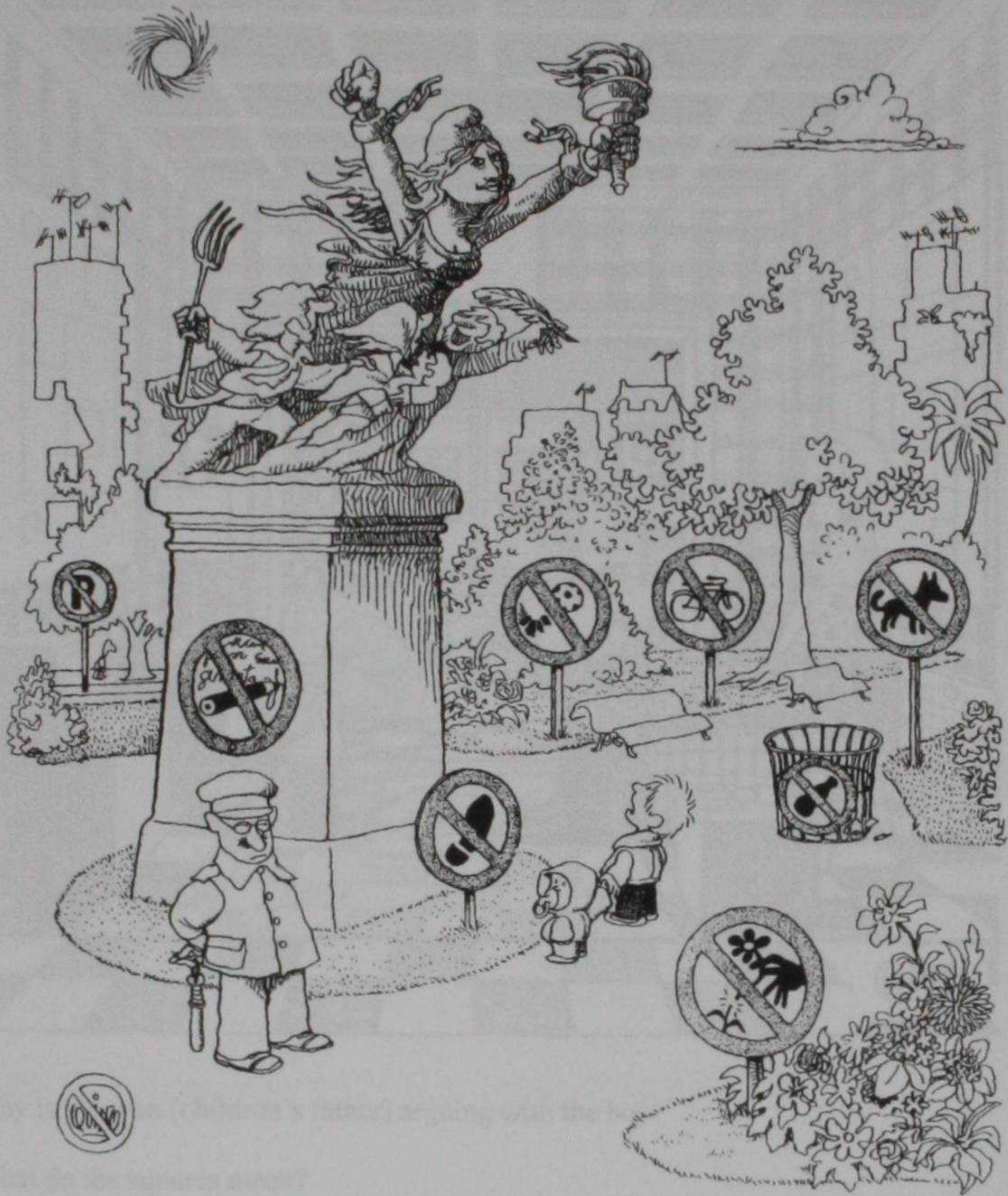
Social issues are sometimes shown on TV programs like films, documentaries or news. Besides, newspapers help to carry out that task. However, those are not the only ways people may evidence such problems. Graffiti and cartoons may accomplish the communication task as effectively as the traditional mass media. If doubts, please see the cartoon below by the famous artist Quino.

QUINO'S CARTOONS

Look at each cartoon, write the answers to the questions; then, share your answers orally with two or three classmates.



- What does the cartoon represent to you?
- What is the people's attitude toward the park? Why?
- What is the meaning of the statue changes through the cartoon?



a) Taking into account our social rights as citizens in a democratic country, what is the cartoon expressing to you in this respect?

b) What is it demanding? Try to remember a situation in your community in which this cartoon fits.



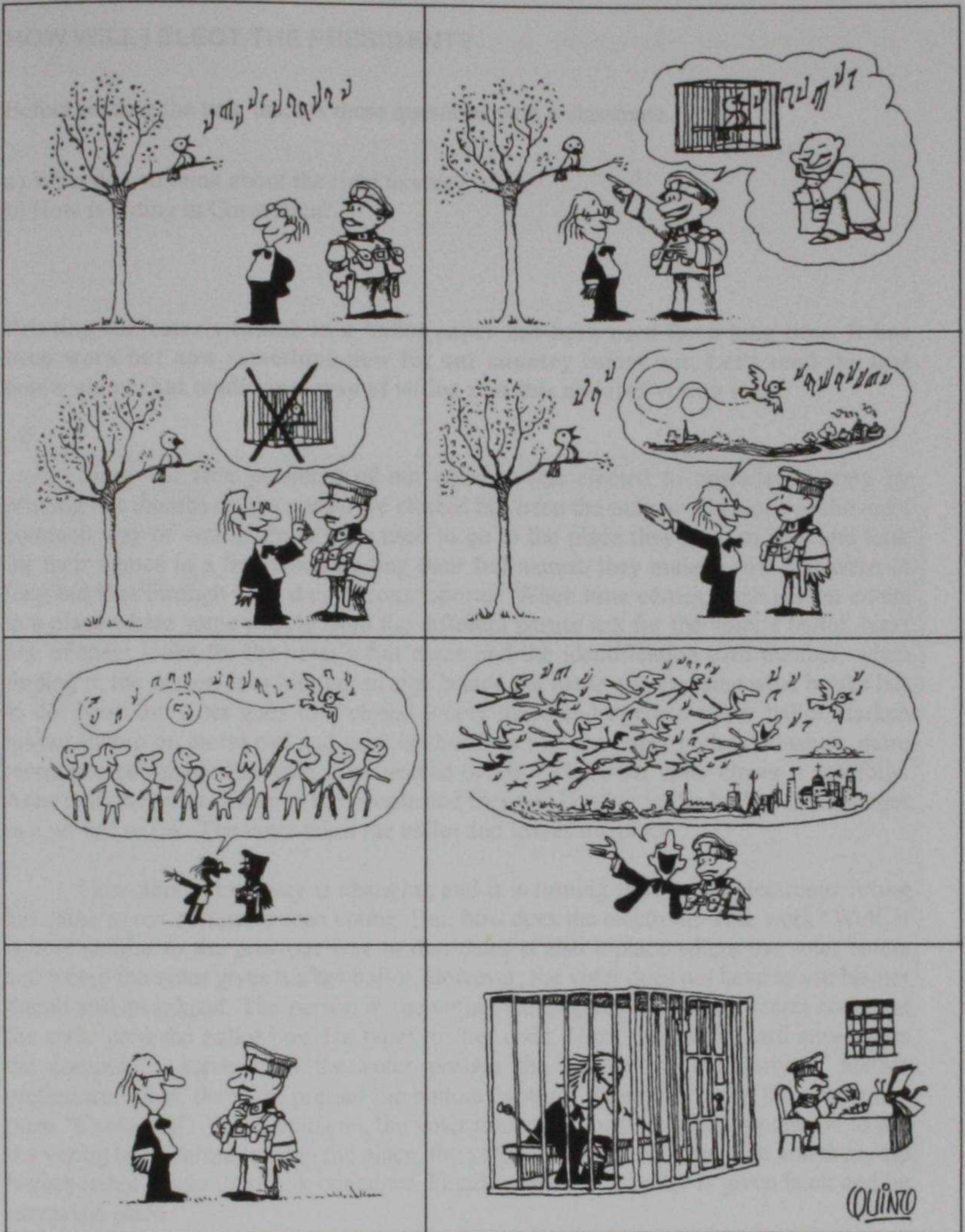
- a) Why is the man (children's father) arguing with the boy?
- b) What do the squares mean?
- c) Which regime of government is well-illustrated in this cartoon?



QUINTO

- ¿¿CÓMO QUE NO REMA MÁS?!! //ME EXTRAÑA, FERNÁNDEZ!!!
¿ESTAMOS O NO ESTAMOS TODOS EN LA MISMA BARCA??

- a) Why does Mr. Fernández want to stop the boat?
- b) What is the other men's attitude? What does this attitude mean in a society?
- c) Can you mention a real situation that shows such an attitude?



- What is the man wearing glasses thinking about the bird?
- What is the police officer thinking about the bird?
- Which citizen's right do you think is violating over in this cartoon?

HOW WILL I ELECT THE PRESIDENT?

Before reading the text, discuss these questions with a classmate.

- a) What do you think about the right to vote?
- b) How is voting in Costa Rica?

Printing the voter's thumb in a ballot paper has been used for a long time. It has been work but now something new for our country comes out. Let's read the text below about that traditional way of voting and this updated voting way.

Since the first president of our country was elected to nowadays voting by printing our thumbs on the option we elected has been the only or if not one of the most common way of voting. People are used to go to the place they have to vote and look for their names in a list, when finding their full names, they make a row that were so long but that through time they become shorter. When time comes, each person enters to a place where some people from the different parties ask for the voter's ballot. Next one of them looks for the voter's full name and the identification card number, when finding it, the person asks him/her to sign beside the name and explains what he/she has to do. Next the voter goes to a closed lonely place and opens a paper ballot, darken his/her thumb on an inkpad and print his/her finger on the paper ballot. However, more recently a pen mark has been used instead of ink. Then, the voter closes it carefully. After that, the voter comes to the people and they ask him/her to dip his/her index finger in a jar full of ink. The voter takes the ballot and leaves the place.

Now, this voting way is changing and it is turning faster. The electronic voting has came to our system to ease voting. But, how does the electronic vote work? Well, it is very similar to the previous way in that there is also a place where the voter enters and where the voter gives his/her ballot. However, the voter does not have to use his/her thumb and an inkpad. The person in the voting ballot gives the voter a secret code and the voter goes the ballot box. He types his/her code. Next, the voting card appears on the computer's screen and the voter presses the number of the party of his/her preference. Then, the voter presses the bottom "voting". In case of error, the voter must press "Canceling". When doing so, the voter must wait for the voting impression to put it a voting box. Before leaving the place, the voter must sign the voting list and then, dip his/her index finger in an ink container. Finally, the voter's ballot is given back and he leaves the place.

After reading the chart about different ways of voting, write the advantages and disadvantages of the ways presented. Share your answers with the classmate next to you.

VOTING WAYS	ADVANTAGES	DISADVANTAGES
TRADITIONAL VOTING		
ELECTRONIC VOTING		

NOW THINK ABOUT IT...

- a) Does your high school celebrate student's election?
- b) When is it? How is it celebrated? Is that similar to the National voting?
- c) Do you participate actively? What is your role in this process? Which way of voting does your high school implement? Which one do you prefer? Why?
- d) Which way of voting do you think is used more around the world? Why?

DREAMING OF BEING THE PRESIDENT

Marco is a 6 year-old kid who is so interested in politics. He dreams everyday of being the President of the Republic. Marco asks his mother about what he has to do to be the president and who can help him in this task. Help Marco's mother to answer her son's doubts and let's see later if Marco's dreams become truth.



Search for the required information to complete the following chart. You may find information in the Internet, Costa Rican Constitution, Civic Education textbooks or interviewing a lawyer.

BRANCHES OF THE GOVERNMENT				
	Supreme Court	Legislative Assembly	Electoral Tribunal	Executive Branch
Functions				
Members				
Members' Requirements				
Election Process				

Now, write a letter to Marco giving him the information in a way a 6 year-old child can understand.

Finally, discuss Marco's dreams with the class. Did you have a dream similar to that one when you were a child? Would you like to be part of any branch of the government? Justify your answer if it is negative. If it is affirmative, which position would you like to take? Why?

CAN SOMEONE TELL ME WHAT DEMOCRACY MEANS?

Democracy, freedom and sovereignty are some of the bases of the Constitution of Costa Rica. However, even when this national document is for all the people to be read, not all the citizens have these concepts clear. Moreover, even worse, some Costa Rican citizens are not well informed about which their duties and rights are. Maybe the lack of time to read the document, misinterpretation or simply the lack of interest to do so, are some of the reasons of this worrying ignorance.

Let's finish with such ignorance and start defining democracy, freedom and sovereignty!

- a) What do you understand for democracy?
- b) What does freedom mean for you?
- c) What is sovereignty for you?

Now, read at some articles from the Costa Rican Constitution, read them carefully and write what they mean in your own words.

- a) What do you understand when you read "it's the government for the people, by the people and of the people".
- b) "Costa Rica is a democratic, free and independent Republic" (Article 1, Costa Rican Constitution).
What does the article above mean for you? What does it imply?
- d) Article 9 from the Constitution quotes: "The government of the Republic is popular, representative and responsible..."
What does it mean for you? Who represents us?
- e) "No one may be disturbed or prosecuted for the expression of his opinions or for any act that does not infringe the law" (Article 28, Constitution of Costa Rica)
What do you understand from the article before?
- f) No one may be subjected to cruel or degrading treatment or to life imprisonment, or to the penalty of confiscation. Any statement obtained by violent means shall be null and void" (Article 40, Constitution of Costa Rica)

What do you think about it?

Do you agree upon that? Why?

Do you agree with the Thallium Law that says: "eye for eye and tooth for tooth" ?

Do you agree with death penalty?

Justify your answer. Write places in which these laws are applied.

To be closer to our reality, in-groups think about some daily situation in which the statements below are well illustrated. Write them on your notebook. Then, the teacher will assign one different statement to each group to role play it. **BE CREATIVE.**

IT'S TIME TO SEARCH!

In groups of four or five people, look for information about other laws quite different to ours.

Then, summarize the information and write a personal comment about those laws.

Finally, divide up the information and present it to the class. Be creative.

IS IT FAIR?

Petition Hopes to Save Mom

"This is the only option we have to save this woman's life," said Citizen Action Party deputy Margarita Penón, of the Congressional Women's Commission. "And we hope it works."

Lawal was sentenced to death by stoning last March for having a child out of wedlock, which is considered a capital offense under the Sharia Islamic law that is applied in some northern regions of Nigeria.

President Abel Pacheco wrote a letter last July to his Nigerian counterpart Olusegun Obasanjo, asking that human rights be respected, regardless of differences in the two nation's judicial systems. Pacheco offered Lawal and her three daughters asylum in Costa Rica, claiming that he was willing to send to Nigeria a group of prominent Costa Ricans, claiming that he was willing to send to Nigeria a group of prominent Costa Rican women — including Vice-President Lineth Saborío, several congresswomen and Supreme Court magistrates — to help escort Lawal and her daughter safely back here (TT, Oct. 18).

PERHAPS realizing that the diplomatic approach is more realistic, the Tico government's hopes of helping Lawal now rest on the petition, which was made available for signing at this week's activities commemorating International Day of the Woman, March 8.

Foreign Minister Roberto Tovar said that by sending a petition directly to the court, Costa Rica is going a step further than other countries that have written



AFP Photo

VICTIM of tough law: Lawal and daughter Wasila.

Nigeria's President appealing for intervention.

The petition, signed by Pacheco, congressional deputies, ministers, Supreme Court magistrates, rights leaders and several foreign ambassadors, will be made available for everyone to sign until March 13, when it will be delivered to the Nigerian Ambassador in Mexico or hand-delivered to the Sharia appeals court by a Tico government representative.

A spokeswoman for the Foreign Ministry told *The Tico Times* this week that all of the 200-plus signature booklets have been distributed throughout the country, and the Ministry is considering printing more.

Tovar encourages everyone — citizens, residents and foreign tourists — to sign the petition, stressing "this is a case of universal human rights."

Listen to a news about a Nigerian woman. Take notes while you listen, in order to answer the following questions.

- a) What is the Costa Rican government doing about Lawal's case?
- b) Which Costa Rican entities are involved in helping Lawal?
- c) What did president Abel Pacheco send to Nigeria?
- d) Whom does Mr. Pacheco send that to?
- e) What is Mr. Pacheco's request about?
- f) What does he claim?

Think about the following:

- a) What do you think about Lawal's case?
- b) Do you think it is fair to kill Lawal just for having a baby out of wedlock? Why?
- c) Is Lawal's situation considered a capital offense under the Costa Rican law?
- d) What normally happens in Costa Rica in a situation like that?
- e) What would you do in a case like Lawal's in you were part of a Human Resources Entity as it is the ONU?

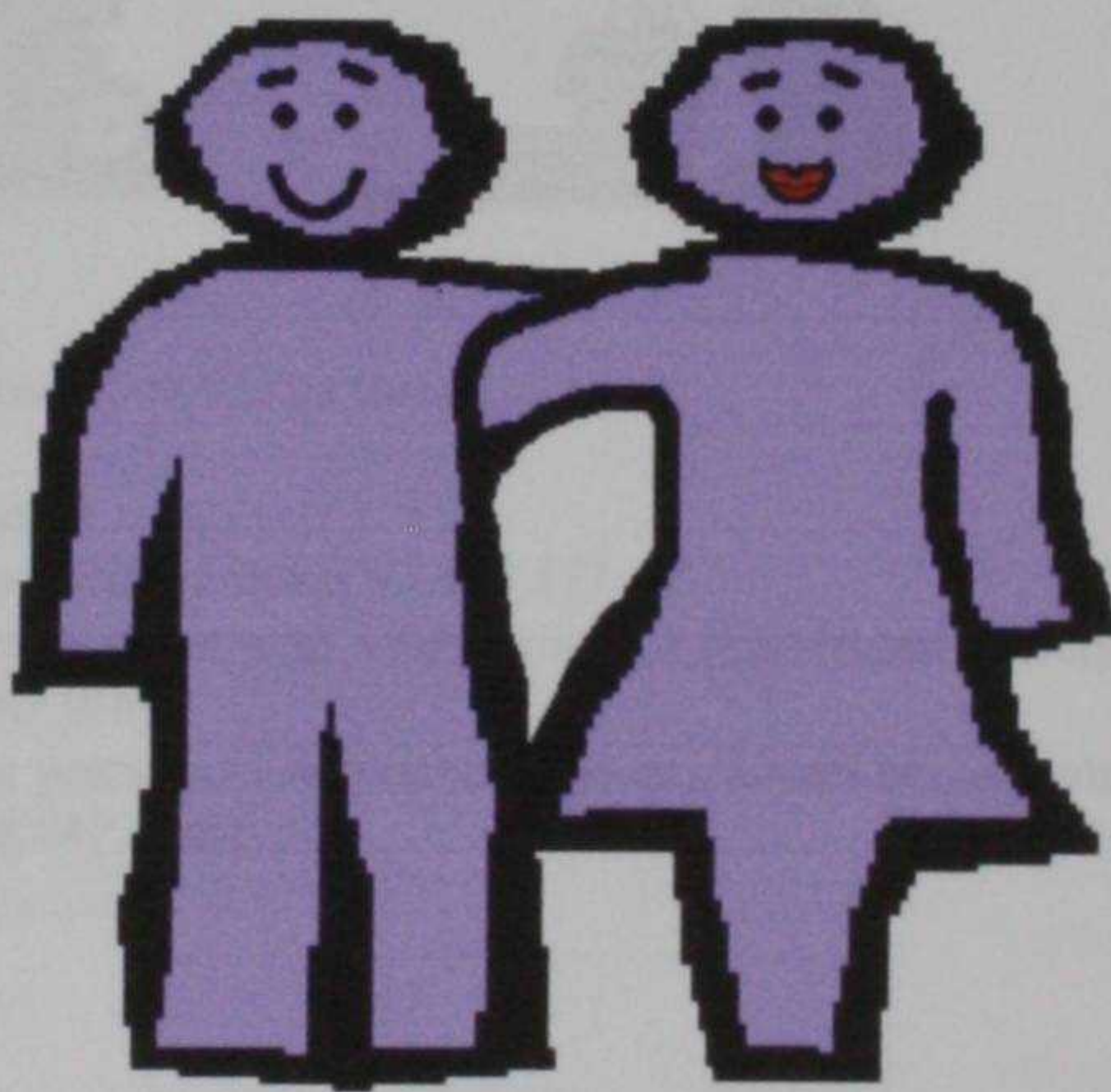
Discuss your opinions with the rest of the class.

It's time to argue!

Divide the class into two groups; give each group a different stand about Lawal's case. You will participate in a debate about Lawal's case. Prepare your argument in favor or against of the "death by stoning". Defend your opinion with strong arguments. If you desire you can choose to be the moderator.



IS THAT SO IMPOSSIBLE?



Look at the following pictures carefully.



Answer the following questions based on the pictures.

- What does each picture represent?
- How pictures #1 and #2 contrast with pictures #3 and #5?
- According to your life perspective about man's and woman's roles in our society, which pictures do you agree on? Why?
- If you project yourself in a few years, how do you think your life will be, as pictures #1 and #2 or as pictures #3 and #4? Justify.

Who do so...?

Below, there is a list of different jobs and occupations men and women commonly do in our society. In case you do not know what a word means, look at the picture next to the word, it will help you to understand it.



Teacher



Nurse



Doctor



Housekeeper



Gas station clerk



Babysitter



Psychologist



Truck driver



Plumber



Hair stylist



Singer



Accountant



Lawyer



Secretary



Painter



Carpenter



Sanitation worker



Engineer



Builder



Astronaut



Taxi Driver



Dancer

Now, classify the previous occupations and jobs in the following chart. Do it by yourself. Do not let any partner's opinion influence your answers.

Woman's Common Occupations	Man's Common Occupations

Share your answers with the rest of the class. Justify your classification. Be prepared to listen to your classmates' answers and raise your hand in case you do not agree on their classification.

In case you do not agree on something, don't be ashamed to say

- " I'm sorry but I think you are wrong"
- " I disagree with you in that"
- " I don't think you are right"
- " I don't agree with you because"

Having the chance...!

- a) Read a text about an interesting family. Pay attention to the duties each member has. Probably you won't understand all the information the first time you will read, so concentrate on understanding the main ideas.

A REALLY EQUAL PARTNER



John Holland/33/Part-time
librarian/two children:
Andrew 10, Thomas 8

John works two days a week in a London library – he job-shares with a woman colleague and spends the rest of the time at home. Pam, his wife, is a full-time advisory home economics teacher with plenty of out-of-hours commitments. John looks after the children when Pam is at work, cooks the evening meal twice a week and they share responsibilities during their holidays.

John comes from a large Belfast Catholic family and is one of eight children. "There was no question of not **mucking in**," he remembers. "We all did, including my father. By the time I was 12, I could cook dinner for the family with help from my mother.

When his own children were very young, John worked full-time and Pam had part-time work, but when Pam was offered the opportunity of a responsible full-time job, they didn't want to use childminders and so John decided it should be he who reduced his working hours to look after the children.

Although John does occasionally resent getting so little financial reward for his work and misses the responsibility he lost, he feels he is well-suited to the arrangement he and Pam now have. "We know that other couples are **better off** than us," he says, "and that we are unlikely to have a house with all **mod cons** or an expensive car, but that doesn't worry us. I suppose it might do later. Right now being with the children is just more important to me than a successful business career and a fast lifestyle."

When it's Pam's turn to cook the evening meal, John tackles other household **chores**, and once a week he does a big supermarket shop, usually on Friday nights. "That's Pam's time to be with the children," he says.

Pam has learnt not to be too concerned about the standard of housework. Most of it simply doesn't get done at all, but of what is accomplished, John is responsible for about 60 to 70 per cent, because he has more time. He's **by no means** a great fan of laundry work.

But it is John who **throws a minor fit** if anything happens to make the washing even more of a chore than it is already. "If Pam buys a red garment which will run in the wash, I make my disgust pretty clear," he says "As for the ironing, I'll do anything to get out of it!"

Interestingly enough, despite his great involvement with Andrew and Thomas, John feels that Pam is still the "mother" of the family and that the boys look to her more than to him for affection. Pam thinks this is a **throwback** to a long tradition: "Women are freer to express all emotions: to **cuddle and 'mumsy'** their children. John is affectionate, but showing it doesn't come naturally to him – or to most men I suspect. He has to make an effort."

They seem to **have it all taped**, but reaching this level of smooth co-operation has been **an uphill struggle**. "Pam and I are very different people," says John, "with strong views on all kinds of subjects, particularly politics and religion. To get this far we've had to talk it all through at every stage."

b) Fill in the chart below with the information from the text.

MAN'S AND WOMAN'S NAME	TIME AT HOME	TIME OUTSIDE HOME	OUTSIDE JOB	HOUSE CHORES
JOHN				
PAM				

c) Now, discuss with your classmate next to you about this family.

1. Do you agree on their life style? Why? or why not?
2. In you were one of the partner of this family what would be your role?

d) In small groups, discuss the meaning of each of the following words or phrases from the reading "A really Equal Partner". Write a definition or a synonym for each word in your own words. Try not to use your dictionary. Then, as a group, write a sentence for each word illustrating the meaning of the word. Share your sentences with the rest of the class.

1. mucking in

_____.

2. better off

_____.

3. mod cons

_____.

4. chores

_____.

5. by no means

_____.

6. **throws a minor fit**

7. **throw back**

8. **cuddle and "mumsy"**

9. **have it all taped**

10. **an uphill struggle**

Figuring out my better half

Have you ever asked yourself about the partner you would like to live with and raise a family.

How would the person you want to be forever lasting be?

Write a list of the personality features that person should have. Who knows? Maybe your soul mate is nearer than you imagine.

Share your list with your classmates.

What is your experience? Tell us about it.

It's time to role play! In groups of six or seven students, show different woman's and man's life styles behaviors. You may think about a talk show, a round table, a role play or a TV news program or any other way in which you can show the past or present man's and woman's conditions in our society.

BE CREATIVE!

When listening to your classmates' presentations, pay attention to the woman and man's role that each group pretends to show. You may use the following chart to ease your work.

	MAN'S ROLE MAIN FEATURES	WOMAN'S ROLE MAIN FEATURES	ROLE SHOWED IN THE PAST	ROLE SHOWED AT PRESENT TIMES
GROUP #1				
GROUP #2				
GROUP #3				
GROUP #4				
GROUP #5				

Write a composition about the woman and man's role in the past and their roles at the present time. Use the information from your classmates' performance.

Go around the community...

How women and men's role has changed in our society is not difficult to understand, it's just a matter of going around the community and to see such a great change. Of course, there will be those people who have occupations that are traditional of each gender. Take a trip around your community and make a list of the different occupations men and women have. Write the number of people with the same occupation

Women Occupations	#	Men Occupation	#

Now that you have carried out such research, get in groups, and share the following information.

- a) Which was the most common woman's occupation you found out in your community?
- b) How many women have that occupation?
- c) Which are some of the most non-traditional jobs women have?
- d) How many women work on it?
- e) Which was the most common man's occupation you found out in the community?
- f) How many men have that occupation?
- g) Which are some of the most non-traditional jobs men have?
- h) How many men work on it?

Did I make the right decision?

Before reading the text below, write in the next line what you think the reading is about. Read only the title.

Remember that you may use the context to guess the words you do not know. Read the whole passage. Then go back and write an appropriate word in each blank space. To complete the blanks, use the words given at the end of the passage.

THE WORKING MOTHER

For many women _____ whether to work or not to work outside their home is a luxury; they must work to survive. Others face a hard decision.

Perhaps the easiest choice has to do with economics. One husband said, "Marge and I decided after _____ consideration that for her to go back to work at this moment was an extravagance we just couldn't afford". With two preschool _____, it soon became clear in their figuring that with babysitters, transportation, and increased taxes, rather than having more money they might actually end up with less.

Sometimes an extra _____ turns out to be very much _____ the necessary sacrifices and compromises that must be made. A family may decide together that sharing family _____ is well worth the opportunity to move to a more comfortable and satisfying home and _____, or to have extra money to spend on travel, theater-going, sailing.

Economic factors are usually the first to be considered, but they are not the most important. The most important aspects of the decision have to do with the emotional _____ of each member of the family. It is in this area that husbands and _____ find themselves having to face many confusing and conflicting feeling.

There are many women who find that _____ is boring or who feel imprisoned if they have to stay at home with a _____ child or several children. On the other hand, there are women who think that homemaking gives them the _____ satisfaction.

From my own experience, I would like to suggest that sometimes the decision to go back to work is made in too much _____. There are few decisions that I now regret more. I wasn't mature enough to see how much I could have gained at home. I _____ my impatience to get on with my career. I wish I had allowed myself the luxury of watching the world through my little girl's _____.

Adapted from "The Working Mother and her children", by Eda J. Leshan. From *Childhood*: Copyright 1976 by the Blue Cross Association.

needs chores neighborhood worth eyes

income choosing careful young children wives

haste homemaking deepest regret

Express your own opinions.

What do you think about the information in the text? After reading it write five questions for discussion. Work in groups of four and share your questions and opinions.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

Find someone who

Go around the class, and find someone who does some of the following tasks. Ask each person to sign next to each task.

- does the yard _____
- does the laundry _____
- takes care of children _____
- paints the walls of the house _____
- fixes the plumbing in case it does not work _____
- saws a sock or something that needs to be repaired _____
- fixes any electrical appliance when necessary _____
- beautifies someone's nail and hair _____
- cooks any meal _____
- sweeps the floor _____

Now share your answers with the rest of the class. Be prepared for discussing the collected information.

Looking for equal rights

Read the Tico times article about women's rights. Identify the main topics presented in the article. Share the information with the rest of the class. Then participate in a debate about the current labor conditions between men and women in Costa Rica.

Women's Affairs Minister: Still Work to Be Done

BY AMANDA SCHOENBERG
Tico Times Staff

AS women throughout the nation prepared to celebrate International Women's Day, Minister of Women's Affairs Esmeralda Britton, head of the National Institute for Women (INAMU), spoke out on the plight of women in Costa Rica, pending legislation concerning women, the always contentious abortion issue, and Nigerian Amina Lawal (see separate story).

According to Britton, Women's Day, which originally began as a way to celebrate women's achievements in creating fair labor conditions, is relevant as long as conditions of inequality between men and women continue to exist.

"The week, and the day, are a reminder that we are here fighting for our rights and that the Costa Rican state is involved in the fight," said Britton. "Hopefully, the day will arrive when men and women have completely equal rights, not only on paper, but in practice."

"I seems to me that we have a long way to go," added Britton.

SHE said the Women's Day focus this year is on securing economic rights for women, with a roundtable discussion today on how the possible free-trade agreement with the United States will affect women, especially small business owners and rural women.

"It is clearly going to happen, but if it does, how will women be involved?" the Minister asked. "If we keep quiet, it can affect us negatively."

Today's exposition of small businesses run by women also highlights INAMU's attempts to help women create self-sustaining small businesses, by putting them into contact with training opportunities and

micro-credit often unavailable for women of the nation.

BRITTON was instrumental in formulating and circulating a petition this week at the various Women's Day events, asking for the pardon of Amina Lawal, who was sentenced to death by the Nigerian Sharia court. According to Britton, if this course of action doesn't work, the Foreign Ministry will intervene and give her refugee status.

Britton said Costa Rican women face a diverse range of issues, including poverty, limited access to services and a lack of clearly defined minority politics. She said indigenous women, for example, have largely been absent from the national political arena, making them doubly discriminated against, for their status as women and as members of indigenous groups.

The Minister says associations of women of African descent are attempting to reduce gaps in access to services and resources of the state. Britton hopes to help them by working to formulate a better-defined national minority policy.

AFTER the continuing debate surrounding Nicaraguan nine-year-old Rosa's therapeutic abortion, The Tico Times questioned Britton about her own views on abortion. Britton said she does not think abortion will ever be legal in Costa Rica, calling it "a little dangerous," especially with the prevailing attitude in Costa Rica that legalizing abortions will lead women to have abortions "indiscriminately."

She said some feminist organizations and congresswomen are working to broaden the scope of legal abortions to include rape cases and pregnant minors (like Rosa), but she is wary about the idea, saying such criteria would be difficult to establish.

Britton is also involved with several laws



directly affecting women. She is hoping the controversial "Penalization of Violence Against Women" law, first introduced in Dec. 1999 (TT Nov. 30, 2001, Nov. 29, 2002) and currently under discussion in Congress, will pass in the near future, given what she calls a "favorable congressional climate." However, she said the bill still faces significant opposition, because several congresspeople, mostly from the Libertarian Party, believe legislation in favor of one sex is discriminatory.

THE Minister is also trying to convince the Legislative Assembly to discuss a 15-year-old proposal to alter the current Labor Code in an extraordinary session of Congress. The bill would offer domestic workers the same treatment as any other worker, including eight-hour work days instead of the current 14.

"Domestic workers (traditionally women) are often at a complete disadvantage, not only because they work more hours than they should, but because the great majority are immigrants working illegally and many employers take advantage of this," she explained. "The idea is to create legislation so that they can receive health, education and other benefits."

Another project, proposed by INAMU in November 2002, hopes to create legislation to prevent inequality within the conjugal relationship and after divorce. After a two-year analysis, a team of lawyers and judges found a series of holes in existing state family laws.

ACCORDING to Britton, the law would recognize work within the home, and offer a salary for it.

"Women often perform household work in slave-like conditions, because they have to do everything without any pay," she said.

The Tico Times/March 7, 2003

Write here the main ideas presented in the article:

- _____
- _____
- _____
- _____

What can we do to change that?

You will watch some TV commercials. Observe how the man's and woman's image is degraded or enriched. Be ready to answer and discuss your teacher's questions.

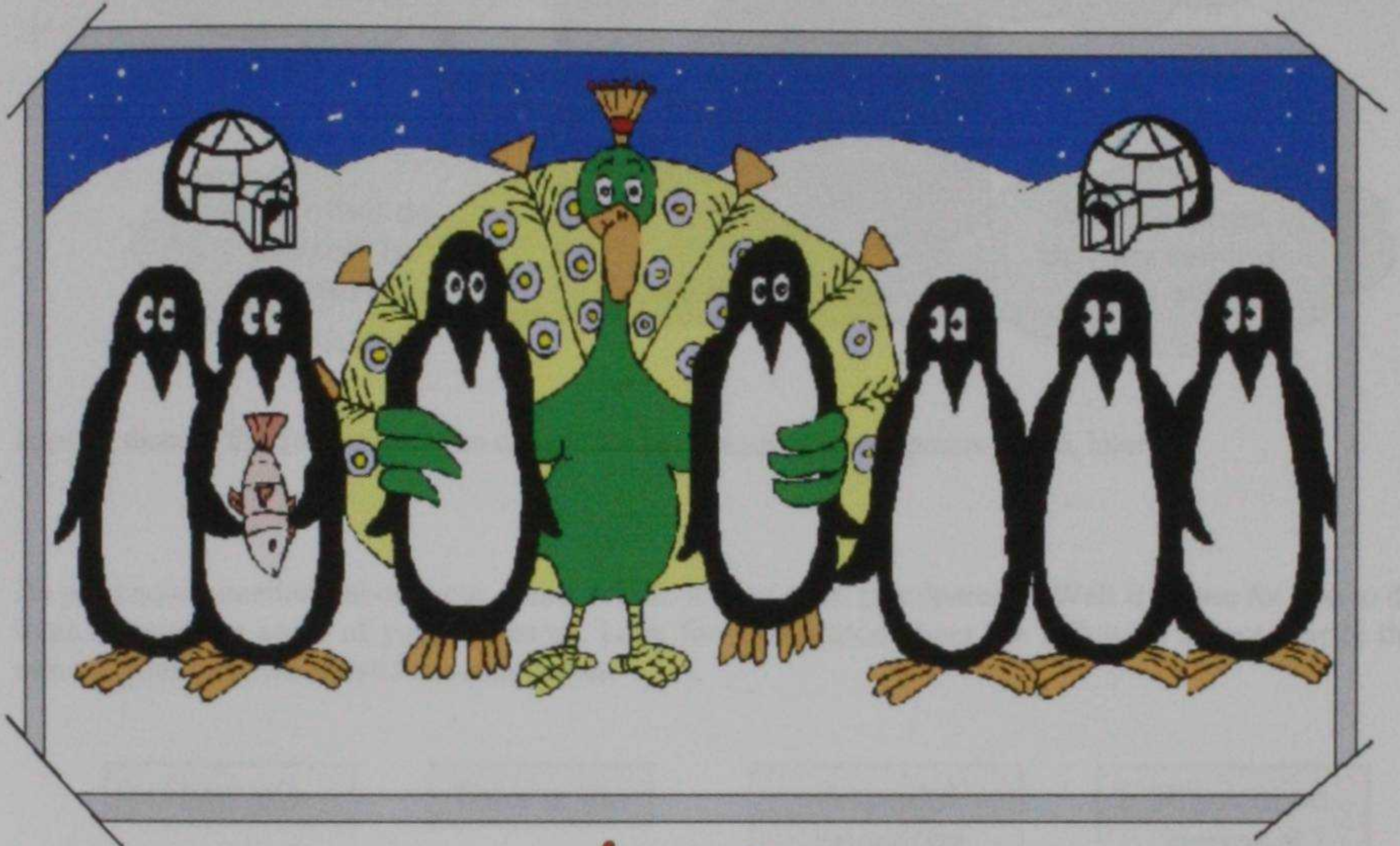
Now it's time for research!

In groups of four, find out which entities in Costa Rica work with women and men who have been victims of any kind of domestic aggression. Then, go to that place, and ask for information about:

- a) the most common kinds of aggression to women
- b) the most common kinds of aggression to men
- c) the types of help the entity provides to the victim
- d) the existing laws that protect the victim
- e) the existing laws that punish the abuser

Then, write an essay summarizing all the information found. Use this summary to present the information orally to the class.

Different



but

EQUAL

Observe the following picture and read the questions there.

Who are they?

What role do they play in your family?

Are people like these in your family?

How often do you talk to them?

What feelings do they remind you of?

In pairs, discuss the questions in the clouds. Be ready to give your opinion aloud, later.

Do you know something about your grandparents or your great grandparents? Well it's time for you to do some research on some of your ancestors. Look for information about the following aspects, write the name of your relatives in the following boxes.

Their job	Their origin	A special anecdote	Physical or personal similitude
Your great great grandparents			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Your great grandparents			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Your grandparents			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

THE PHOTO ALBUM



Here you have the different phases of Don José's life, passing through "Josecito", or "chepillo", to "Chepe". Read the descriptions of each phase, and look for the corresponding illustration. Match the corresponding information with the right picture, each one has a circle to write a number. Share your opinions orally.

1

Finally, I finished my university career, and I got a, and I was part of the soccer team. I was very happy 'cause I felt more independent in many ways, and I could also help my parents. Karla and I were planning to get married soon. I felt good 'cause I was doing what I liked, and I was getting everything on my own.

2

I was happily married when my wife died; we had 3 children, 2 of them worked by this time. I am a little concerned 'cause I am about to retire from job. I am going to have much free time but I know that I am going to feel useless; I used to do many activities with my family.

3

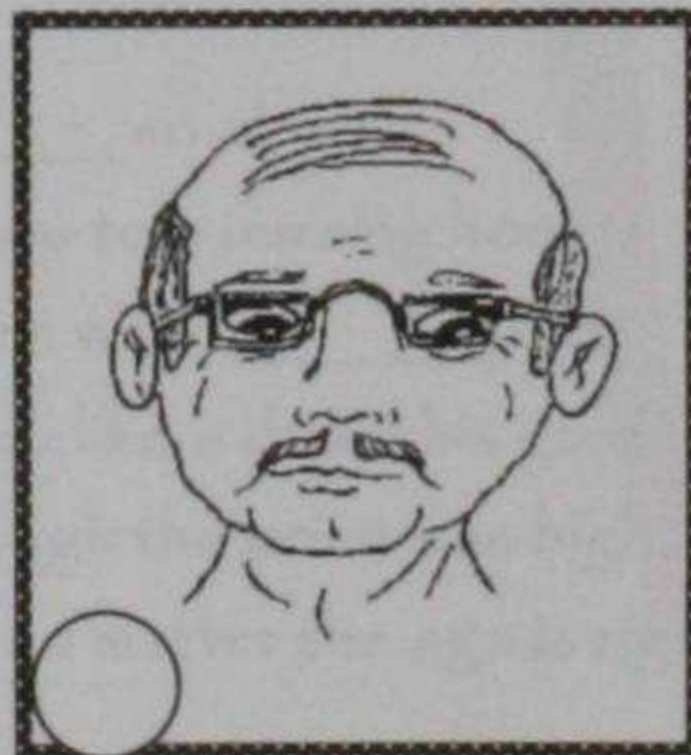
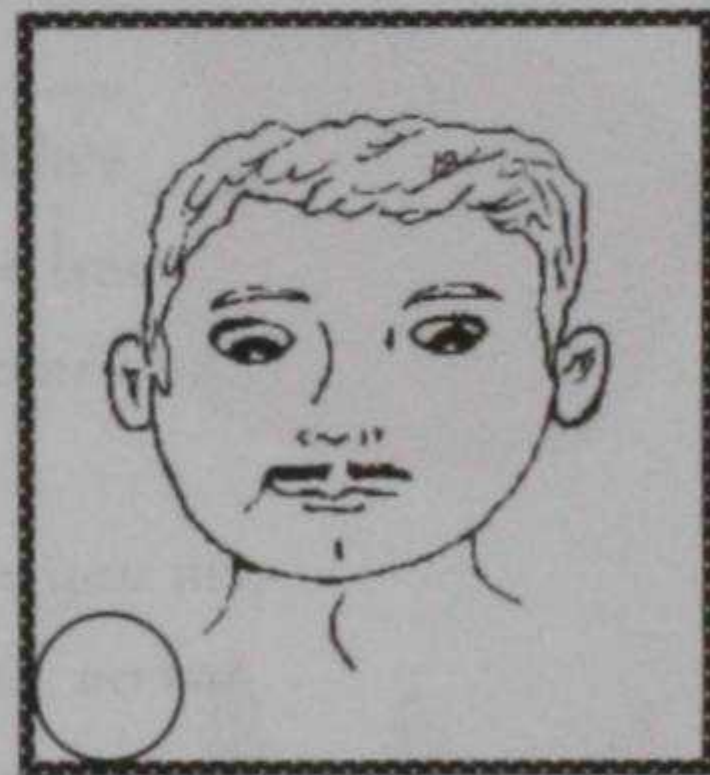
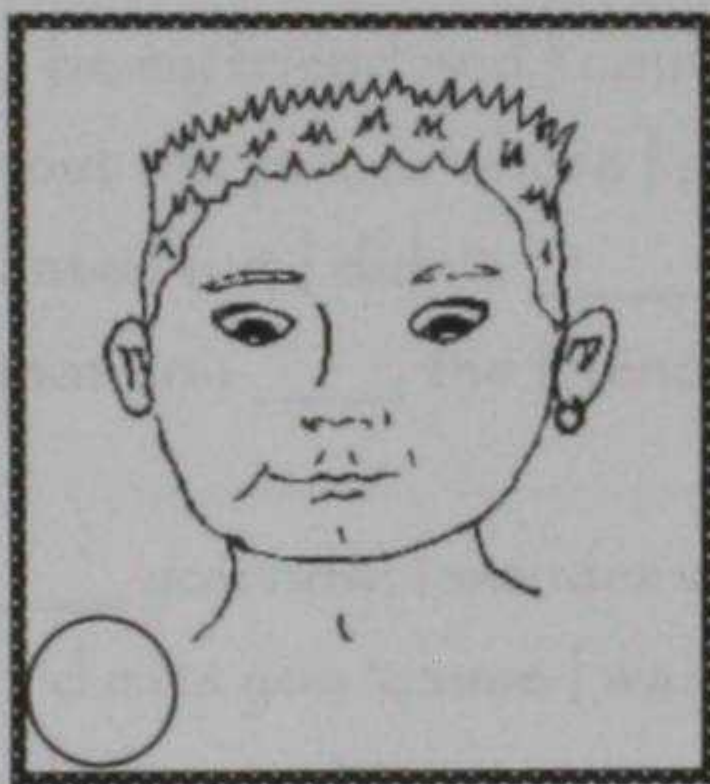
I am very happy; I don't pay much attention to "important" things but playing soccer, and video games with my friends. My parents always give everything I need and they buy me what I want but I have to get good grades at school in return.

4

This is one of the best moments in my life; I am very popular among my peers, because I am in, and really good at soccer, and skateboarding. I have a cool girlfriend (Karla); we are used to go to the stadium every weekend. My grades are really good that's why I am some of my teacher's pet.

5

I am living in place that is not my house. My children, already married, are very busy; I accept that they have many other responsibilities. Therefore, they sent me to this nursing home. I try to spend my free time by chatting with others, and watching soccer games on TV. I can't move like before especially since I suffered from an illness that laid me on a wheelchair. I understand that I would be a huge responsibility for my family.



Express your own opinions about the following statements, complete the blanks with (1) always (2) sometimes (3) often (4) never. Then share your opinions with a classmate.

- 1- When children we don't care much about future plans. _____
- 2- Parents are supposed to give us what we need when we are little children. _____
- 3- Every phase is important in people's life. _____
- 4- You have to give your parents in return what they gave you when you were a child. _____
- 5- When you have a new family you quit supporting your parents (you don't give them money). _____
- 6- Retirement is a happy moment for all people. _____
- 7- When parents grow old they become an obstacle for their children. _____
- 8- There aren't activities that old people can do at all. _____
- 9- Old people feel well in places where someone takes care of them like a nursery home, for example. _____

Complete the poem "Oh Mother!" with the missing action words that you'll listen to. Check the words with your teacher.

"Oh Mother!"

She used to be my friend and I couldn't ____
She ____ me about the places where I shouldn't ____
I did what I wanted but I didn't ____ to be bad
It's late to ____ that you ____ the friend I never had.

I didn't want to ____ you now, I wonder where you are
I never ____ I'd miss you 'cause I was blind, so far

Oh mother! Why aren't you ____ with me?

Oh mother! Where is the sunshine we ____ to see?

Since you're not here I ____ so alone

What was I thinking when I ____ you to a nursing home?

I was wrong you were precious even when ____ old.

Now you're not here and I ____ you like a dwarf his gold

I hope to ____ the lesson even though the price was high.

I'll ____ my children that any person no matter the age is right.

In groups, write a main idea for each stanza; also write the main idea of the whole poem. Some volunteers will read each stanza aloud to discuss it orally.

Stanza #1 _____

Stanza #2 _____

Stanza #3 _____

Main idea of the poem _____

Now use your creativity, and inspiration. With your same groups, create a short poem or song that is related to the topic of the elderly. Ask your teacher for help with the vocabulary.

NOTE: you can consider themes such as abandoned old people, old parents/grand parents, and old people in society, etc.

- Write your poem here

Title

Share your poem with the rest of the class.

HELP THESE PEOPLE



Now, read these cases of old people in trouble, and write some possible suggestions or solutions. Be ready to tell the class about them. You may use phrases like "Why don't we...." Or "I'd like to..."

NOTE: all these cases are based on real events.

Case #1

Marcia is a 76-year-old widow lady. She lives with 2 of her children, the other one lives in USA. These guys are planning to make some repairs to the house, but Marcia disagrees; therefore, they want to send her to a nursing home.



Case #2

Jorge is a 60-year-old man, who is retired from his job. He's been a workaholic person but now just spends his time watching TV. He's become a real problem 'cause he complains about everything at home. His family loves him but they cannot stand him.

Case #4

Javier is the oldest man of 5 other siblings. Among the siblings, Javier is the only single. They still share the house their parents gave them. However, Javier's siblings want to send him to a nursing home. They say they are too old to take care of Javier.



Case #3

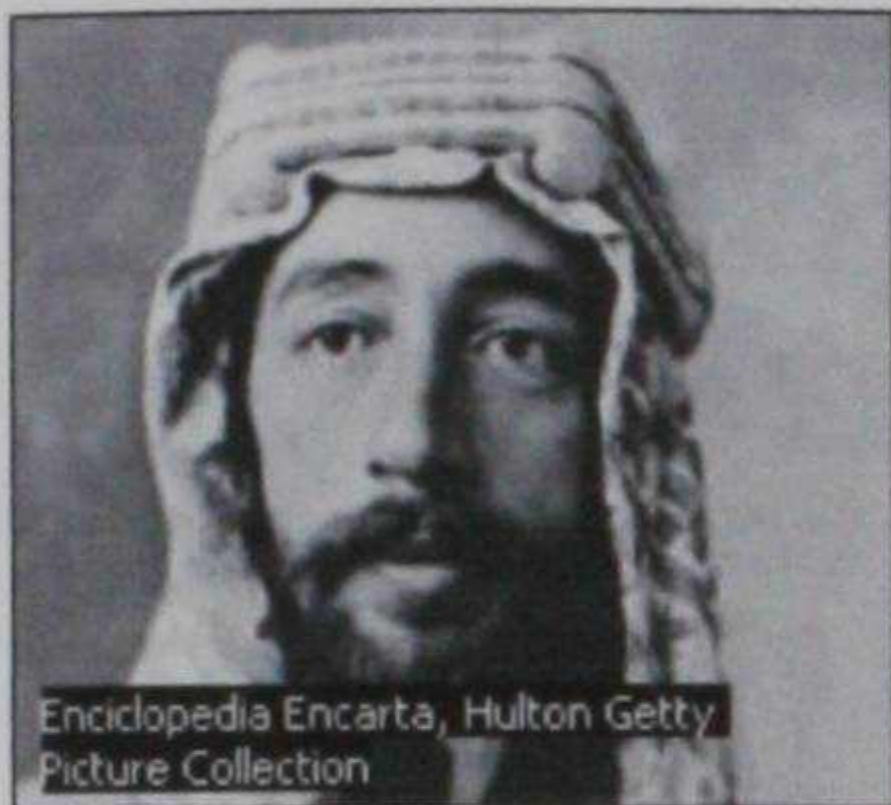
Hortensia is an 80-year-old lady who suffers from Alzheimer syndrome. She lives with a grand daughter (30), who takes good care of her. However, the grand daughter cannot have a normal life due to the granny's care.

Case #5

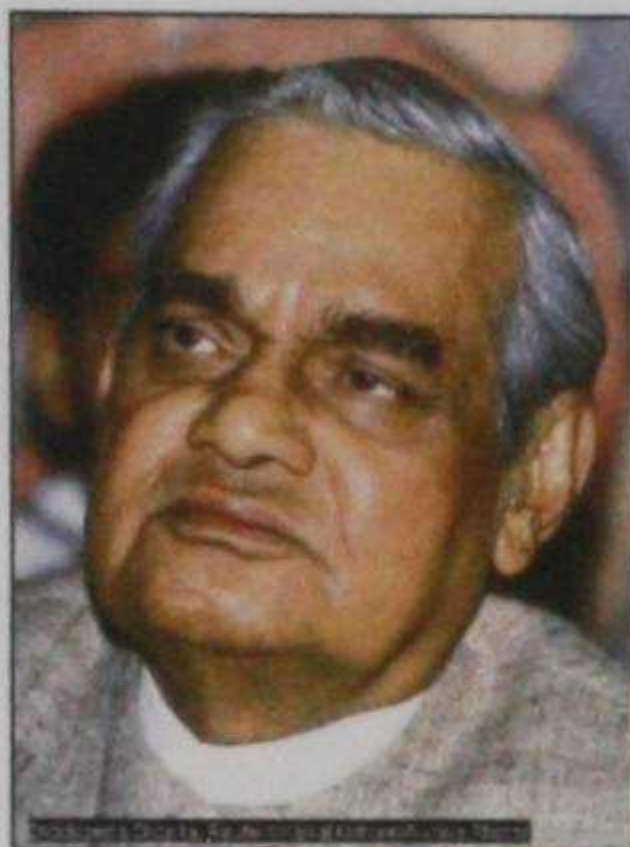
Margarita is an old lady whose adult children want to send her to a nursing home but they are trying to do whatever in order to obtain a good piece of her inheritance.

IS IT A CULTURAL MATTER?

Old people are the same everywhere, but they are not treated the same everywhere, are they? To prove this you are going to do a some research about how ancient citizens are viewed or treated in other countries and in other cultures. Pick up one of the following cases, look for information about the selected culture and prepare a short speech. Explain some advantages and disadvantages of the old population in that culture. Mention aspects like respect, care, authority, importance, etc.



Old people in Arabic countries



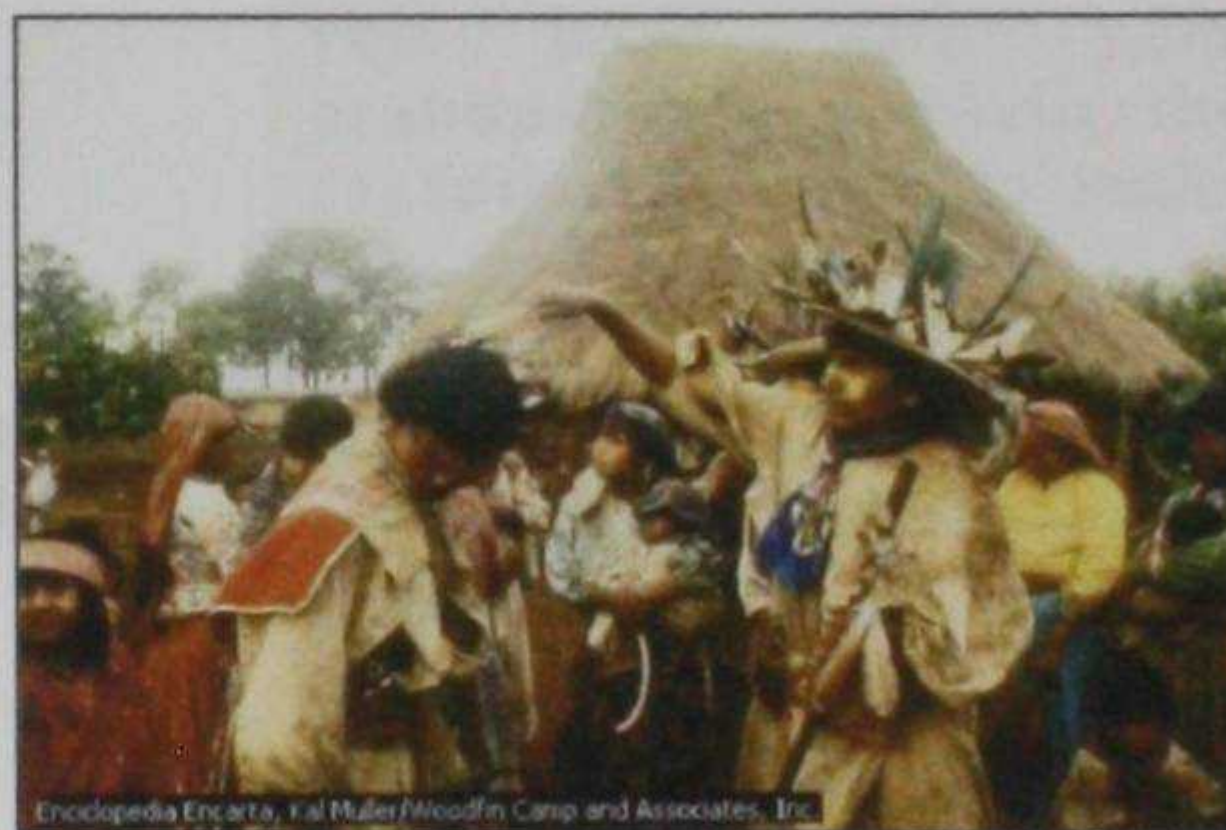
In India



Old people in the Oriental
countries



In Europe



Old indigenous people



In Latin America

After listening to the speeches, tell the class

What you learned that you didn't know before.

GRANNY, DON'T FORGET YOUR CAMERA !!

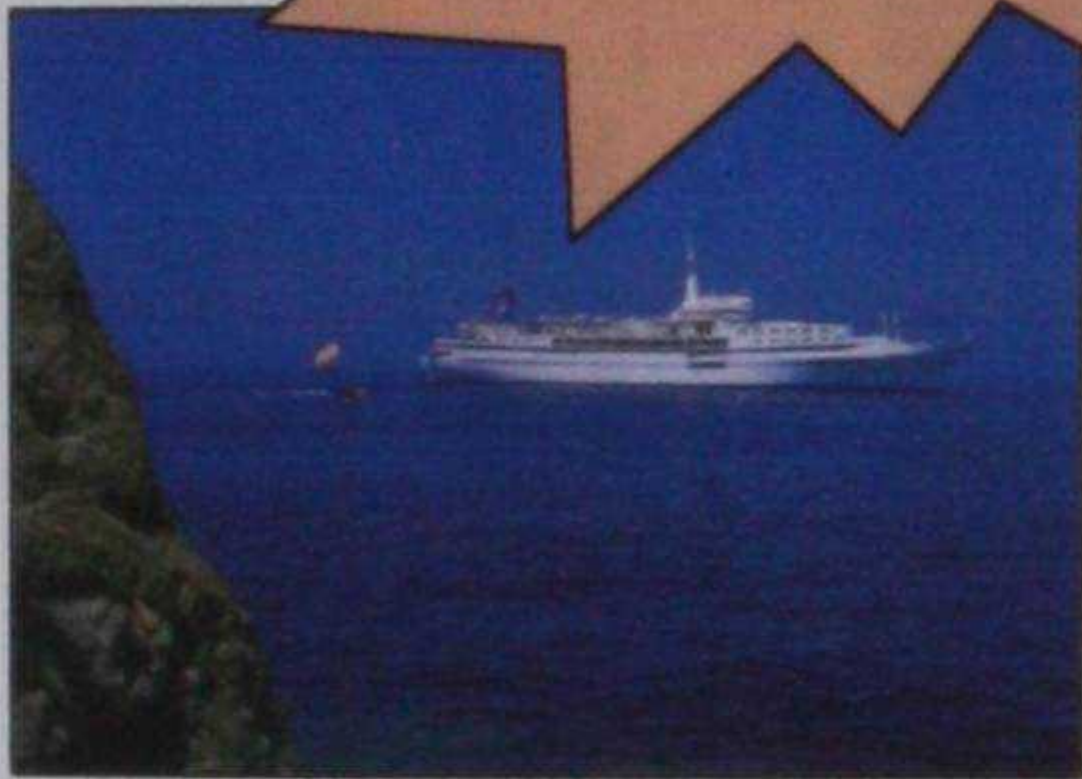


This is great, you have the chance to enjoy a wonderful trip on a cruiser, how? Well, read this add and follow the instructions. Good luck!



Win a great week with your grandparents in one of the most wonderful 5-star cruisers.

It's very easy!



ATTENTION

Write a paragraph that describes the relationship you have with your grandparents. Explain the reasons you have to make this trip with them.

*
If you don't have them with you, don't worry; write about the relationship you'd like to have with them.

important!!!

Your paragraph must include, at the end, some personal opinions or suggestions to have a good relationship with our parents. Read your paragraph to the class for final comments.

You can include pictures or drawings, just be creative!

Your teacher, and your classmates will choose the best works, and place them on the English billboard of your high school.

OTHER MINORITIES

There are other groups of people that are considered a minority in this and in other countries. Observe these pictures and identify the groups. In groups of 4 or 5; write a name for each group in the box, and choose the appropriate words from the following word bank.

Gay community – handicapped people - workers women
- indigenous groups- black people - foreigners.



Group b:



Group a:



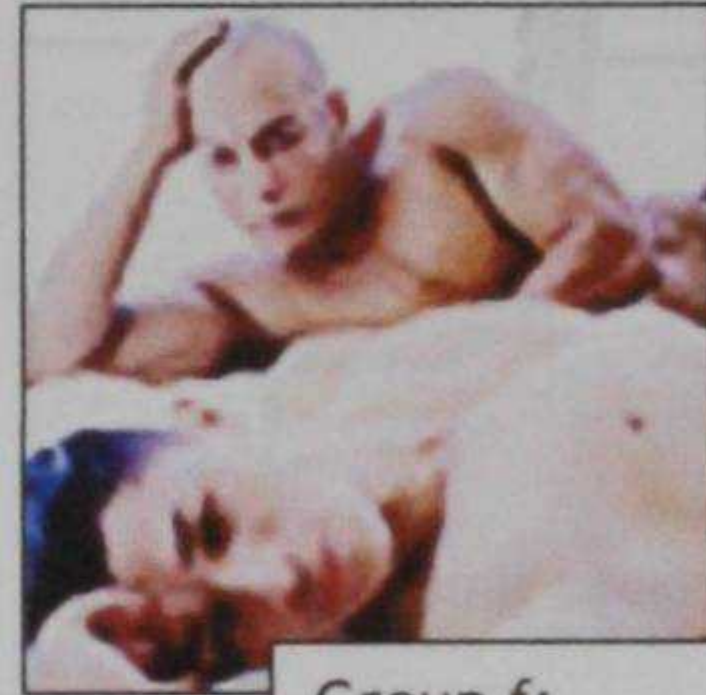
Group c:



Group d:



Group e:



Group f:

Discuss the following questions with your group mates.

- 1- What does “minority” mean?**
- 2- Which of these groups you think are treated as minority in C.R.?**
- 3- In your opinion, is it true that everyone has the same rights?**
- 4- How’s the reaction of your classmates towards this topic?**
- 5- What are the answers in which your classmates with different points of view agreed?**

ACTING AND INTERACTING



Read this story line. Based on it, you and your teacher will create a dialogue. Some of your classmates act it in front of the class.

Story: in the park

Cindy and Mario pass each other on the park

Cindy drops her purse (wallet, keys, etc.)

Mario picks it up and calls her back

Cindy returns and thanks Mario

Cindy invites Mario for a drink (coffee, beer, refreshment, etc.)

Mario accepts

Cindy and Mario introduce each other and talk about them

Mario invites Cindy out (date, cinema, play, etc.)

Cindy refuses politely

Mario insists

Cindy refuses less politely

Mario leaves

Read the following situations and choose one to write a similar dialogue. Make all necessary changes. You'll have so much fun!!

Situation 1

A black man and a white girl

Situation 2

A male gay and a boy (straight)

Situation 3

A tourist (any country) and a countryman

Situation 4

A teenager (boy/girl) and an old man

Situation 5

A handicapped girl and a boy

Situation 6

A foreigner whose language is difficult to understand

HOW WOULD YOU...?

During the role plays, you and your classmates showed how they would interact with other people in unknown or uncomfortable situations. Some of your classmates may not agree with some behaviors while others may agree. Be ready to discuss about this with your teacher and classmates.

Based on the following premises get in groups and take a position to speak against or in favor of them. Don't forget that your teacher will be the mediator, and that you can ask him for linguistic help.

NOTE: use other important aspects you saw in the role plays, to use them in the debate.

Situation 1

How would you let a person know that you are not interested in dating people of a specific skin color. (black, white, Chinese, etc.)

Situation 2

How would you let a gay person know that you respect him/her but you're straight.

Situation 3

How would you interact with foreigners without losing our humble origins, and our identity.

Situation 4

How would you interact with persons that are not part of our generation.

Situation 5

How would you interact with people whose possibilities (economical or physical) are in disadvantage.

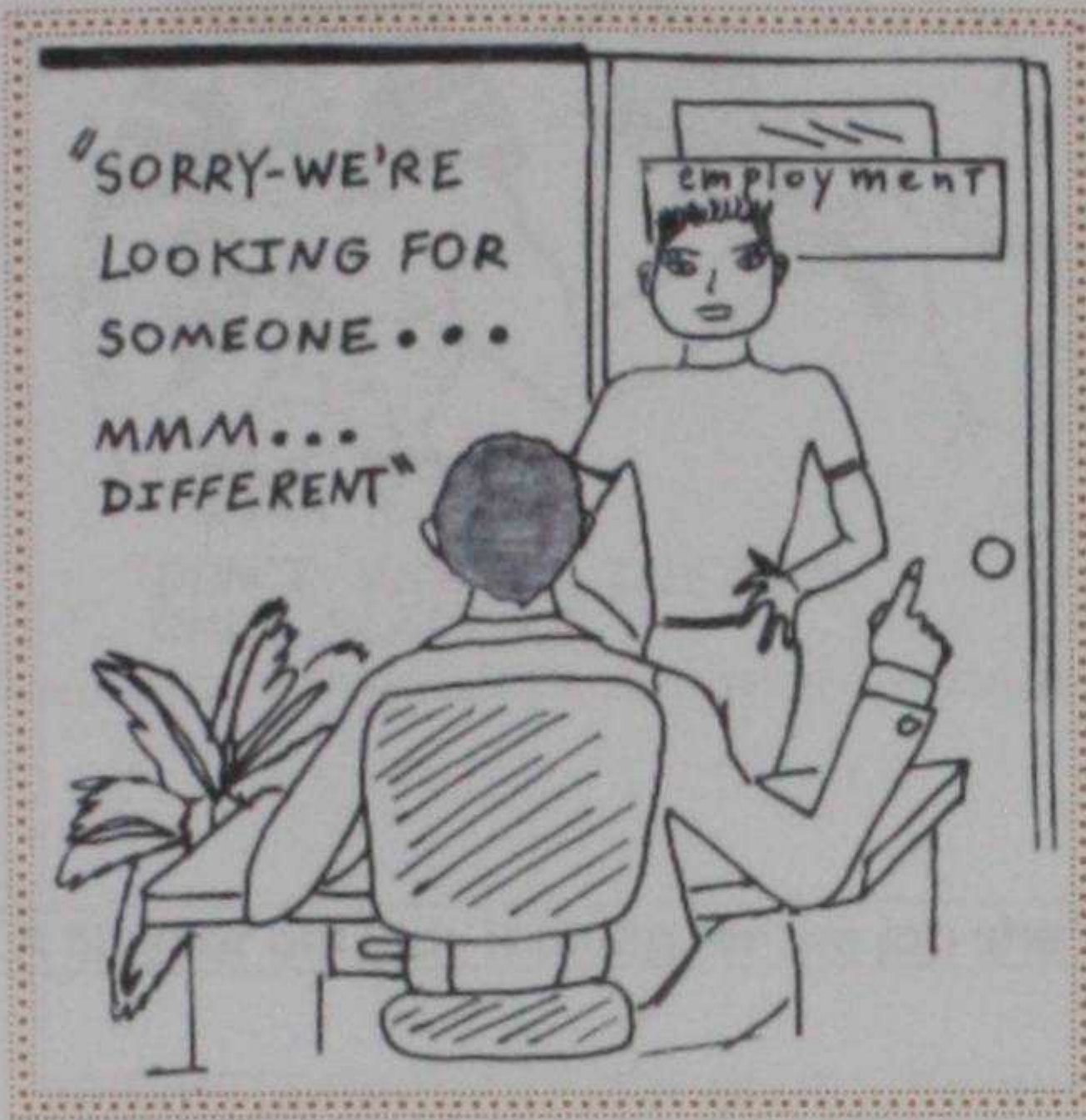
Situation 6

How would you let others know, without being impolite that you are not interested in having a conversation with them.

UNFAIR SITUATIONS CAN TURN INTO FAIR ONES

The next illustrations are related to people who belong to minority groups and the way they are treated by others. Observe the drawings, and read the information.

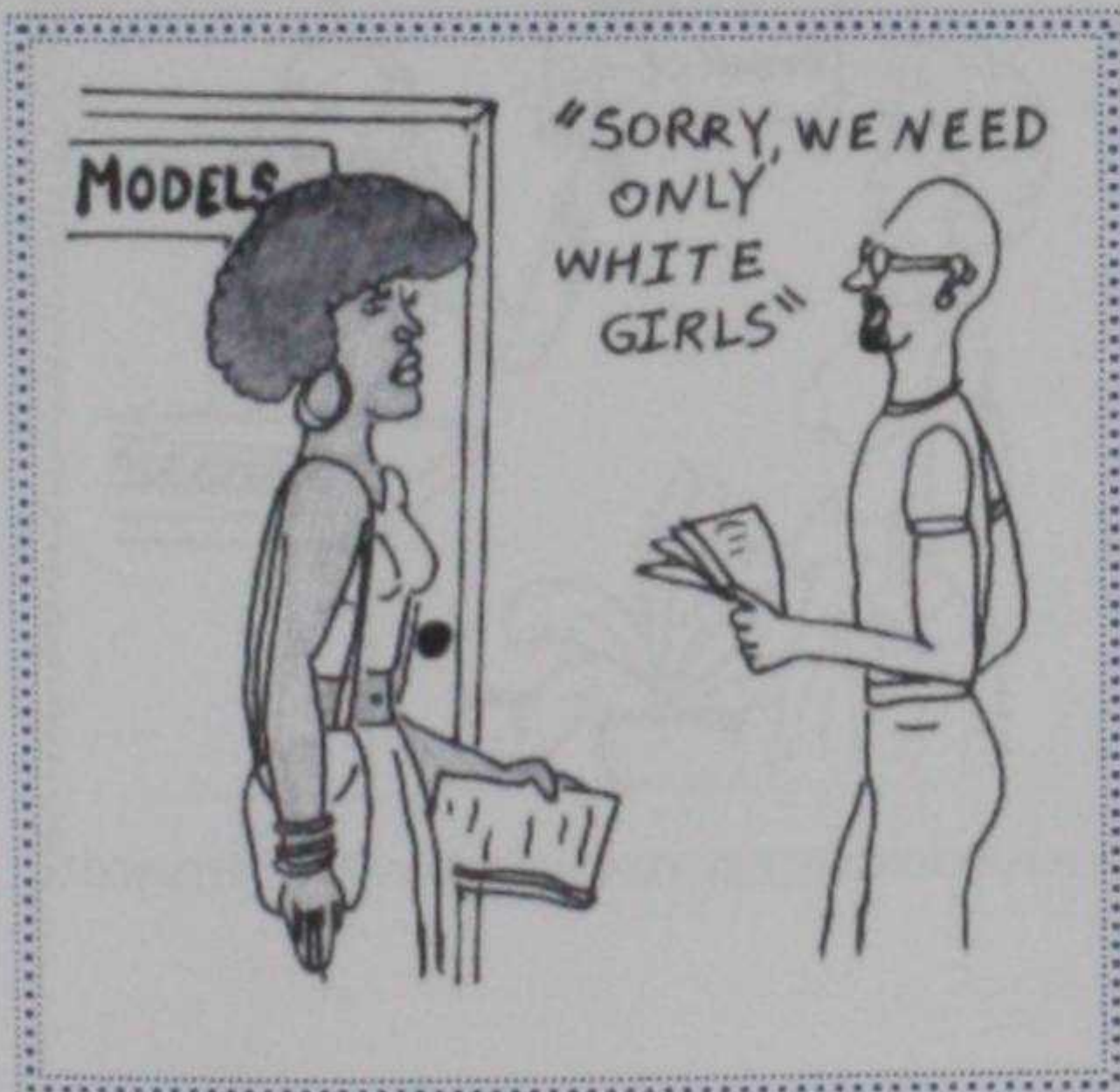
#1 A gay male looking for a job



✦ In pairs discuss the next statements, write and read the answers to the class.

If you were an employer what would you do if the person fulfills all the requirements to get the job?

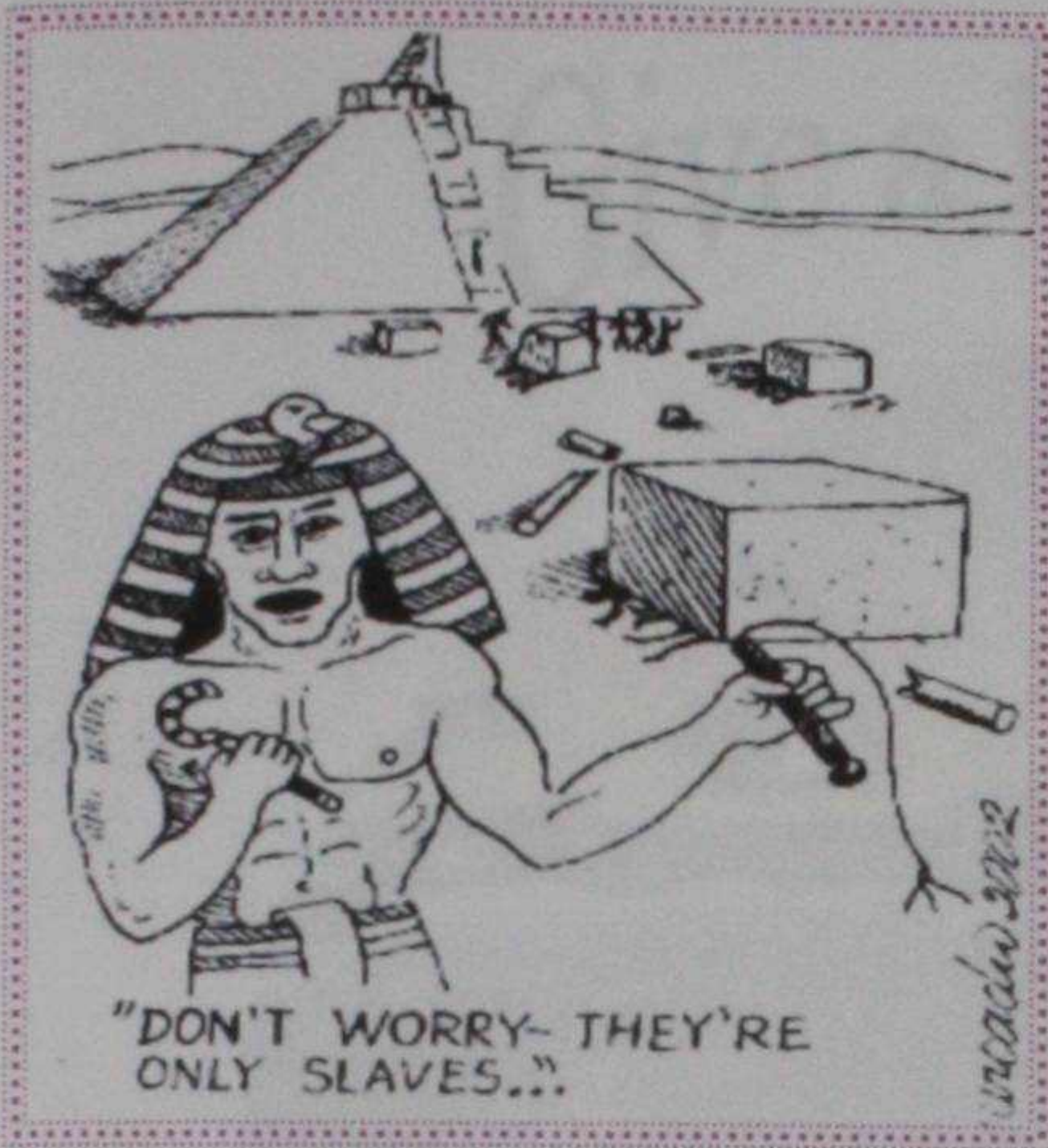
#2 A black model looking for a job interview



✦ Is this unfair? If you say it is, could you re-write the words and turn them into a positive situation.

share your answers with the rest of your classmates.

#3 An Egyptian and his slaves



✦ This scene could be similar to the way some people are used to treating their housekeepers, butlers, or gardeners.

Take this illustration as an example and prepare a mini-role play about a situation like the following.

- A boss and a secretary.
- A madam and her maid.
- A manager of a company and his personal driver.
- Another one you want to include.

#4 A 50 year old lady looking for the job she's done for many years



✦ This lady has been a secretary for many years, but the company where she works is in bankruptcy.

How can she demonstrate what she can do? Well, write a dialogue where this lady gives reasons to recommend herself as the right person to get the job.

Role play the situation for the rest of the class.

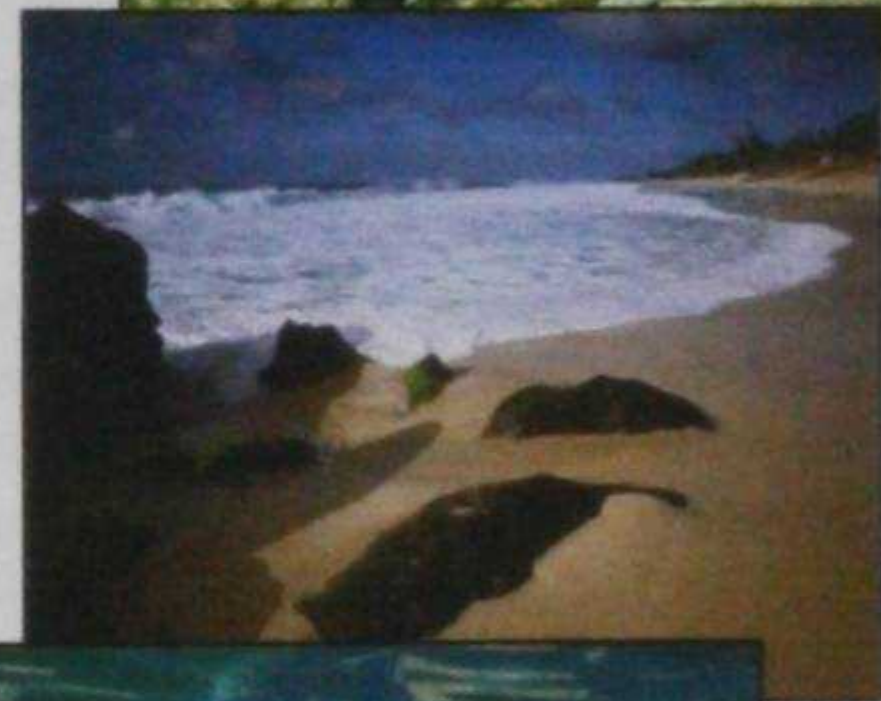
Give a hand to



Mother Nature

WHAT IS THAT SOUND?

Study and observe carefully the following illustrations. Then listen to the following nature sounds. Which picture corresponds to each sound? Write the number to the picture that represents each sound.



What do you think? Answer these questions. Discuss your ideas with the class.

- 1- What's nature?**
- 2- Why is it important?**
- 3- What are some natural resources?**
- 4- Why is it important to protect nature?**
- 5- What does "biodiversity" mean?**

WONDERFUL NATURAL PARADISES

You know that Costa Rica has different places that protect many natural resources. Read about some of the places and what you can enjoy in them.



Tapantí National Park is located in Cartago, and it is part of the Amistad conservation area; it is a place that protects rain forests as well as, almost 45 species of mammals such as the tapir, the ocelot, the raccoon, the coati and the strange jaguarondi, among others. This park is also home for 260 species of birds like the quetzal, parakeets, doves, and hawks. The typical vegetation is abundant, and it is very common to find the famous poor man's umbrella.



Barra Honda National Park is located in Guanacaste. The Barra Honda Peak, rising some 300 meters above the countryside, and it is formed by ancient coral reefs. Barra Honda has many caves, 19 of which have been explored; and some reach too many meters. In the caves there are stalagmites, stalactites, pillars, cave pearls, chalk flowers, and other formations. The vegetation is deciduous, and the fauna is fairly varied. This place is the home for coyotes, white-faced monkeys, armadillos, deer, and raccoons among others.



Caño Island This wonderful place is considered as a biological reserve located in the Pacific Ocean. This island was used as a cemetery in pre-Columbian times therefore; it is possible to find the enigmatic round stone spheres.

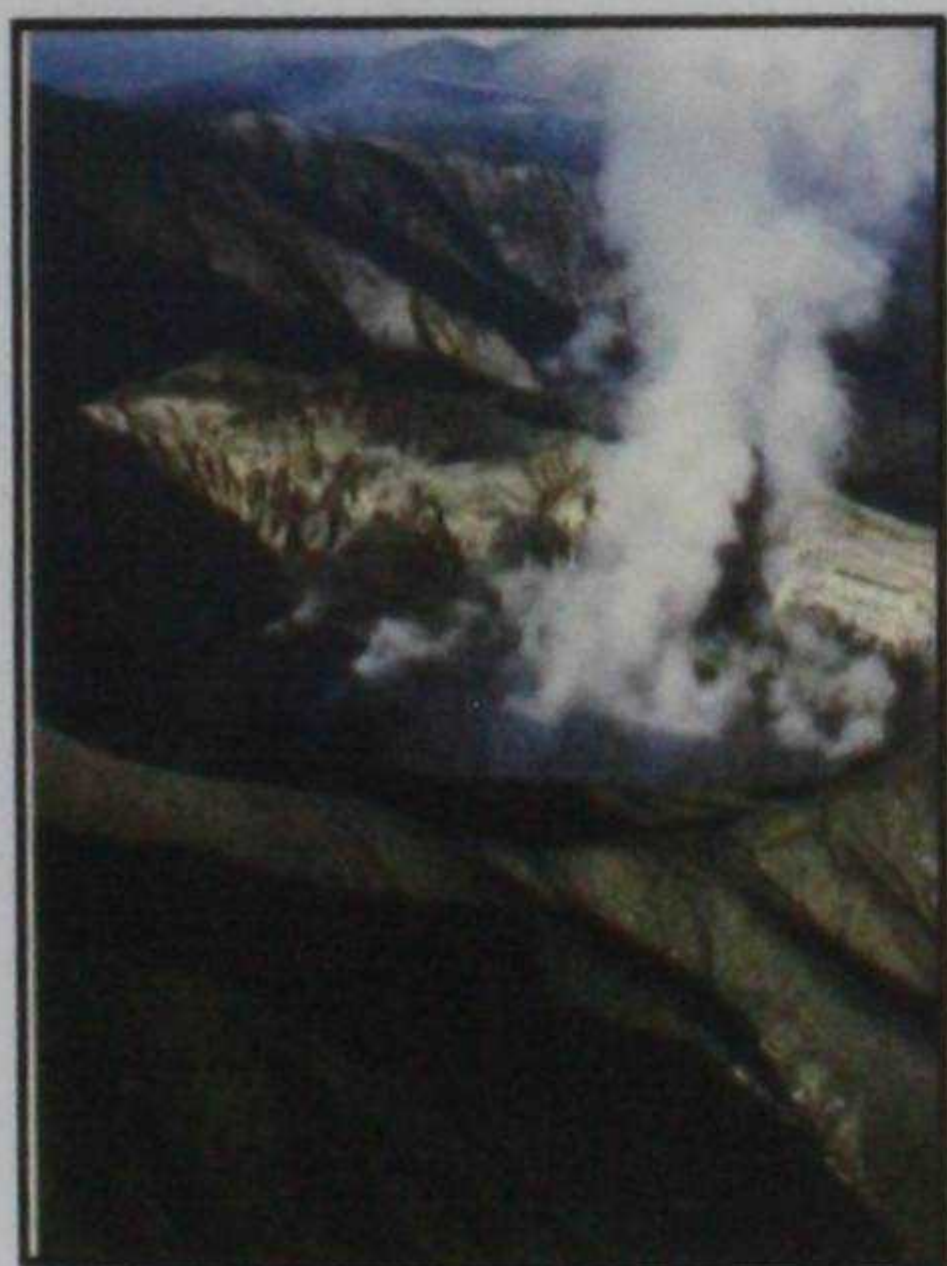
There are evergreen forests with vegetation that include very tall trees (up to 50 meters). The fauna, unfortunately, is sparse maybe due the disappearance of the natural forest. However, visitors can observe hawks, pacas, boas, bats, lizards, and frogs that live in trees. There is a rich variety of marine fauna that includes

endangered species such as; starfish, lobsters, conchs, and many species of fish.

Now you can complete this chart and check the results orally along with the class and the teacher.

PLACE	LOCATION	FLORA	FAUNA	OTHER NATURAL RESOURCES	OTHER IMPORTANT ASPECTS
		TALL TREES			
BARRA HONDA				ROCK FORMATIONS	
			FELINES LIKE THE OCELOT AND THE JAGUARONDI		

Your teacher will read a description of a National Park. You will listen to it twice, the first time listen carefully to get familiar with the information. The second time listen to fill in the blanks with the missing information.



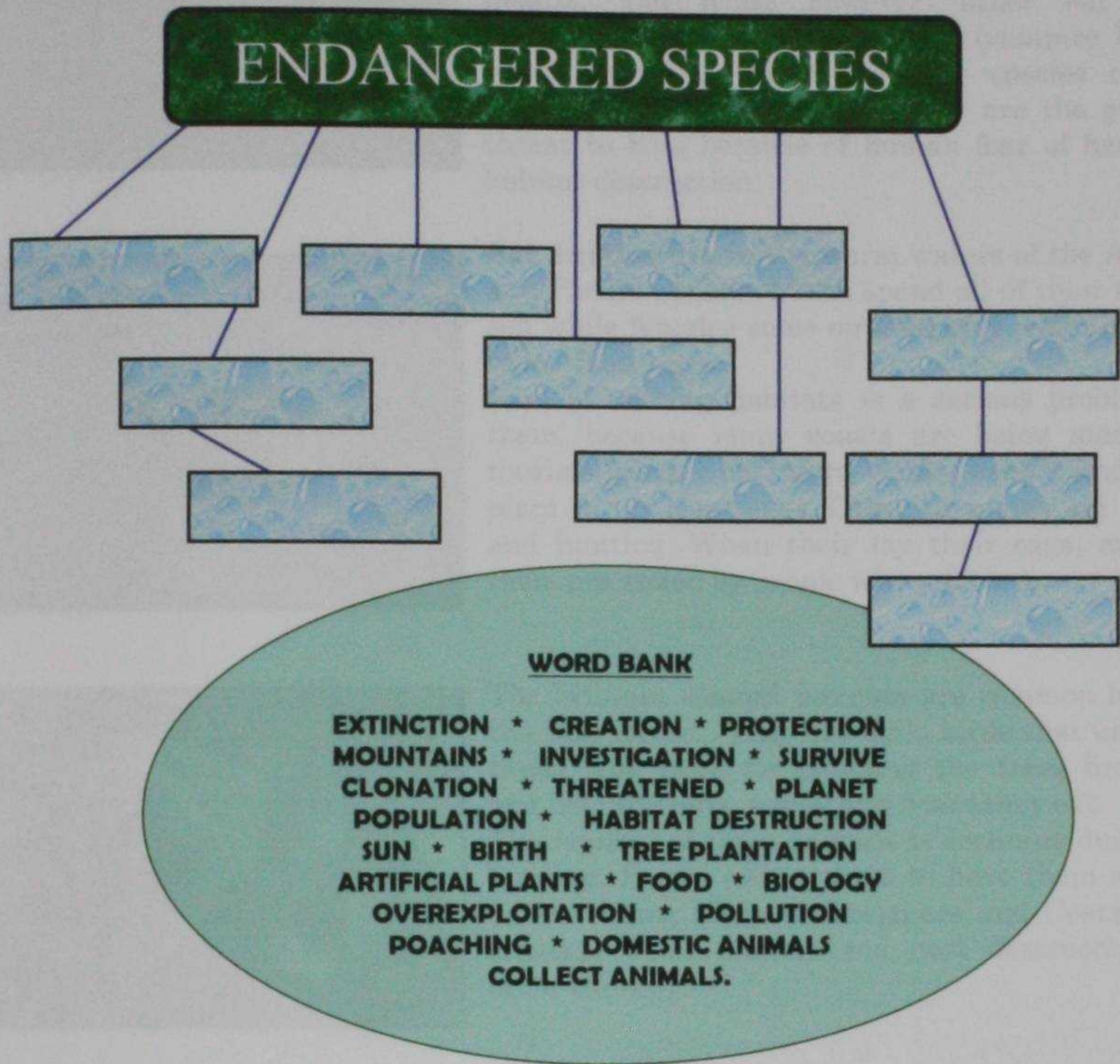
In the Central Volcanic Mountain Range, _____ Km north of _____, is the _____ Volcano National Park. This spectacular _____ protects various types of _____.

Poás _____ has 1 _____ in diameter and _____ meters deep.

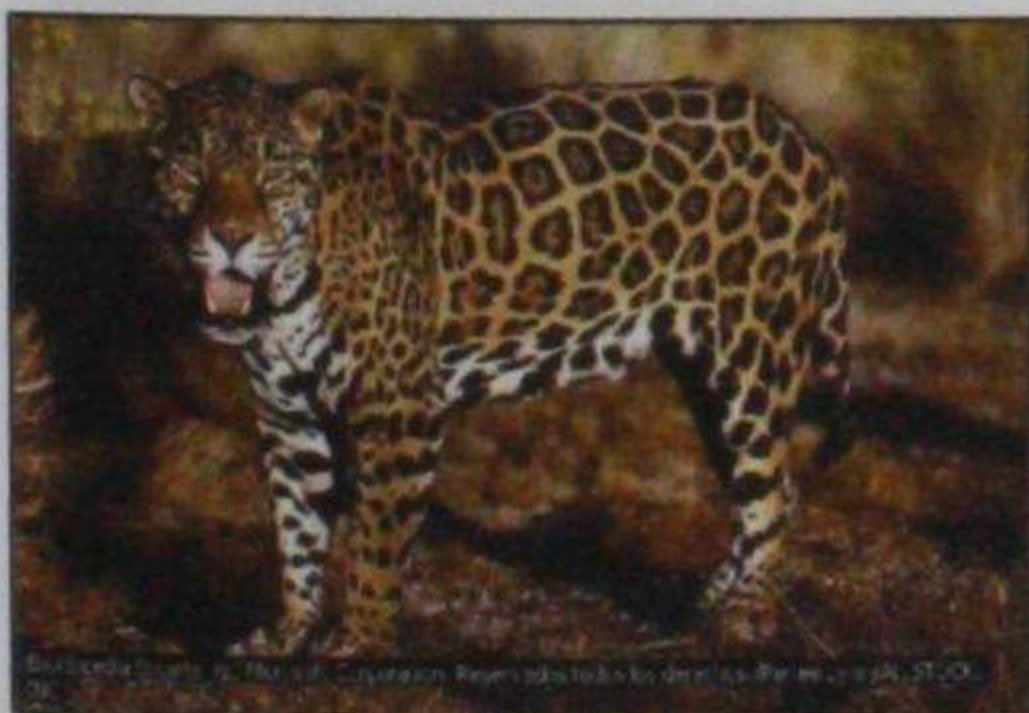
The park is a _____ area that presents 4 major _____ including the _____ forest; where 79 species of _____ live.

There is a circular hot _____ in the bottom of the crater.

Ready to learn more? well, read the word-bank, and find 10 words that are related to the title. Write them in the empty boxes. Then discuss your choices with the rest of the class.



Get in groups of 5. each student reads aloud the information about one of the following Costa Rican animals. Your classmates listen carefully.



Jaguars are found in Central and South America, these animals are the largest cats in the western hemisphere. Jaguars current population is estimated at 15.000; they live in an area market out for themselves. Today the jaguar is endangered because of hunting (protection of domestic animals and fur), and because they are losing their habitats.



Bats are the only mammals that can fly, and there are almost 1,000 bat species in the world. They live in caves, tree cavities, and buildings. Most bats eat insects, and fruits however, other eat small mammals, birds, fish, and blood (vampire bats of South America). There are 13th species of bats considered as endangered. People are the greatest threat to bats because of human fear of bats, and habitat destruction.



Sea turtles live in the warm waters of the Atlantic and Pacific Oceans. Males spend all of their time at sea while females come on land only when it's time to lay their eggs.

Loss of nesting habitats is a serious problem for them, because many coasts are being made into tourists beaches therefore, turtles cannot find a safe place to lay their eggs. Other problems are fishing and hunting. When they lay their eggs, many of them are stolen by people who sell them.



The brilliant colored **parrots** are common birds in the rain forests. They are agile birds that use their claws, and beak for climbing the trees branches, and hold the nuts, seeds, and fruits they eat.

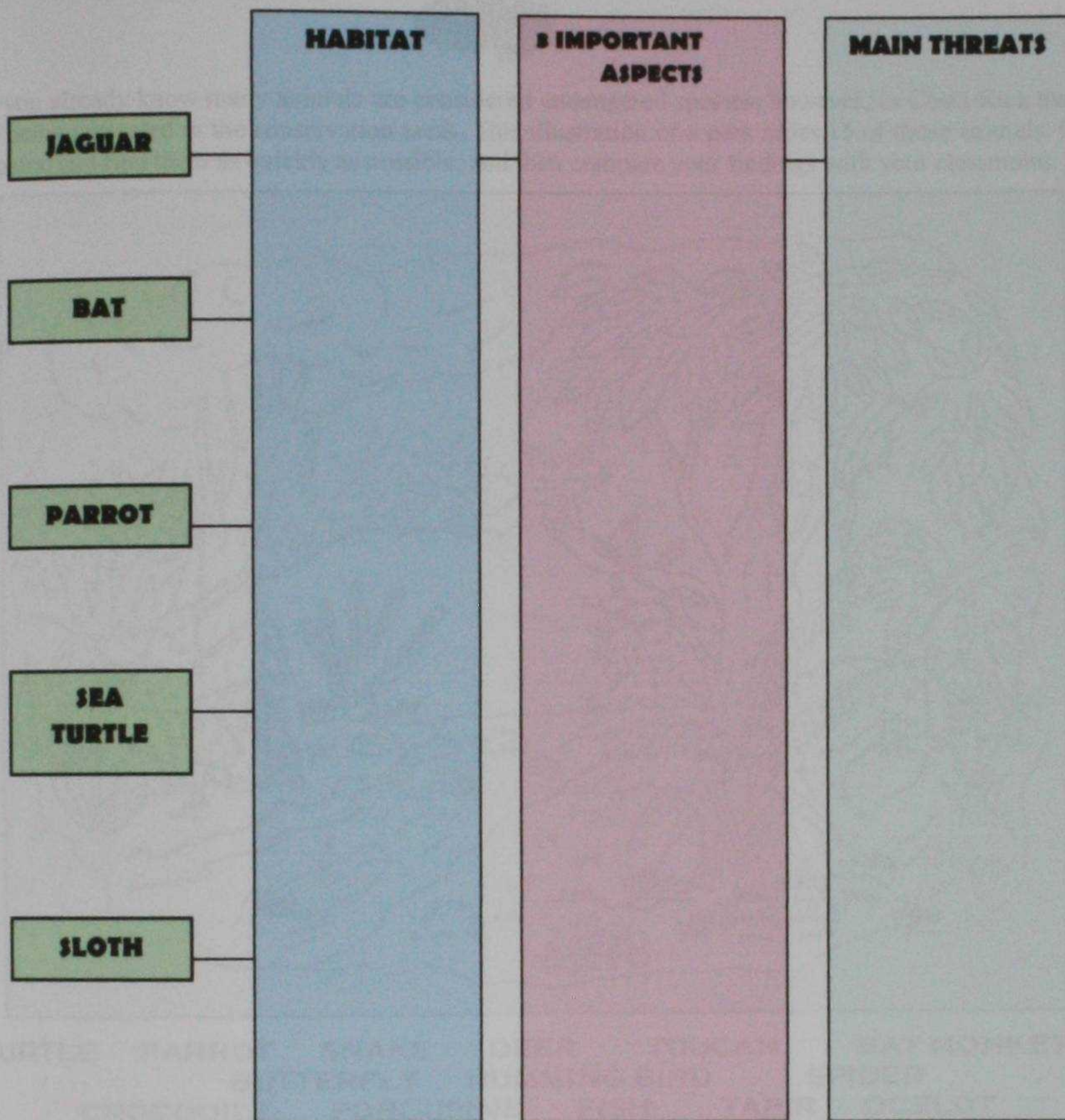
The number of these animals is declining due to the hunting. People collect them to have them as pets, or for selling them to foreigners and Costa Rican citizens. Their habitat and nest destruction, are other threats.



There are seven species of **sloth**, all of them can be found in the jungles of Central and South America. Some of them have not two but three strong clawed toes (three toed sloth). These toes help them to climb the trees, and take the food they need from the branches.

These animals are very slow therefore, it's easy for hunter to shot at them. Another inconvenient is the fires caused by people because, the sloth cannot escape as easy as the other animals do. The habitat destruction is deforestation is another important cause of the sloth's disappearing.

Fill in the corresponding animal chart based on the information on the Costa Rican animals



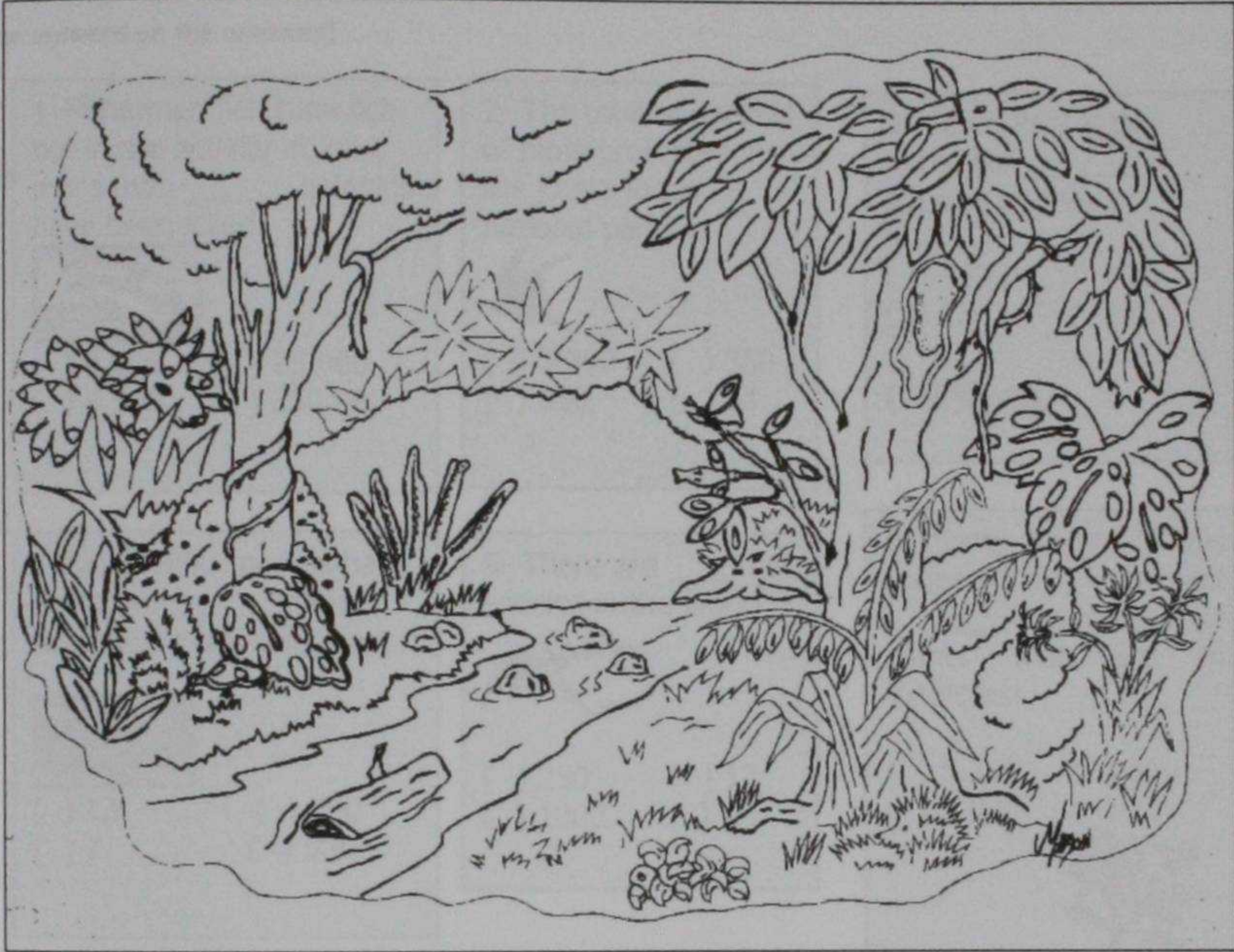
Now discuss your work based on the following questions. In the process you can ask other questions.

- 1- What are the main threats for parrots?**
- 2- Which species are endangered because people collect them?**
- 3- What are the main problems that sea turtles face?**
- 4- Which species are endangered because of habitat destruction?**
- 5- How are sloth killed?**

WHICH ANIMAL CAN YOU SEE?



As you already know many animals are considered endangered species; however, in Costa Rica many are being protected in the conservation areas. This illustration of a park hides 15 of those animals. Get in pairs, and find them as quickly as possible, and then compare your findings with your classmates.



TURTLE PARROT SNAKE DEER TOUCAN BAT MONKEY
BUTTERFLY HUMMING BIRD SPIDER
CROCODILE PORCUPINE FISH TAPIR OCELOT

Well done, now discuss the following questions with your partner, and be ready to share your opinions orally with the rest of the class.

- 1- Do you know some endangered plants and animals in Costa Rica?
- 2- What are the causes that make them become endangered?
- 3- How could you prevent species from becoming endangered?
- 4- What makes you adopt conservation methods?
- 5- Do you know somebody who helps to put species in danger?

LET'S PLAY WITH NUMBERS

In this activity you will cooperate actively with your classmates. In groups of 4 or 5: 1) Read the pieces of statistical information below. 2) Discuss the options, 3) in agreement with the group, choose the best option. 4) Discuss the correct answer with the class.

(See answers on the annexes)

1- Fishermen fish tuna fish but in the activity at least more than _____ dolphins have been killed.



- 2.300 25.000
 4.500 350.000

2- The total of species of birds protected in the Costa Rican national parks is ____



- 5.200 350
 850 54

3- Costa Rica is the home for _____ species of ants.

- 450 25
 75 15



4- Since 1990, people have destroyed _____ million hectares of tropical forest.



- 12 250
 7 500

5- There are _____ bat species in the world



- 250 12
 1000 4

6- Some forests in this country _____ protect _____ species of plants that are in extinction.

- 5.550 850
 3.000 25



7- In Costa Rica there are _____ National Parks protected by the law.



- 15 92
 20 10

8- Surfers can practice this sport in _____ Costa Rican beaches.



- 22 8
 45 37

9- In Costa Rica there are _____ species of butterflies.



- 180 700
 65 12

LET'S OPEN A CAN OF WORMS



These are some idiomatic expressions related to endangered animals, plants and natural resources; get in groups of 5, and read them. Then each group will draw on a paper card what they think the phrases mean. At the end one member will show, and describe the drawing. The teacher will explain the "real" meaning of the expressions, later. You will see how different is what you draw with what the phrases mean.

**CRY
WOLF**

**BEAT AROUND THE
BUSH**

**PACKED IN LIKE
SARDINES**

**TO CLEAR THE
AIR**

**SHOOT THE
BREEZE**

**FAIR-WEATHER
FRIEND**

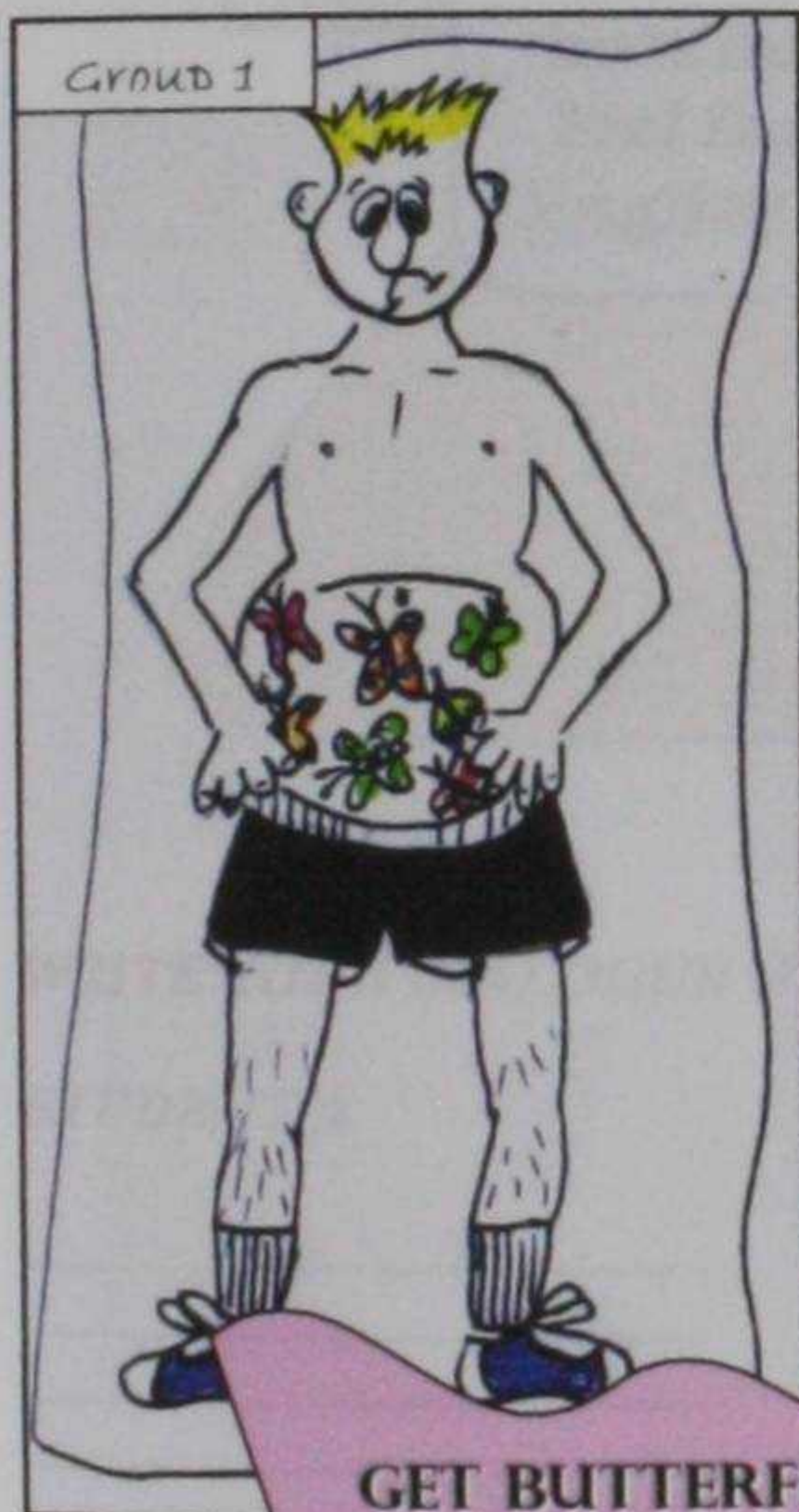
**SNAKE IN
THE
GRASS**

**TO MONKEY
AROUND**

**have a whale of a
time**

**GET BUTTERFLIES
IN ONE'S STOMACH**

**HAVE ONE'S HEAR TO THE
GROUND**



GIVE SOME LIP!!! (LET'S CHAT)



Get in groups of 3 and create a dialogue where you include most of the previous idiomatic expressions. Rehearse it with your classmates to present it to the class.

Hi you guys how do you feel for the English test?

I have butterflies in my stomach.

I couldn't study, I have been as busy as a bee.

WRITE YOUR DIALOGUE HERE

STUDENT A

STUDENT B

STUDENT C



WHAT ARE WE DOING ?

Observe these pictures. In pairs, discuss the ones that illustrate damage.

1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



17



18



19



Write the number of the picture that corresponds to the damage source in the boxes.

POLLUTED RIVERS
SMOG FROM FACTORIES
DEFORESTATION
TRAFFIC POLLUTION
URBANIZATION

MARINE FAUNA HAUNTING
WILDFIRE
OIL LEAKAGE
INDISCRIMINATE HAUNTING
FUMIGATION

Good! You really know about these damage sources. Now, write down four natural resources that, in your opinion, can be damaged in each one of the pictures above.

polluted rivers

i.e. FISH
WATER
VEGETATION
INSECTS

wildfires

marine fauna haunting

deforestation

urbanization

traffic pollution

indiscriminate haunting

fumigation

smog from factories

oil leakage





AMPLIFY THE WORDS

You will be part of a group of 4 or 5 students. Then read each of these words related to damages to Mother Nature. Every member of the group will add something new to the word until they become sentences. Finally, all members of the group read the sentences created. The best sentences can be written on the board to choose the best ones. You can say if you are in favor or against the ideas.

i.e.

FISHING

Fishing is ugly.

Fishing is ugly and bad.

Fishing is bad because it kills fish.

Fishing kills many species of fish.

DEFORESTATION

WILDFIRES

HAUNTING

GARBAGE

GLOBALIZATION

FACTORIES

NATURAL RESOURCES

Read the following newspaper headlines about the damages caused by mankind on nature. Take one and read it. Then in groups write down what each member of the group would do in order to fix the damage. Share all the possible solutions with the group.

Next class you can discuss in a debate the best options to protect our nature.

FISHERS ARE FISHING ILLEGALLY

PEOPLE KEEP ON HUNTING WILD ANIMALS

CITIZENS POLLUTE RIVERS NEAR THEIR HOMES

DOLPHINS ARE STILL DYING IN TUNA NETS

Tico Times, July 5, 2002, pg. 12

MANY TREES ARE BEING CHOPPED

BRIBRI RESERVE EYED FOR COMMUNE

Tico Times, June 28, 2002, pg. 1

PEOPLE KEEP ON HUNTING WILD ANIMALS

Many forests have being damaged and nobody can control it

RIVERS HAVE BEING POLLUTED WITH CHEMICALS.

**Stop the cruelty!
Sharks continue being killed indiscriminately**

LOOKING FOR THE OTHER PART

Your teacher will give you some interesting headlines and their corresponding pictures. The headlines are cut in half (beginning and end of the headlines). The class will be divided in 3 groups; students from group 1 will get the beginning of the headlines group 2 will get the end, and students from group 3 will get a picture.

i.e.

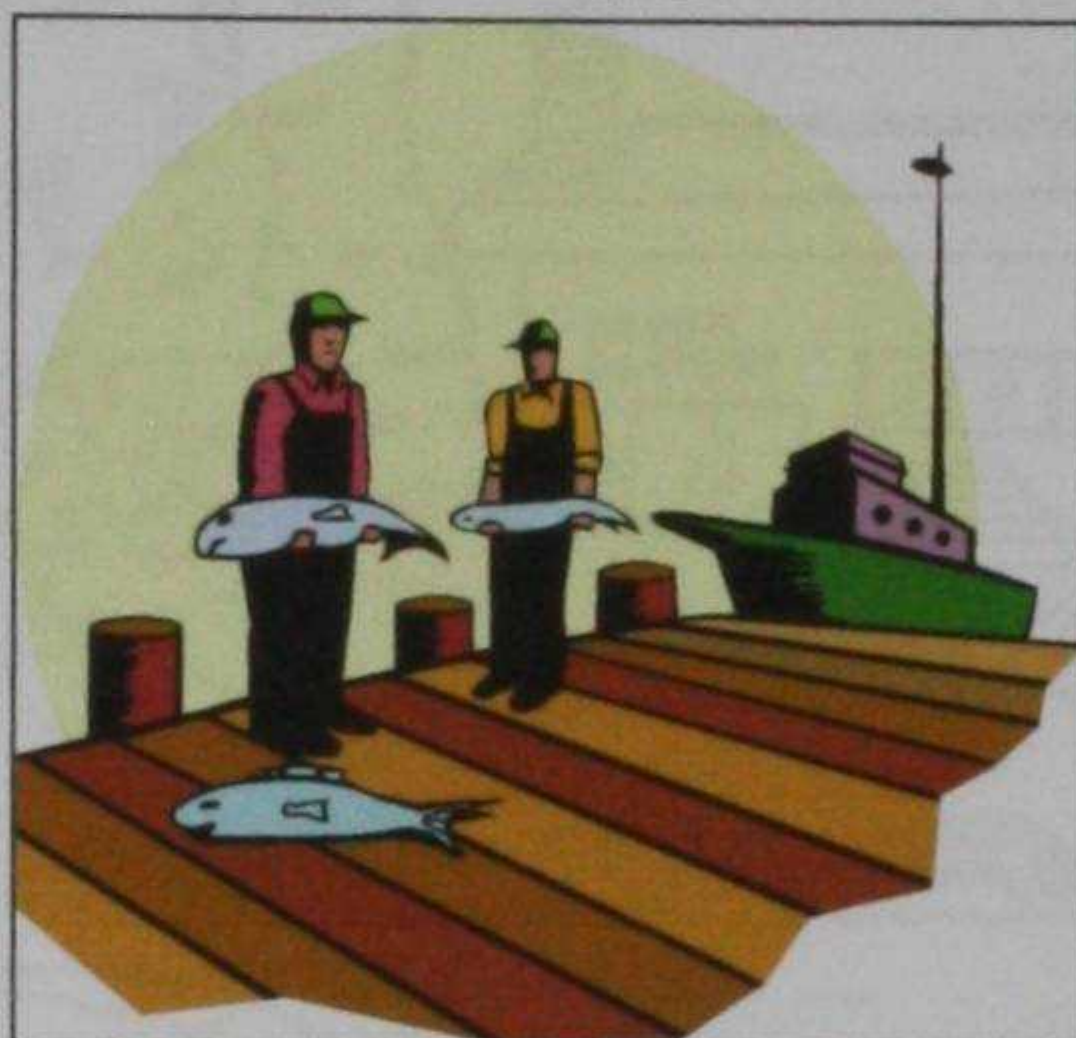
Group 1

There were found many dead fish

Group 2

due to chemicals in the waters.

Group 3



Everybody in the class will walk around the classroom asking each other questions to find the missing part of the headlines and the matching picture. The group that identifies first all its parts is the winner. Finally, pick up one statement and discuss possible solutions that will be suggested to the class.

i.e.

WHAT'S YOUR SENTENCE ABOUT?

ARE THERE ANIMALS IN YOUR PICTURE?

IS YOUR SENTENCE RELATED TO DEAD ANIMALS?

WHAT SOURCE OF POLLUTION IS THERE IN YOUR PICTURE?

IS YOUR PART RELATED TO AIR POLLUTION?

IS FIRE THE CAUSE OF THE DAMAGE IN YOUR HEADLINE?

Check the work orally by reading the complete sentences and showing the pictures to the rest of the class.

WELCOME
TO



COSTA RICA

TOURISTS ATTRACTIONS



useful vocabulary

- | | | |
|-------------------|-------------------------|-----------------------|
| 1- tourist (s) | 5- credit card | 9- hotel |
| 2- luggage | 6- hotel/tour brochures | 10- (pay in) cash |
| 3- travel tickets | 7- transportation | 11- bill |
| 4- passport | 8- travel agent | 12- registration form |



Let's see how much you know about this topic. Read the following words as fast as you can and circle the ones related to TOURISM. Compare with your classmates all the words you find.

PICK UP THE RIGHT WORDS

credit card tax computer luggage notebook watch trip
 home reservation COLORS camping cat tickets schedule
 dinner plane registration camera wedding pencil mirror
 sun brochure hotel television airport drugstore traffic
 pollution map meat art agency rent-a-car school
 rain cash taxi tour bill visa home

WELCOME TO COSTA RICA !!

Are you a good front desk receptionist? Fill in this registration by listening carefully to the missing information provided by the teacher.

REGISTRATION CARD	
	LA PAZ Hotel 
DATE OF ARRIVAL	DATE OF DEPARTURE <i>November 17th,</i>
LAST NAME <i>Denman</i>	FIRST NAME
TRAVEL DOCUMENT	NATIONALITY
HOME ADDRESS <i>2158-B avenue</i> <i>street</i> <i>90458-</i>	CITY <i>Kansas City</i>
PROFESSION <i>publicist</i>	MARITAL STATUS <i>Married</i>
AGE	ADULTS <input type="checkbox"/>
PLEASE THICK FORM OF PAYMENT	CHILDREN <input type="checkbox"/> 2
CASH <input type="checkbox"/> VISA <input checked="" type="checkbox"/>	LUGGAGE <input type="checkbox"/>
CHECK <input type="checkbox"/> AMERICAN EXPRESS <input type="checkbox"/>	ROOM # <input type="checkbox"/>
	<i>Robert Michaels F.</i> SIGNATURE
<small>WE ARE NOT RESPONSIBLE FOR ANY LOSS, MISPLACED OR STOLEN MONEY OR JEWELRY, UNLESS THEY ARE DEPOSITED IN OUR SAFE BOX LOCATED IN THE FRONT OFFICE.</small>	

Answer the following questions individually. They will be discussed orally at the end.

- 1- How long is this family planning to stay?
- 2- Where is this family from?
- 3- Which is the guest first name?

- 4- How are the bills going to be canceled?
- 5- What happens if they lose something?
- 6- Where do these people have to keep their valuable things?

VISIT YOUR OWN COUNTRY

COSTA RICA TORTUGUERO NATIONAL PARK



COME WITH US TO SEE
COSTA RICA'S FAMOUS
RAINFOREST AND WILDLIFE
FOR A WEEKEND



TOURS IN OVERNIGHT
PACKAGE

Special offer
\$ 140 (DBL)
ONLY in cash

INCLUDES:

- We pick up from San José
- Round trip transportation 
- Bilingual guide
- Tour to Braulio Carrillo wet cloud forest
- Typical Costa Rican breakfast
- Banana plantation and packing plant tour
- Boat tour of the Canals of Tortuguero
- Tour of the town of Tortuguero, and visit the museum of the Caribbean Conservation Corporation
- We offer lodging, private bathroom, and hot water
- Lunch service included.



CALL FOR DETAILS ON TOUR AND
DEPARTURE TIMES

TEL: 230-5699 / 256-8745

COSTA RICAN TOURS

VISIT OUR WEB SITE: WWW.CRTOURS.COM

You want to make a tour to Tortuguero National Park, one of the most beautiful places in Costa Rica, so you need to know the services this tour offers to have an enjoyable trip. Read this brochure; write yes or no in each box based on the information.

e.g. THERE IS TYPICAL COSTA RICAN DINNER SERVICE
"Because it offers just typical breakfast" **NO**

- 1- THERE IS JACUZZI AND A SWIMMING POOL IN THIS PARK.
- 2- THERE ARE TOURS TO SOME CANALS, MUSEUMS, PLANTATIONS, AND OTHER INTERESTING AREAS.
- 3- THERE IS TRANSPORTATION SERVICE TO THE PARK.
- 4- THERE ARE TOURS ONLY FOR SPANISH SPEAKING TOURISTS.
- 5- THERE IS A CHANCE TO STAY IN THE PARK FOR 10 DAYS.
- 6- THERE ARE VISITS TO DIFFERENT KINDS OF FORESTS.
- 7- THERE IS A WEB SITE AVAILABLE TO OBTAIN ADDITIONAL INFORMATION
- 8- THERE ARE OPPORTUNITIES TO OBSERVE WILD ANIMALS.
- 9- THERE IS A CHANCE TO BUY SOME SOUVENIRS IN TOWN.
- 10- THERE ARE POSSIBILITIES TO PAY WITH VISA
- 11- THERE IS A SPECIAL OFFER IF YOU BRING SOMEONE ELSE.
- 12- THERE ARE BEAUTIFUL BEACHES TO ENJOY.

Check your answers orally with your classmates.

CHOOSING THE BEST OPTIONS

Your teacher asked you to bring a tour brochure to the classroom. Share your brochure with the class, and choose some of your classmates' brochures to read.

Some of the following aspects may help you to choose the best option.

RATES	LOCATION & SCHEDULES	ATTRACTIONS	OFFERS
TRANSPORTATION	FOOD	SHOPPING	
BASIC SERVICES (ELECTRICITY, WATER, TELEPHONE, MEDICAL SERVICE)		BILINGUAL TOURISTS GUIDES	
RESTRICTIONS (CHILDREN ARE NOT ALLOWED, PAY ONLY WITH DOLLARS, NO SMOKING)	WAYS OF PAYMENT (CASH, CHECK, CREDIT CARD)		

In groups, tell your partners why you chose that specific tour.

MAKE YOUR RESERVATION



In pairs, choose one of the tour options above; make a reservation. Don't forget to ask for important data such as:

Departure and arriving schedule- rates- amount of visitors- phone numbers- way of payment- services- attractions of the tour, etc.

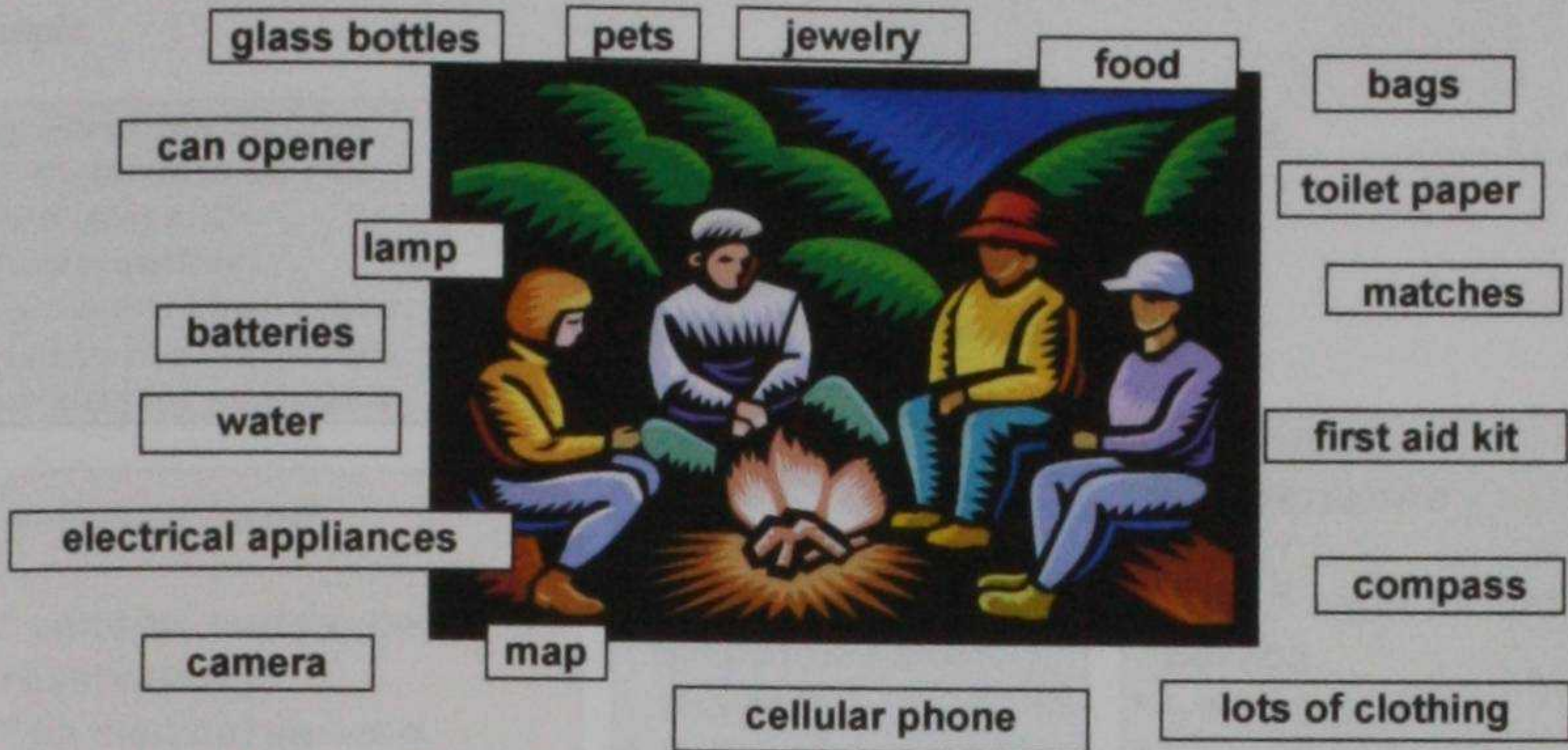
Tour to a mountain	Tour to a rain forest	Tour to an island	Tour to a zoo
Tour to a white water rafting adventure	Tour to a waterfall garden	Tour to a volcano	

Make a role play with your partner (travel agent and customer).

WHAT SHOULD I TAKE TO A TRIP ?



What things are necessary to pack when you go to a beach, a mountain, or to a national park? In pairs, you will discuss important items you think are necessary for camping.



Share your answer with your classmates.

Write 10 items you would take to 3 of the following places. In pairs, guess the item your partner wrote. use expressions such as "you should take"- "you would take"- "you need"- "give me a hint"

what would I take to a...

mountain

picnic

aquarius

rain forest

volcano

zoo

beach

cave

waterfall

biological
reserve

public swimming
pool

river

IT'S TIME FOR SOME IMPORTANT ADVICE

Some classmates want to visit wonderful places in this country. The class is divided in 6 groups, each group is in charge of one of the 6 places. Using the information about the places, tell the class about their characteristics. Give them advice and suggestions for having a good time.

example

e.g. *Jardines de las Cataratas La Paz*
there is/are...
* cold weather.
* souvenirs shop store.
* visit to the waterfalls.
* parking lot available.

you should take a sweater or a jacket.
you should take a camera.
you can get in your own car
you should take credit card
you shouldn't wear sandals.

4- Fossil Land

- * canopy, and rappel (with reservation).
- * no medical service.
- * all week from 9 am to 4 pm.

2- Surf Camp

- * beach and great waver for surfing.
- * bathrooms and showers.
- * swimming pool.
- * hot weather.

1- Hacienda Experience

- * \$ 35 1 night for each person.
- * warm weather.
- * typical environment.
- * no electricity.

3- Recreo Verde

- * thermal waters.
- * Toro Amarillo River (kayaking)
- * drinkable water.
- * soccer field, and picnic areas.
- * restaurant.
- * no public telephone available.

6- Los Ranchos







- * wonderful lakes and waterfalls.
- * horse rent.
- * lots of birds.
- * no phone service.
- * electricity available.
- * located in San Gerardo de Dota.
- * \$7 adults, \$4 children.

5- El Farallón National Monument

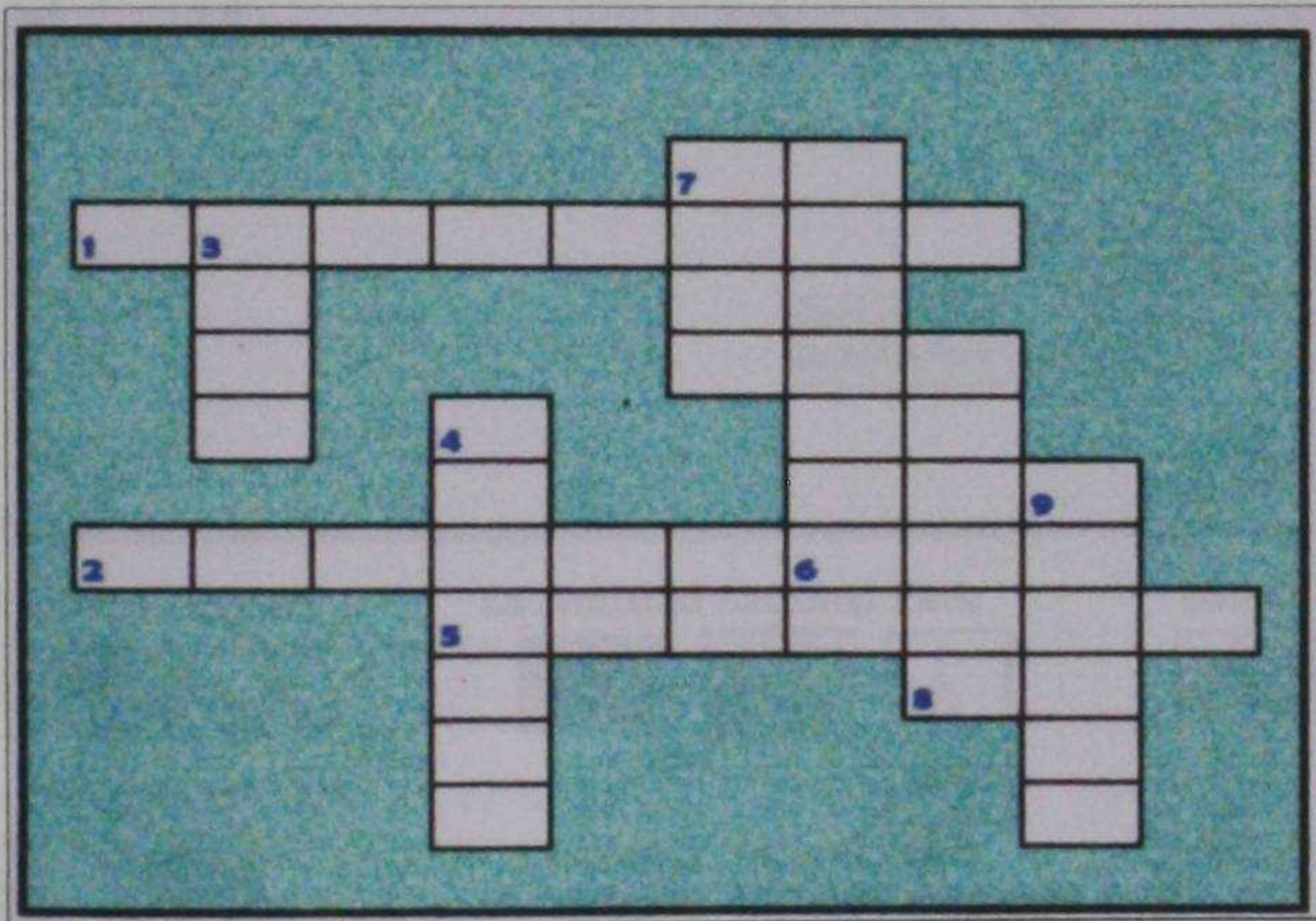
- * hard access.
- * indigenous scripts.
- * no restaurants or food service.
- * natural caves.

READING THE SYMBOLS

These are some tourist symbols maybe you recognize some. Observe them and discuss with the partner next to you the meaning of each symbol. Write the right meaning next to each symbol.

			
			 <u>City</u>
			 <u>Protected Area</u>
			

Solve the following cross-word puzzle using the symbols above. Read the sentences below the puzzle to get a clue for the words you need. Then compare your answers orally with your partner.



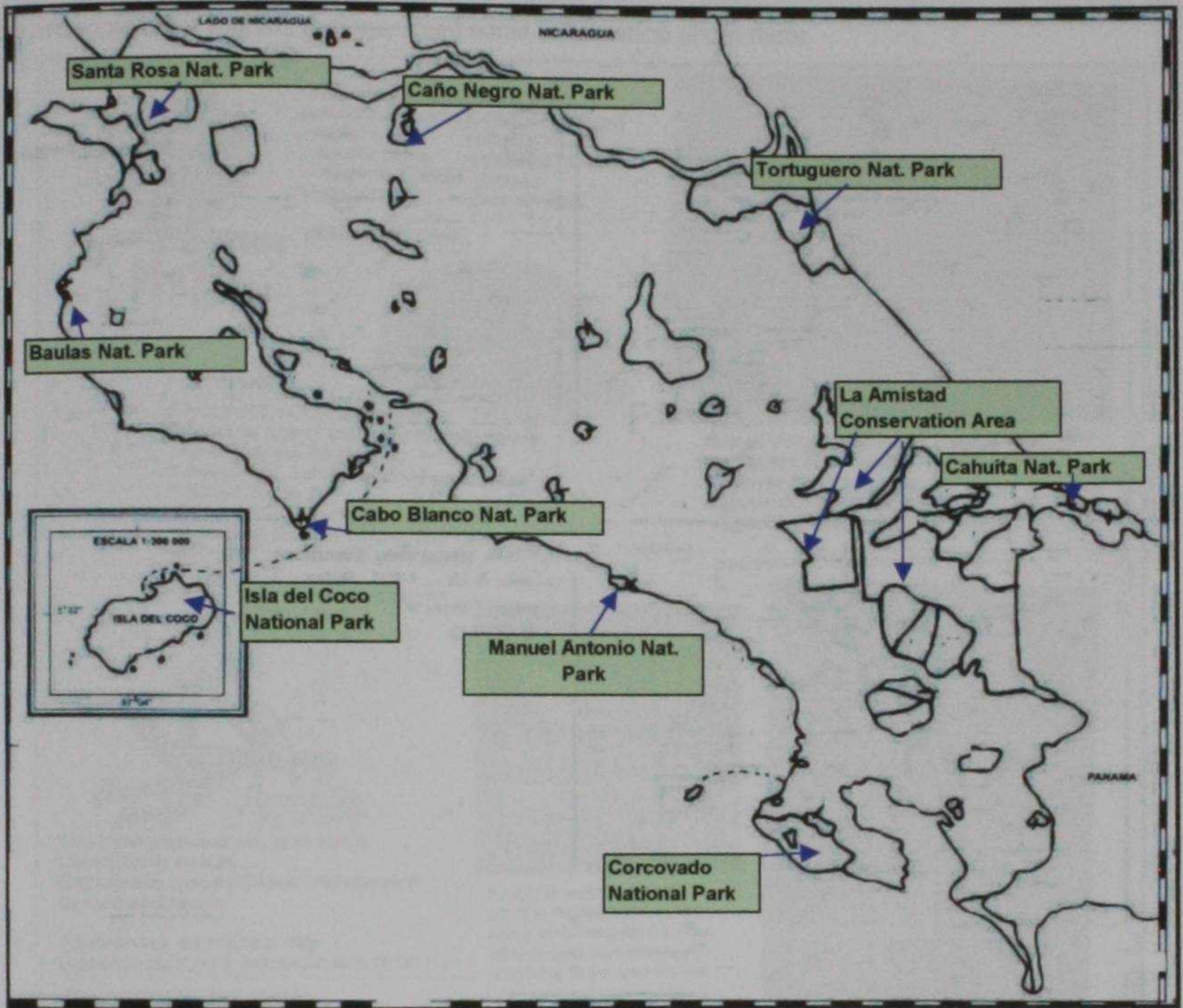
3- Manuel Antonio is a protected...
 4- High waves are better for...
 7- Major concentration of people
 9- Trip on the top of the trees.

1- Enjoy this sport in a river
 2- The most important is in Cartago.
 5- Fish are taken out from the sea.

6- Some still have activity
 8- Enjoy a beautiful submarine garden.

LOOKING FOR FUN

Now you are ready for tourists symbols. Each area on the map is a national park, and each place is written below with the symbols that represent a tourist activity. In groups, pick up three areas, and write a paragraph. Explain what a tourist could do in these areas. Share your information with the rest of your classmates.



Tortuguero National Park



La Amistad national Park



Baulas National Park



Corcovado National Park



Cahuita National Park



Mnel. Antonio Nat. Park



Santa Rosa National Park



Isla del Coco National Park



Cabo Blanco Reserve



Caño Negro National Park



OTHER TOURIST OPTIONS



Here are some other tourists options. Read some information about them.



This hotel beach offers you:
 -delicious typical Costa Rican food
 -cable t.v
 -soccer fields
 -swimming pools
 -telephone
 -bicycle tours
 -basketball courts
 -jacuzzi
 -bus service

phone: 213-5656



Arenal Volcano is one of the most beautiful volcanoes of the world. COME ON!!!!

- bicycle tours
 - restaurants and hotels
 -beautiful flora and fauna

bus service: Monday to Friday.

PACUARE TOURS offers you
 * tours to one of the most famous rivers for practicing rafting
 * restaurant, cafeteria, and bus service
 * tourist guide
 COME ON, enjoy in this wonderful River and practice rafting and kayaking with your friends and your family

make your reservation NOW!
 phone: 231-5665



The most beautiful hot, and sunny Costa Rican beach.
 Explore this magical place and observe its flora and fauna.

Taxi service: 24 hours a day
 Bus service: 7:00 a.m./ 10:00 a.m./1:00 p.m.



Enjoy a wonderful trip on the Aerial tram in this rainy and beautiful forest where you can observe majestic flora and fauna .



In pairs, decide which place the following sentences refer to. Write the name of the place in the corresponding blank. Share your answers orally with the class.

- 1- Tourists can eat delicious tamales here.
- 2- There is a river for practicing extreme sports.
- 3- There is a variety of natural beauty in this beach.
- 4- 1:00 pm is a right time to take the last bus to get there.
- 5- This river is not appropriate for swimming.
- 6- For having a tour here, you have to give a call first.
- 7- You can even acquire a surfboard.
- 8- Dial 257-5961 to ask for more information.
- 9- You can observe nature from the tops of the trees.
- 10- This is one of the most beautiful natural landscapes.

SEARCHING FOR INFORMATION



Use the tourist ads from the previous page. In groups of 5 design questions to ask for information about those places. Each student in the group asks another group member a question. If the answer is correct, the group gets 1 point. If not, a student from another group can answer. Be ready to answer questions from another group.

Examples of possible questions.

Where is the phone number 257-5961 from?

What can you do in Pacuare River?

Where do you have cable service?

Where can tourists enjoy aerial tram tours?

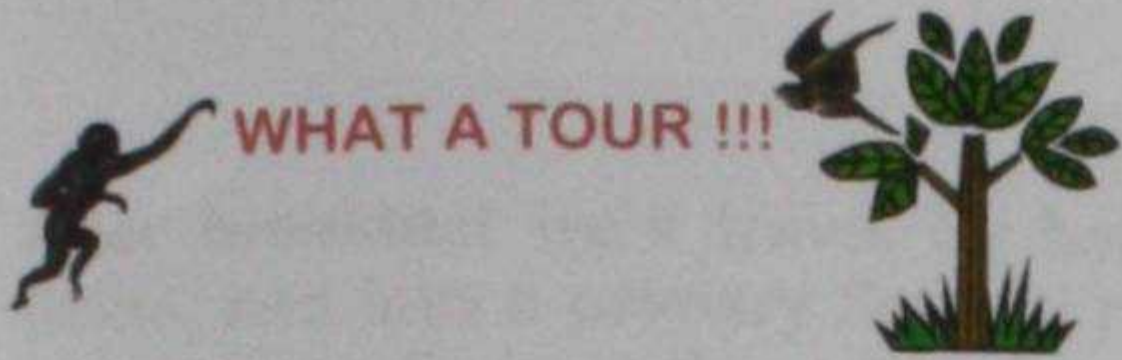
Where can a tourist watch animals and beautiful plants?

When could you visit this volcano by bus?

Where can you practice kayaking with your friends?

In what place do you have access to your own home comforts?

Where can you eat fast food?



If you **want to** experience several different ecological systems during a great tour in the Caribbean Area; read this **itinerary**.

ITINERARY

(taken from <http://tourism.com>)

DAY 1

Your guide for this adventure, will meet your arrival at 6:45 this evening and whisk you away to the west of the metropolitan area into the lush hillsides of the coffee country. At dinner with your guide who is with you the whole adventure, you'll get a chance to figure out what to expect from the days to come.

It's your first day, so you get to sleep in. after breakfast we'll start the drive across the central mountain range, but stoop to spend the day and tonight in a very special place on the way. We take you to our friends' quiet effort to preserve, for generations to come, the mysterious and awesome cloud forest in his private forest preserve. Here we'll hike among spectacular waterfalls and pre-Jurassic plants, some more than 900 years old. Here the resplendent quetzal bird nests, and in nesting season this shy bird appears frequently.

DAY 2

After a few hours' hike we'll drive the rest of the way through the mountains to the ever erupting Arenal Volcano. Tabacón is here the fancy big tour bus resort style hot springs, well manicured pools, and beautiful bodies in swimsuits, and catering to hundreds. After dark we'll head around the right or left side to find a place for viewing. The roads are nearly imaginary lines on the map here, so thank you 4x4! And if this still doesn't work, we can try climbing a short distance up the slope to see under the volcanoes' cloud of steam coming from the cracks on the side of the cone. But even if the visibility is poor, the sounds are enough to fire your imagination.

DAY 3

Hope you are up for some silence today. We'll inflate our Duckies for a quiet float down a small, isolated stream with riverbanks full of nature, watching for birds and monkeys and lizards and crocodiles. Silence is so important here!. Crocodiles, for example, will slip into the river to wait under water for noisy tourists to go by. With the little Duckies we can truly creep up on the sloth, birds, lizards and other interesting animals. There are other "treats" here, too, extremely well camouflaged like fruit bats, which look a lot like wet leaves, and snakes, quiet and inactive. And the monkeys scream challenges to everyone, and be prepared for some particularly aggressive male to "relieve" himself for a safe height above us, they have pretty good aim.

DAY 4

After breakfast we'll travel by horseback across rivers, through pastures and cane fields, and into a primary flatland rain forest. The culmination of this ride is a 700 year old stranger fig tree. You can get to the tree via 4x4, too.

The hollow center of this tree has natural "steps" which invite ascents. The wildlife inside the tree provide added excitement. You will emerge through an opening in the trunk above all but the tallest trees in the forest, then rappel back down to your horse before galloping back to the ranch house.

DAY 5

Sunrise is the most serene time of the day, and most stable for the balloon. The rain forest between our lunch place and Arenal Volcano is filled with toucans, howler monkeys, iguanas, sloth, and brilliant birds and butterflies, and these are only visible in full color from above. The pure joy of flying is enhanced by the freedom of direction of these giant bubbles, and the landings are always a source of curiosity for local people.

We have about 4 hours of driving today, passing through the volcanic mountain range, through some "back roads" of Costa Rica (no tour buses here!). In the route we'll be stopping to have lunch, and we might as well enjoy the highest waterfall in Costa Rica while eating. Of course it rains here, that keeps our coastal area clean and with gently comfortable temperatures. But to put it in perspective, it rains much like the coastal areas of Florida or the Bahamas or Jamaica, anywhere that the Caribbean weather system dominates.

DAY 6

The whole southern Caribbean area is eclectic, with the largest concentration of birds species in this country. Also Costa Rica indigenous population, the Bri-Bri, operates small communal farms as they have since before Columbus arrived. Some non-government organizations work together to developing this zone without scarifying the local heritage. We'll have the opportunity to visit some of these isolated farms.

DAY 7

It's March and the beginning of the nesting season for the gigantic sea turtle. The nesting beach is entirely protected, and difficult to access (fortunately for the turtles). Turtle watching is a night activity, using red lanterns so we don't disorient the transe-like arrival of the females lumbering onto the shore. The beach area is under the dedicated watchful eye of hundreds of volunteers who come to stay here each year to protect this shore. We have come to gaze in awe at this phenomenal primitive ritual, bringing these turtles back to their own birthplaces, as they have been doing since before mankind arrived on this planet.

DAY 8

We'll will leave to return to San José right after lunch. We have the rest of the day to explore near the city. There's Lankester Gardens, with magnificent tropical plants, and the bird sanctuary where we can clearly see any species we missed during the adventures, and of course butterfly farms and snake farms and coffee farms and museums and shopping, basically tons of tours are based from San José and today you can play conventional tourist. There's no end of things we can do, and the last chance for some adrenaline too, your guide will bring ropes and harnesses and you can play "bat" from the old ruins here.

DAY 9

Your return flight from Costa Rica, alas. We'll head for the airport at 7:00 a.m to catch your flight at 8:55 a.m (they really want you there two hours before flight time). You will leave behind your guide, guanábana, gallo pinto, etc. but you will take back some great new skills, and memories of many wonderful natural beauties and unforgettable adventures, and you can come back anytime you get the urge...

Based on the information you just read, number each picture according to the corresponding day of the tour.

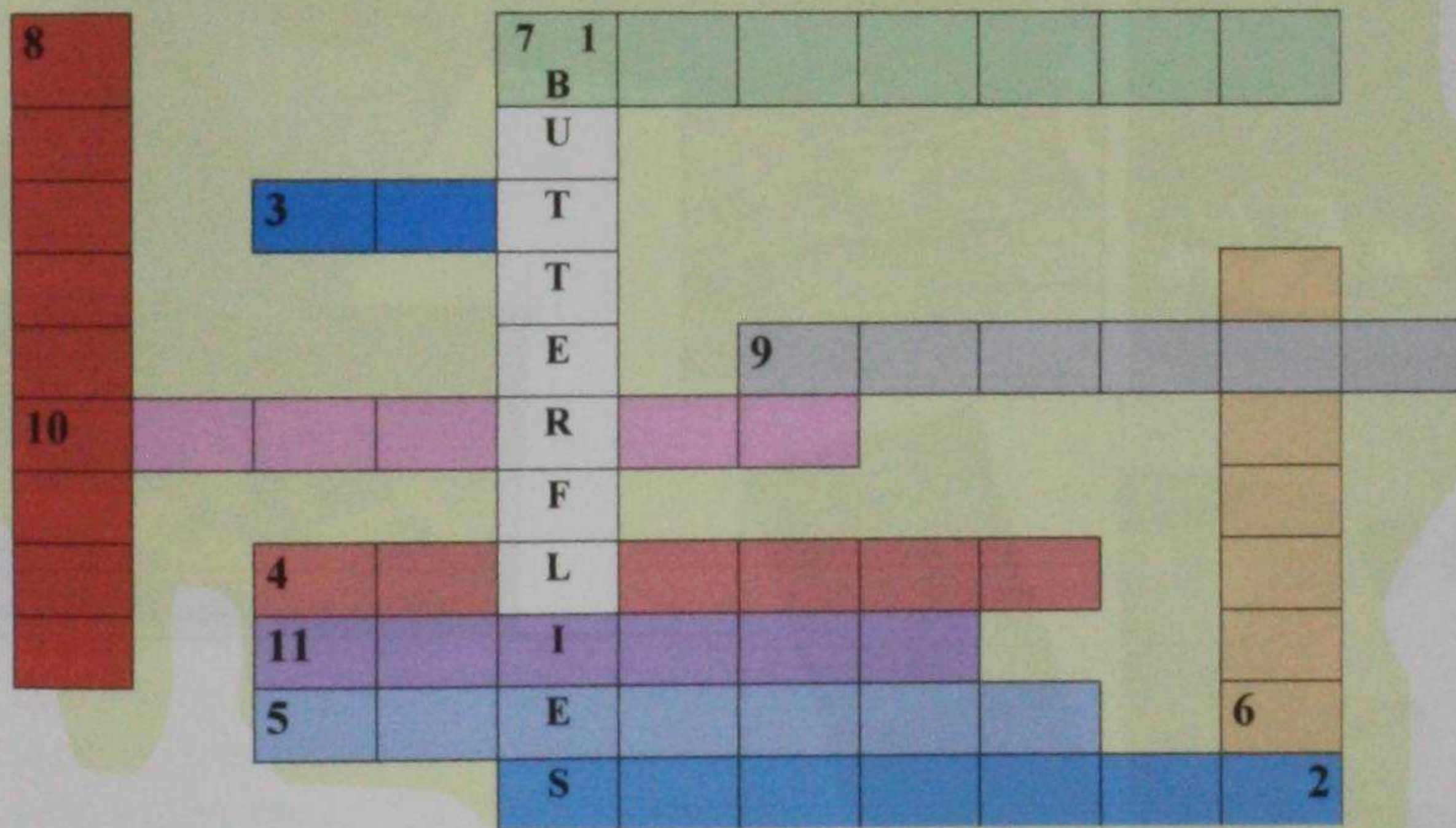
See this example;

day 5



Information from the *itinerary* will help you to solve the following cross-word puzzle. Read also the following sentences to find the right word and place it in the puzzle.

- 1- In it, tourists can see the volcano, the forest, and its inhabitants from above.
- 2- Tourists can watch these animals while they lay down their eggs on the land.
- 3- This is an extreme activity you can play a day before returning to the capital city.
- 4- The sounds made by this giant are enough to admire it.
- 5- It's not easy to see this bird and its nest.
- 6- Have a trip on this and enjoy the view. Hey, watch out the crocodiles!.
- 7- The colors of their wings can be seen better from above.
- 8- While having lunch, tourist can enjoy this high beauty.
- 9- Watch out your head! This animal is a shooter.
- 10- This is the oldest guest in the forest.
- 11- Meet real people that live and work in this area.



HAVE YOU EVER SAILED ON COSTA RICAN RIVERS ?

Let's observe the following illustrations of different Costa Rican tourists attractions interview 2 or 3 classmates by making questions with *have you ever...?*. Ask them to give you more details as in this example:

A- Have you ever eaten Caribbean food?

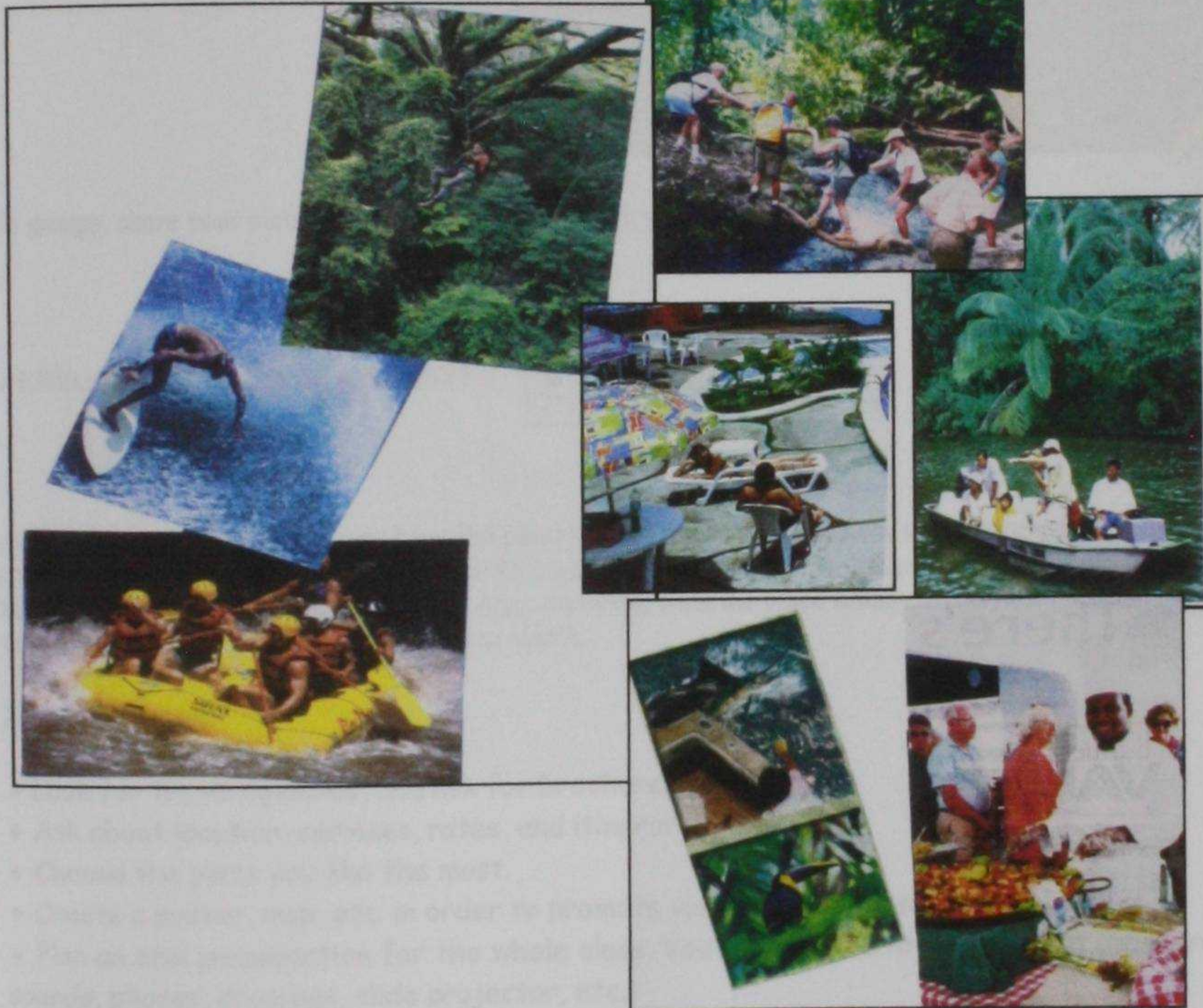
B- yes, I have.

A- Where?

B- In a hotel in Limón.

You can use this word bank

Surf- swim- practice- eat- see- fish- enjoy- walk- hike-
drink- rest- camp- travel- hear- enjoy- sail- climb- sleep ...



MY PICTURE



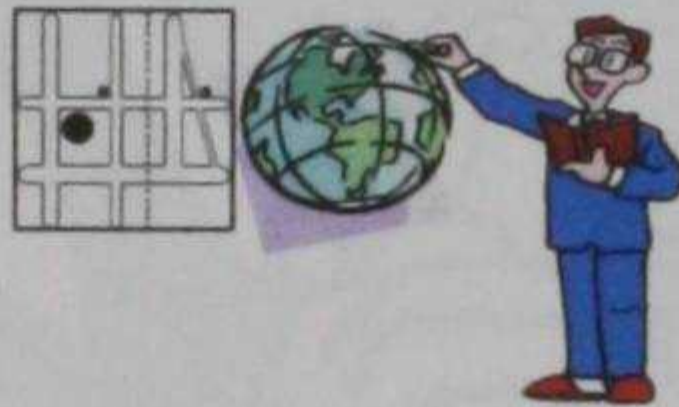
If you have gone to a different nice place this is your opportunity to bring your own picture to class. Write a short paragraph describing your picture. Here are some questions that will help you.

- 1- What place is this?
- 2- Where is it located?
- 3- How does it look like?
- 4- When did you go there?
- 5- Who did you go with?
- 6- What did you do there?
- 7- What did you take?
- 8- What's your opinion about this place?



In groups, share your picture and your description with your partners.

PERSUADING YOUR CLASSMATES



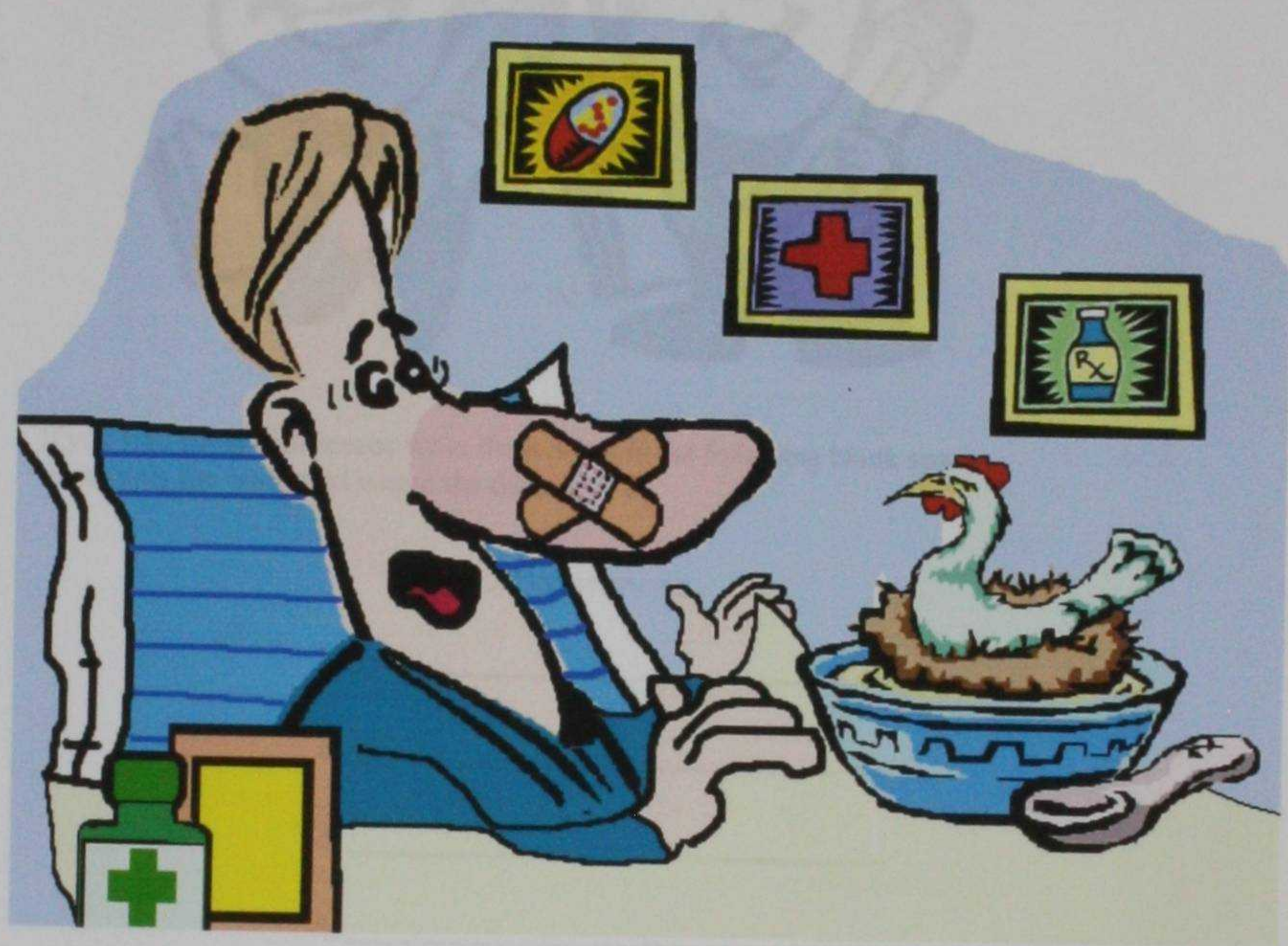
As you could see, there are many beautiful places in this country. Search for some information about other less common tourist places in Costa Rica such as swimming pools, lodges, zoos, etc. With this information, create a brochure, poster or map, including what the place offers. Invite your classmates to enjoy this paradise, try to convince them to visit it.

Follow these steps:

- ◆ Look for travel agencies, and ask for brochures for free.
- ◆ Ask about location, services, rates, and itineraries.
- ◆ Choose the place you like the most.
- ◆ Create a poster, map, etc. in order to promote visits to that place.
- ◆ Plan an oral presentation for the whole class. You can use whatever you want (background sounds, photos, drawings, slide projector, etc.)

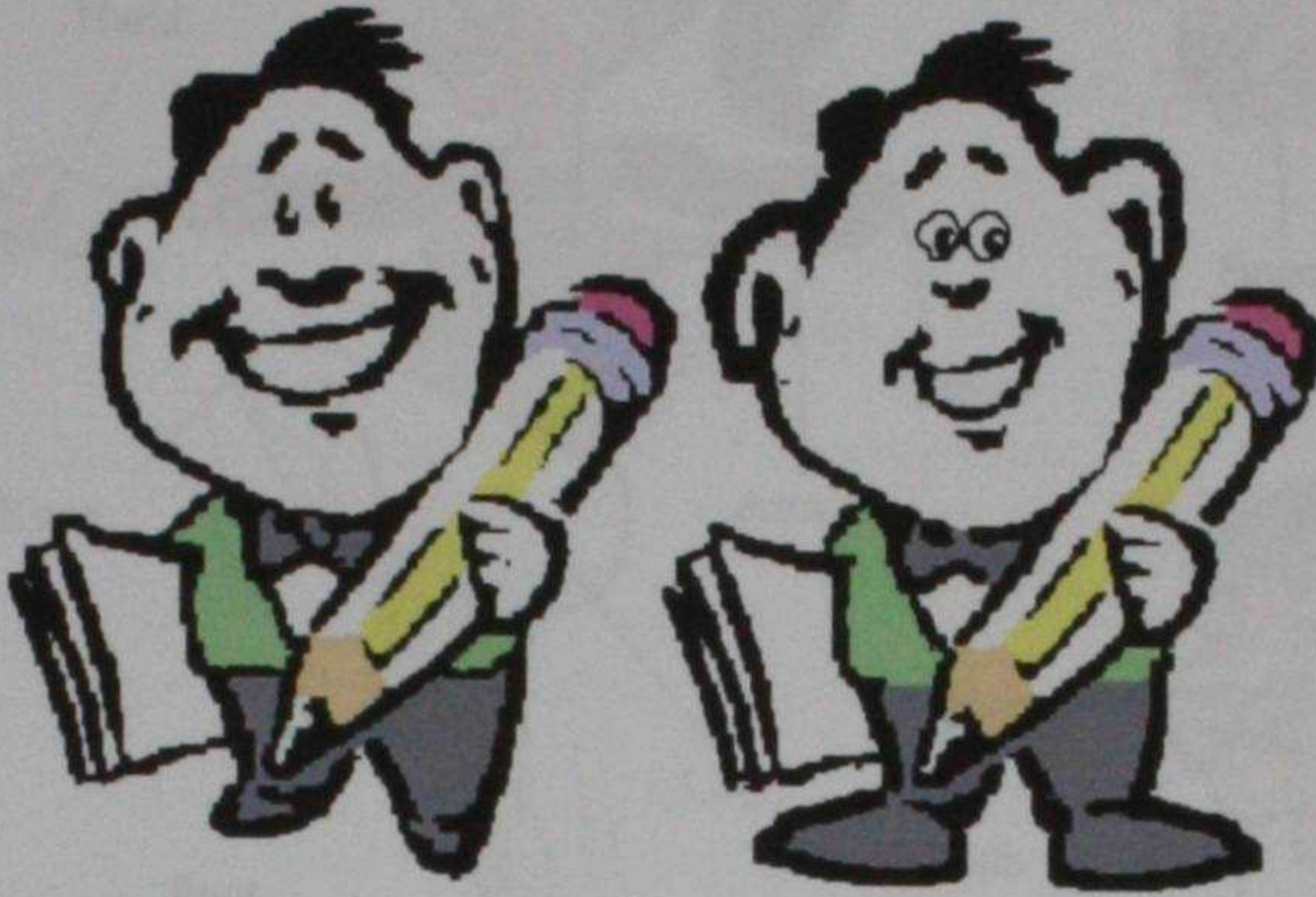
NOTE: The audience can also ask for information (access, advantages, and disadvantages, etc.)

I don't feel very well



Are they alike?

The two pictures below seem to be identical. Look at them carefully and find out if there are some differences between them.



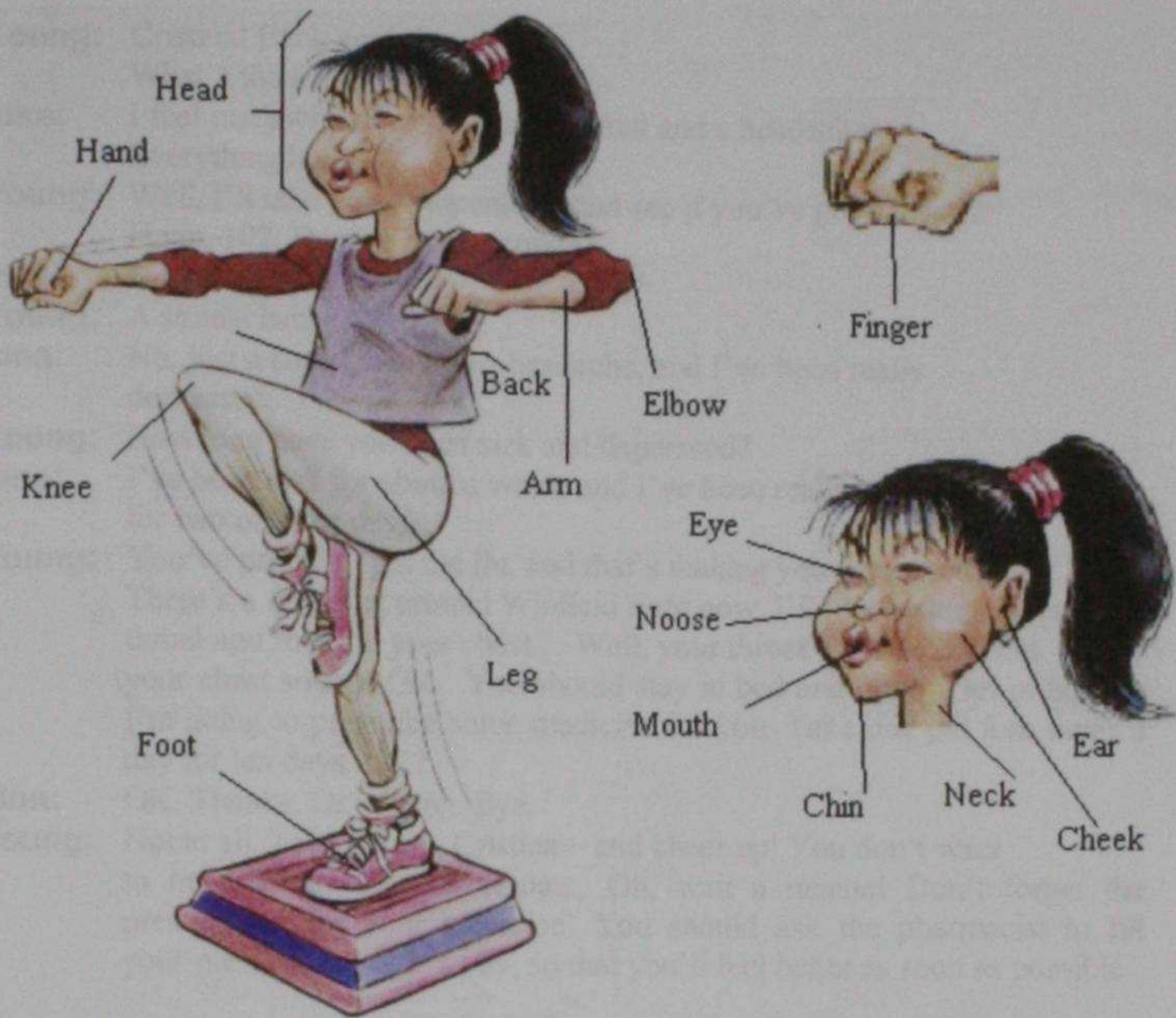
If you find some differences write them down in the following blank spaces. Write only the body part where the difference is.

Differences

1. _____
2. _____
3. _____
4. _____
5. _____

Be prepared to share your findings with your classmates.

Now, let's take a look at our body



Practice with a partner.

- a) Describe some of your classmates orally using the vocabulary above.
- b) Tell your partner the body parts you consider important when you:
 - play your favorite sport
 - are at work
 - are in school.

Complaints or Health Problems

Cristina is at Dr. Young's office again

Dr. Young: Cristina! Back again?
What's the matter?

Cristina: I feel just awful. I've got a sore throat and a headache.
Everything hurts.

Dr. Young: Well, I'll take your temperature and see if you've got a fever...
Hmm, 102. Do you have a cough?

Cristina: No.

Dr. Young: A stomachache?

Cristina: No, just a sore throat and a headache, and I've been really
depressed.

Dr. Young: How long have you been sick and depressed?

Cristina: I've been sick for about a week, and I've been really depressed
for two or three days.

Dr. Young: You've probably got the flu, and that's making you depressed.
There's a flu going around Winfield right now. I'll just examine your
throat and listen to your chest... Well, your throat's a little red, but
your chest sounds OK. You should stay in bed and drink a lot of liquids.
I'm going to prescribe some medicine for you. Take one pill four times a
day for ten days. OK?

Cristina: OK. Thanks, Dr. Young. Bye.

Dr. Young: Not at all. Take it easy, Cristina – and cheer up! You don't want
to be sick for your wedding... Oh, wait a minute! Don't forget the
prescription for your medicine! You should ask the pharmacist to fill
your prescription right away, so that you'll feel better as soon as possible.

Based on the dialogue complete this chart.

Health Problem	Body Part Involved	Advice

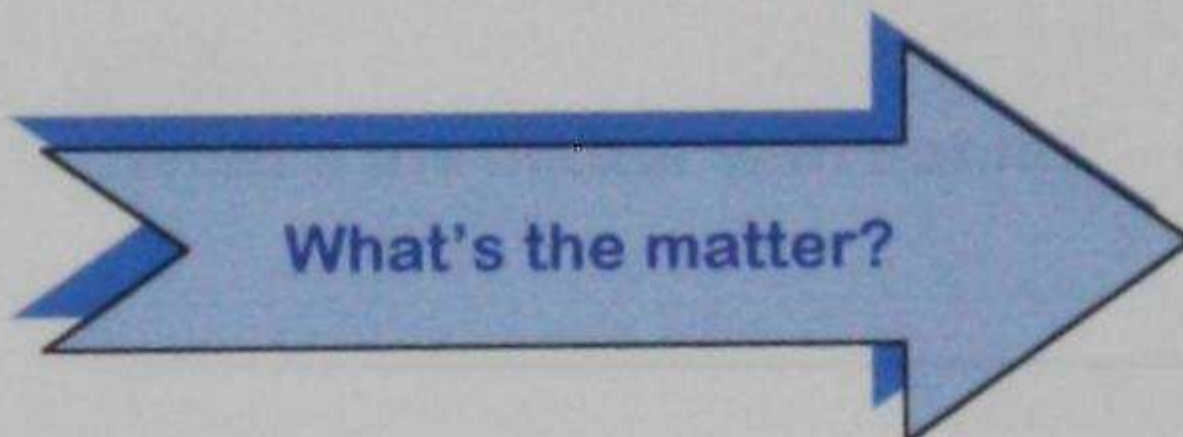
The following are common health problems. Look at the pictures and write the name of the complaint using the word bank.

headache - backache - diarrhea - stomachache - fever - cough - flu -
cavity - toothache - earache - cramps - rash -
stiff neck - runny nose - chills









Let's describe health problems and show concern.



My head hurts.
I have a headache.



My tooth hurts.
I have a toothache.



My ear hurts.
I have a sore ear.



My back hurts.
I have a backache.



My stomach hurts.
I have a stomachache.

Alex: What's the matter, Cris?
Cris: My head hurts.
I have a headache.
Alex: I'm sorry to hear that.

Each picture shows a different health problem. Write each person's problem.



What's the matter with Peter?



What's the matter with Luisa?



What's the matter with Pablo?



What's the matter with Carmen?



What's the matter with Erick?



What's the matter with Mark?



What's the matter with Mary?



What's the matter with Sergio?

I am sick

The following five people don't feel very well; that's why they request a medicine. Read each situation.



I have a stuffy nose.
I need some nasal spray.



I have a headache.
I need some aspirin.



I have a cough.
I need some cough drops.



I have a sore throat.
I need some tea and honey.



I have a fever.
I need some tea with lemon



Gino: Hi. How's evening?
Cris: Not good. I have a cold.
Would you get me some cold medicine?
Gino: Sure. Right away.

Now, imagine you are sick. What would you request in the following situations.

1. You have a headache. What do you need?

2. You have a sore throat. What do you have to do?

3. You have the flu. What would you better do?

4. You have a stomachache. What can you do?

5. You have an earache. What do you need?

Let's play to be the doctor



A: I'm getting a cold.

B: You should drink plenty of liquids.

A: I'm getting the flu.

B: You should go home and get some rest.

Today you have to check five patients. As a good doctor, you are going to give the most appropriate advice.

1. My friend has sore muscles. What should he do?

2. Jorge ate a lot yesterday. Now he has diarrhea. What does he need?

3. You don't feel very well. You think you've got the flu. What do you need?

4. Last Sunday, Mary went to the beach. Now, Mary has a terrible allergy because the water was polluted. What does she need?

5. Poor Lucas! Everybody in his class has chicken pox. Now, he got chicken pox, too. What should Lucas do?

In pairs, share with your classmates some of the most common complaints or health problems you have suffered lately.

- What was the matter?
- Did you go to the doctor?
- What did he/she prescribe you?

Read the following text. Concentrate on understanding the general ideas.

This is what it's all about

- A** AIDS is the final stage of a serious health condition caused by a virus that can be passed from one person to another during sexual contact and through the sharing of needles. AIDS is fatal and there is no cure.

The virus which causes AIDS causes the body to lose its natural defenses against disease. The body then becomes weak and open to attack by several types of rare diseases that do not normally attack a healthy body. It is one of these diseases that eventually kills the person who has AIDS.

Not everybody infected with AIDS virus gets a full-blown case of AIDS. Some people remain healthy, while others get a less severe form of the disease. This less severe form is called ARC, which is a short form of AIDS-Related Complex.

Be careful

- B**
- You **cannot** get AIDS from sitting on a toilet seat.
 - You **cannot** get AIDS from eating food prepared by someone who has AIDS.
 - You **cannot** get AIDS from holding, hugging, or touching a person who has AIDS.
 - You **cannot** get AIDS from working with, or attending school with someone who has AIDS.

The way you get AIDS is by exchanging body fluids (basically blood and semen) with the sexual partner or the drug-using partner.

These are the warning signs

- C**
- Always feeling tired, light-headed and headachy, and this tiredness is not due to physical activity.
 - An unexplained weight loss of more than ten pounds, which lasts more than a month.
 - Diarrhea for a long period of time with no clear reason.
 - Fevers or night sweats which last several weeks.
 - Swollen lymph glands (lumps) either in the neck, armpits, or groin.
 - A whitish coating on the tongue known as thrush. This condition may be accompanied by a sore throat.

- New or slowly enlarging purplish lumps or blotches on top or beneath the skin or inside the mouth, anus, nose, or underneath the eyelids.
- A persistent heavy or dry cough that is not from smoking and that has lasted too long to be a cold or flu. Fever and shortness of breath may also be present.

People may have one or more of these signs and not have an AIDS virus infection. It is necessary ALWAYS check with a doctor when having any of the above signs.

If you're careful, you won't get it

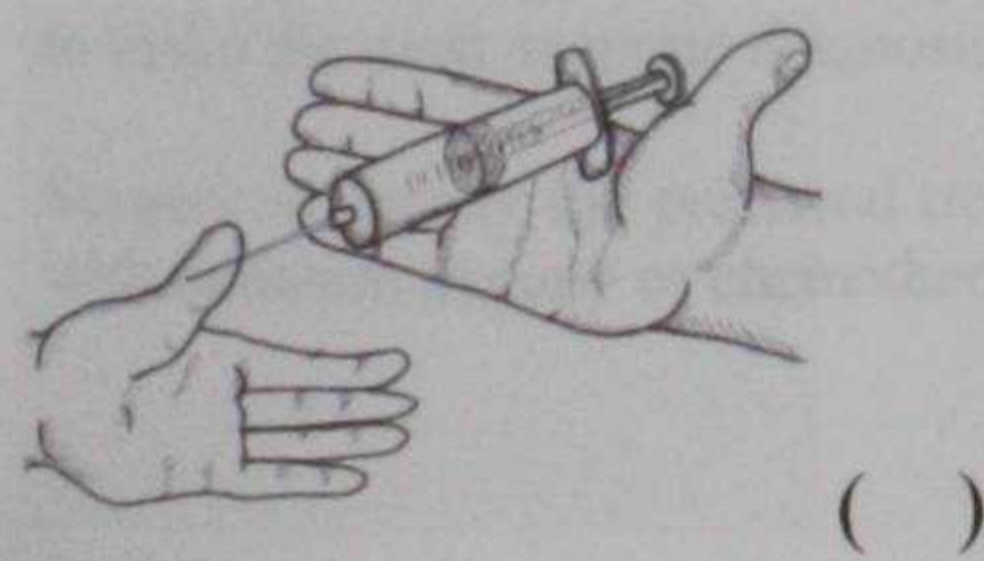
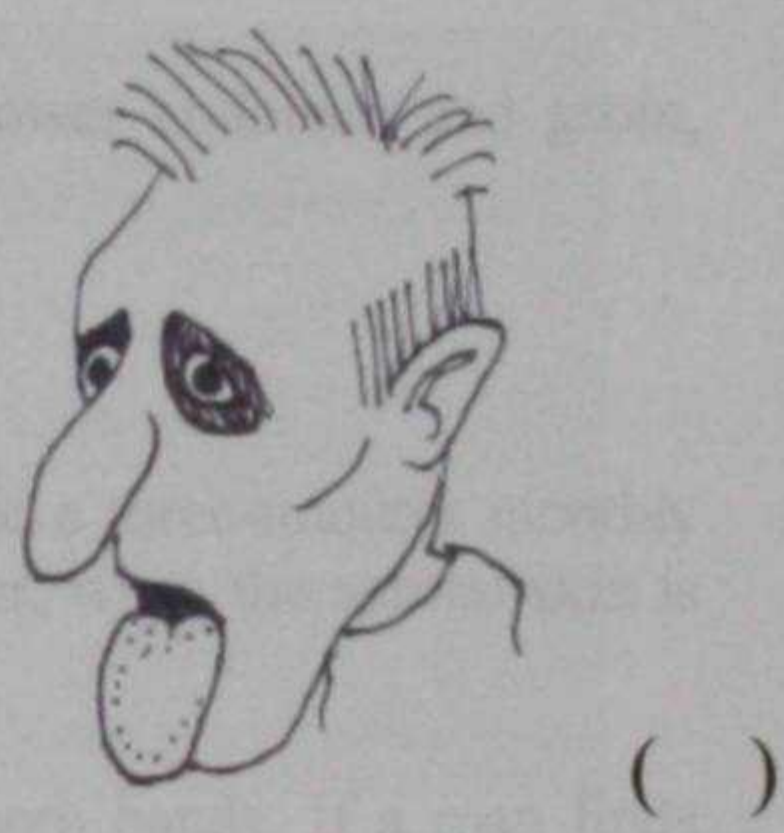
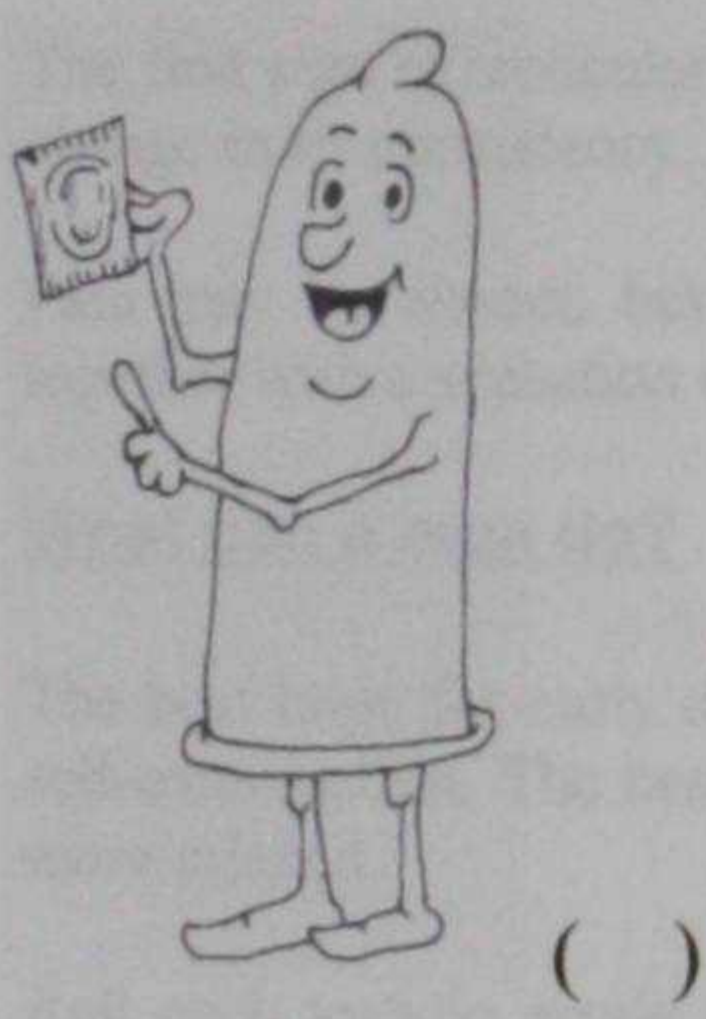
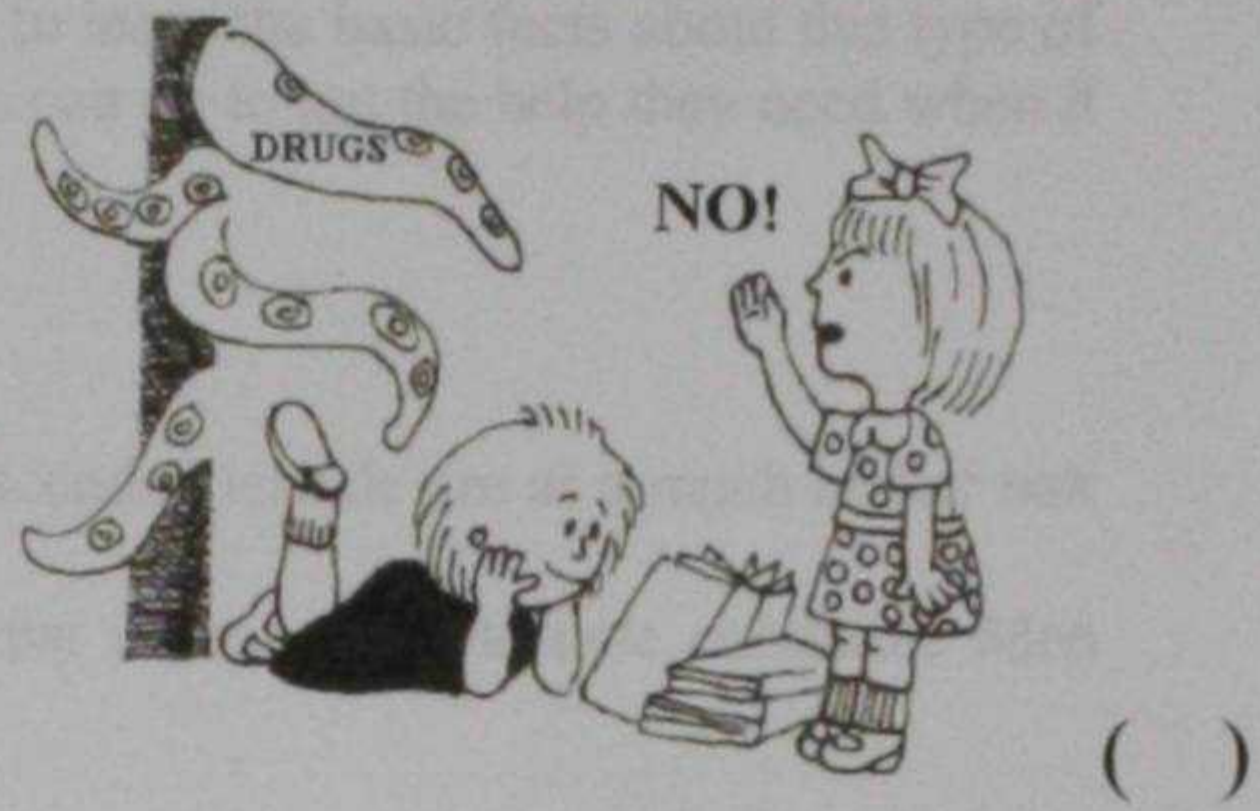
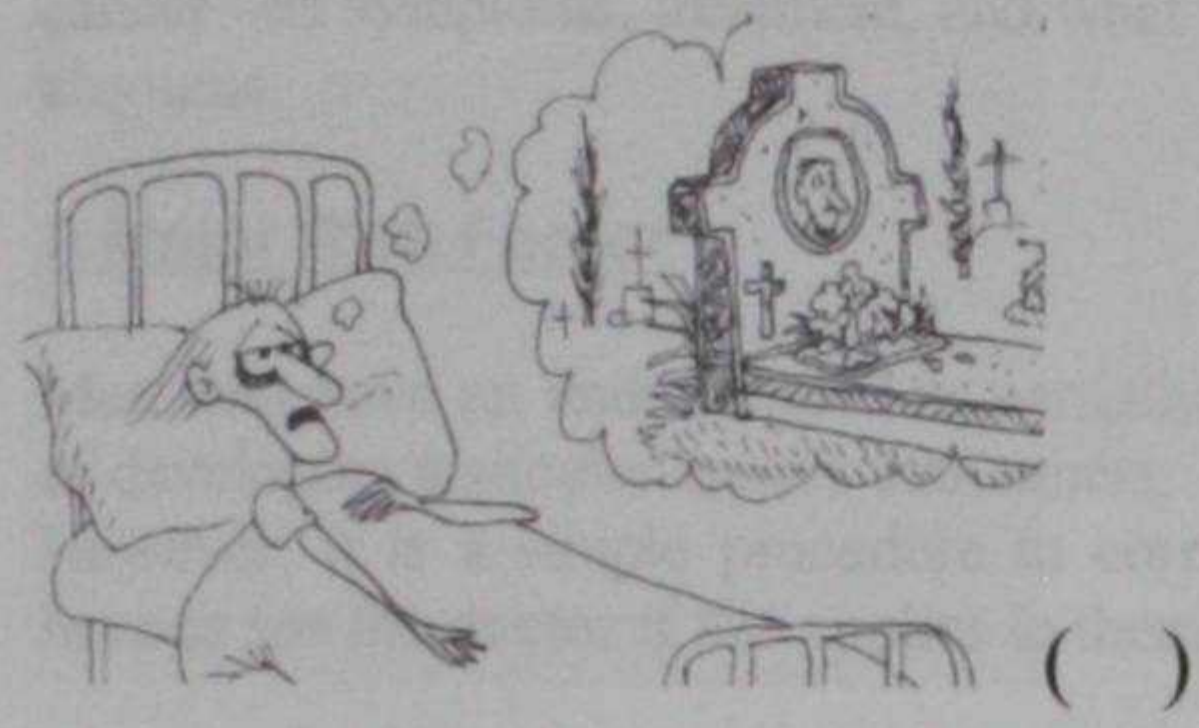
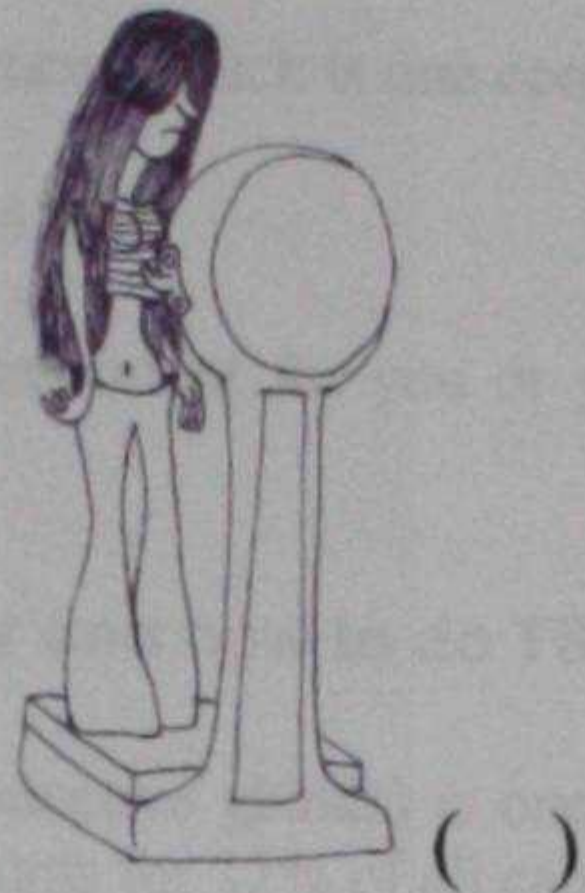
- D** If someone is sexually active, he/she should assume that the virus can be, or already may have been passed on to his/her by a sexual partner, or that he/she can pass it on to someone else. People; therefore; should take precautions.
- Bisexuals should not allow semen to enter their bodies or their partner's bodies. They always have to use condom (rubber) during sexual intercourse.
 - Straight people must always use a condom (rubber) during sexual intercourse.
 - Drug addicts must seek for help and by all means not share or reuse needles or "works"

If you have been sexually active and plan to settle down and have kids, you and your spouse may want to be tested to see if either one of you is carrying the AIDS virus. Check with the nearest AIDS related agency or with your doctor for counseling.

Keep you body's defense system strong by eating nutritionally balanced meals and by not abusing any kind of drugs, including alcohol, marijuana, poppers, heroin, cocaine or PCP. Drugs weaken the body's defense system.

The following pictures illustrate some ideas of the four passages of the text about AIDS. Look at each picture carefully. Identify the idea each picture is illustrating by writing the letter that corresponds to the passage in the parenthesis. Participate in checking the answers with the rest of the class.





People know little about testicular cancer, which is one common type of male cancer. Discuss the following question.

Have you ever heard something about it?

The following information may be important for you or your family members. Read it carefully.

Testicular cancer and how to do TSE (a self exam)

Cancer of the testes (the male reproductive glands) is one of the most common cancers in men 15 to 34 years of age. It accounts for 12% of all cancer deaths in this group.

If discovered in the early stages testicular cancer can be treated promptly and effectively. It is important for men to take time to learn the basic facts about this type of cancer –its symptoms, treatment, and what men can do to get the help they need when it accounts.

A Major Risk Factor

Men who have an undescended or partially descended testicle are at a much higher risk of developing testicular cancer than others.

However, it is a simple procedure to correct the undescended testicle condition. Men have to see the doctor if this applies to them.

What are the Symptoms?

The first sign of testicular cancer is usually a light enlargement of one of the testes and a change in its consistency.

Pain may be absent, but often there is a dull ache in the lower abdomen and groin, together with a sensation of dragging and heaviness.

What can a man do?

The best hope for early detection of testicular cancer is simple a three-minutes monthly self-examination. The best time is after a warm bath or shower, when the scrotal skin is more relaxed.

Roll each testicle gently between the thumb and fingers of both hands. If a man finds any hard lumps or nodules, he should see the doctor promptly. They may not be malignant, but only a doctor can make the diagnosis.

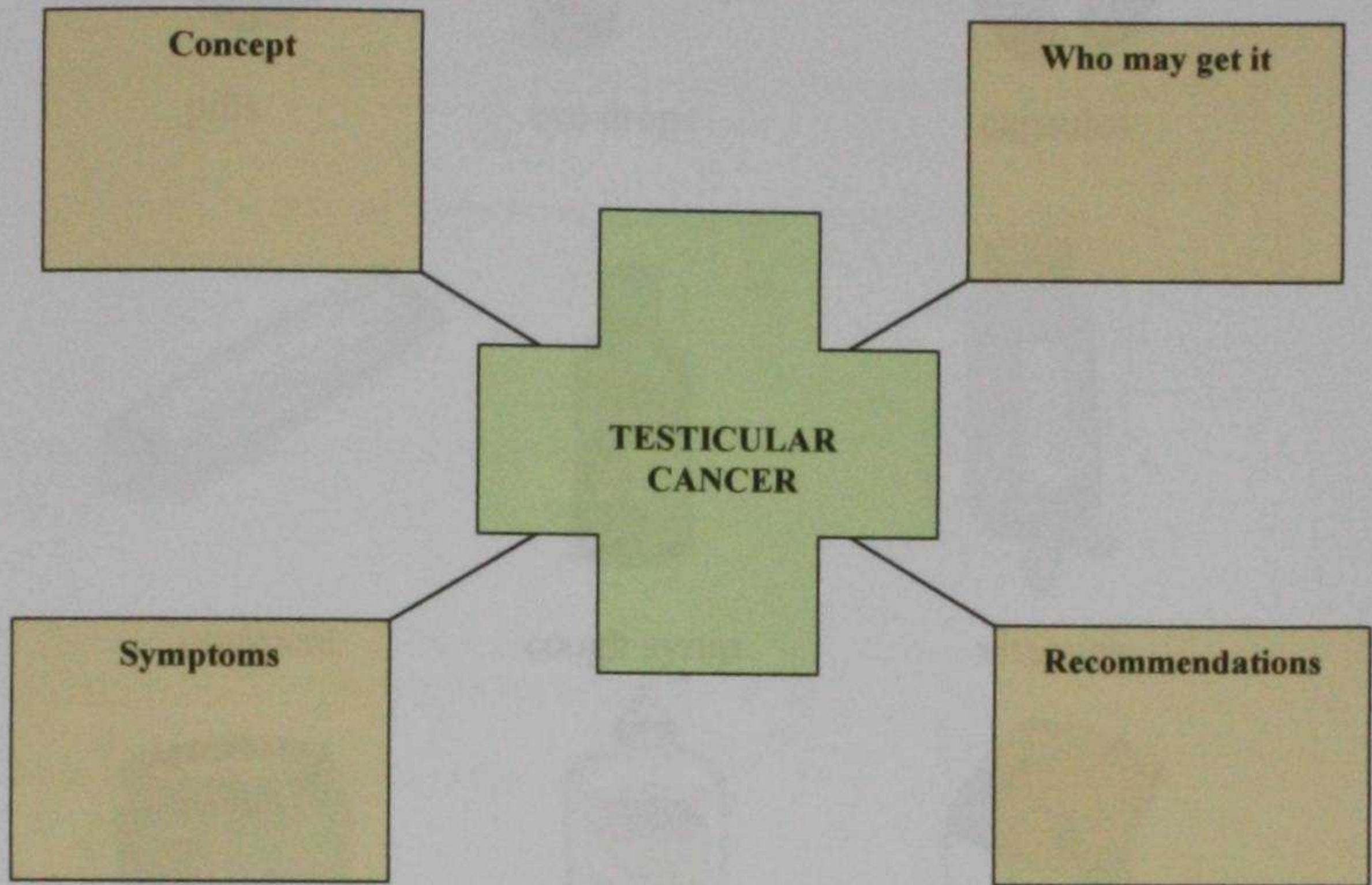
Following a thorough physical examination, a doctor may perform certain X-ray studies to make the most accurate diagnosis possible.

Surgery is usually the preferred treatment, and in certain cases it may be used together with radiation therapy or chemotherapy.

A Good Change of Cure

Although the 5-year survival rate for all cases of testicular cancer is 68%, the most common type of testicular cancer (seminoma) has a survival rate approaching 100% in cases and treated early.

Using the information above, complete the following conceptual map. Write only key words, not sentences.



The teacher can bring a video about different illnesses or diseases. Students must pay attention to the symptoms to complete a chart.

Illness / Disease	Symptoms
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

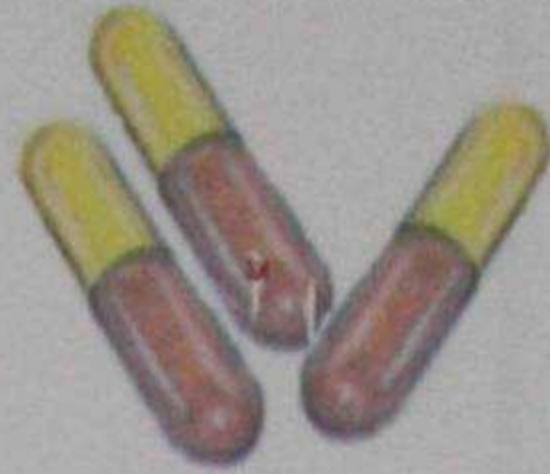
What medicine do you usually take, use or drink?



pills



eye drops



capsules



ointment



cough syrup



vitamins



creme



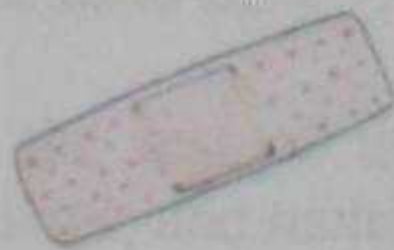
nasal spray



heating pad



injection



band aid



tea



soup



honey

Now it's time to practice with you classmates.
Discuss in groups. Share your personal experiences.

1. What medicines you take, use or drink in the following situations?
 - a) when you have diarrhea
 - b) when you have a headache
 - c) when you get the flu
 - d) when you have an earache
2. Do you know another treatment or medicine used in your country? If so, describe it.
3. Do you prefer homemade treatments or conventional treatments? Why?

It's time for doing some research



Now that you are informed about testicular cancer, why don't you look for data about other diseases that are affecting people around the world.

Take into account the following steps:

1. Choose a disease.
2. Look for the following information about it.
Focus on the following aspects: description of the disease, symptoms, high risk population, recommendations, treatments, etc.
3. Prepare a brochure or poster to hand-in.
4. Present your information to the rest of the class. You may include posters, slides, pictures, videos, recordings, and multimedia.
5. Be ready for questions from your teacher and classmates.

Be creative!

Each of the following sentences has an idiom related to body parts. Read each sentence carefully and guess the meaning of the idioms.

Let's learn some idioms *by heart*

a big mouth My sister has such a *big mouth*. She doesn't keep a secret.

by heart Mary knows the English verbs *by heart*.

to have a sweet tooth Marlon *has a sweet tooth*. He always goes to the cafeteria and asks for a piece of chocolate cake.

head over heels Adrian and Shirley are *head over heels* in love. They're planning to get married next month.

to give someone a taste
of his/her own medicine Marcos is a spoiled child, he is always fighting and yelling at everybody. He needs someone *to give him a taste of his own medicine*.

a long face Mr. Williams didn't buy a doll for her daughter Alice; so she has a *long face*.

nosey My old neighbor is always watching me. She is such a *nosey* person.

sick and tired I am *sick and tired* of working at the same restaurant.

a pain in the neck Solving a math test may be *a pain in the neck* for many students.

to shake a leg *Shake a leg* Magdalena! You have to be at the high school at 7:00 a.m.

to cough up *Cough up* the bill or give the groceries back.

to feel it in
one's bones I am going to win the lottery. I can *feel it in my bones*.

Can you imagine a world without them?



WHAT DO YOU THINK ABOUT IT?

Before entering the great communication world, let's think about the following:

- a) What are your favorite leisure activities?
- b) Do you like to watch TV? Why?
- c) What kind of program do you like to watch?
- d) Are you a couch potato?
- e) Do you like to listen to the radio?
- f) How often do you listen to the radio?
- g) What do you usually listen to?
- h) Do you navigate in Internet?
- i) How many hours do you navigate?
- j) Do you read newspapers?
- k) How often do you do that?
- l) Do you consider the means of communication important for your life? Why are they important? Which one is the most important for you? Why?

In groups, discuss your answers with your partner.

THE REAL POWER OF MASS MEDIA

WHAT ARE THEY REALLY SELLING?

Now it's time to take some popcorn and soda and sit down because we will enter in to the publicity world where everything is possible to become true. You will watch a set of TV commercials. First listening: Write what you see, the product they are selling and they way they are selling them. Second listening: What is the message? What feelings do these commercials provoke on you?

Complete the following chart with this information.

COMMERCIALS	PRODUCT ON SALE	ELEMENTS USED TO SELL	HIDDEN MESSAGE (Feelings and senses)
1			
2			
3			
4			
5			

Now, share your answers with your classmates. Also, tell them if you would buy any of those products. Why or why not?

I WANT TO BE THE TOP PERSON

TV commercials are not the only way people can sell their products. There are other means that are as successful as TV. For example, newspapers and magazines are good means of communication, too.

Below, there is a set of ads from the Costa Rican newspaper "The Tico Times" and the American magazines "American Way" and "Voyager's, American Collection" Look at each ad carefully and choose 5 of them.

HOME OF THE ENDLESS SUMMER & ENDLESS FUN *Tamarindo*
Vista Villas
 WHERE THE PARTY NEVER ENDS
 THANK YOU WILD ON FOR THE UNFORGETTABLE PARTY

• FREE FRONT POOL • SWIM-UP BAR
 WATERFALL • PIZZERIA
 ROBERT HUGHES SURFSHOP

FULLY EQUIPPED VILLAS WITH SPECTACULAR OCEAN VIEWS

WORLD FAMOUS MONKEY BAR & GRILL
 Costa Rica's Best Pizza & Burgers
FREE PIZZA WITH THIS GO

11 NIGHT STAY REQUIRED
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On the left: Sleep. On the right: Rest. On the right: Sleep. On the left: Rest.

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You could call Tencel® the fabric for the new millennium: strong, lightweight, durable, wrinkle-resistant and machine washable. You could travel in it for days and still look fresh. So why not create an entire easy-care Tencel® crepe wardrobe? Such as this sleeveless tank top, worn as a shell or T-shirt. Cardigan sweater features five buttons, a banded bottom and ribbed cuffs. The long, full skirt is designed along classic lines, with a back zip. Drawstring pants won't bind around the waist; side seam pockets. Hooded jacket features a full-zip front, ribbed cuffs and bottom. 100% Tencel® crepe. USA. Black, eggplant. Size S, M, L, XL.

- A. Tencel® Hooded Jacket #VC7082 \$99
- B. Tencel® Cardigan #VC7079 \$99
- C. Tencel® Tank #VC7078 \$48
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- E. Tencel® Drawstring Pants #VC7081 \$79

ROCK AND ROLL WITH THE STONES
 An original lithograph from their "No Security" North American tour depicts Mick Jagger and the gang in action. Limited to an edition of just 7500 matted and wood-framed prints, each plate-signed by all four members. Accompanied by a certificate of authenticity. 20" x 19".
 C. Rolling Stones "No Security" Tour Lithograph #VC7093 \$150

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 Perhaps the world's most famous drummer, Ringo Starr, has autographed 500 pairs of drumsticks. They have been specially framed alongside a portrait of Ringo by Bart Forbes. The print and sticks match in number; the print is hand-numbered by the artist. An engraved brass plaque introduces the collection. Accompanied by a certificate of authenticity. 17" x 21".
 D. Ringo Starr Drumsticks #CM2307 \$495
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ESCAPE OFFICE BOREDOM IN 007'S DESKTOP HELICOPTER!
 James Bond wouldn't settle for a boring desk job, and neither should you. Press a button and these helicopters lift off, hovering above your desktop, flying around the room. A great signal to meeting mates that things are getting boring! Requires two AA batteries (not included). 3 1/2" x 4 1/2" x 6 1/2".
 E. Desktop Helicopter #CM2022 \$35



FROM THE POP SHOP
 The classic Pepsi-Cola® bottle cap clock, ringed with the signature band of neon. This contemporary replica bears the soft drink's slogan of the '50s: "More Bounce to the Ounce." Precision quartz movement. Illuminated dial, 1 1/2" diameter, 2 1/2" deep. Plugs into wall. V.I.-lited. Imported.
 J. Pepsi® Neon Wall Clock #CM2315 \$30

Based on your selection, answer the following questions.

1. What product is each ad trying to sell?
2. What is the person's image each ad is attempting to sell?
3. Do you think the products on sale are important for your life? Justify.
4. Which products would you afford from the ads? Why?
5. Does Costa Rican publicity differ to the American type of publicity? How?
6. Which ad is the best for you? Why?
7. Do you think that affording the products that are in vogue make you a better person? Justify.

Discuss the answers with a classmate.

Get ready to design your own add. Be creative. Remember the colors, the environment and the objects you use are very important to cause a great impact on people's mind. For this you need, color pencils, scissors, cut outs, paper, etc.

If you think publicity does not affect people's life, why don't you read the following letter that a girl sent to "Doctor Heart".

Dear, Doctor Heart

I'm an 18-year-old girl. I attend the college and my favorite hobby is going shopping. I really like to be up dated with anything that's why I always have to read the fashion magazines, watch the new products on TV and listen to radio commercials in case I do not know about something new to afford. I wear the latest clothing people wear. I use the jewelry and perfume the magazine "Friends" announces. I bought the wooded shoes the newspaper announces this week. Furthermore, I attend to the most expensive and luxurious gym that a TV has ever announced. I consume the fat-free products that the magazine "For your health" is promoting. I also bought the new products for my curly hair. The last thing I bought was a Mickey Mouse hone that wakes up when the phone rings and falls asleep when I hang up the phone. However, here is my problem. I am not happy. I feel depressed. Now, I do not know what to afford to get rid of this feeling of dissatisfaction. I have bought everything Mónica María Castro de Aguirre has in her life but I am not as happy as she is in the soap opera "Be yourself" on channel 8 at 6 pm. what's wrong with me?

Please, help me.

Regards, Unhappy Girl.

Now, imagine you are "Doctor Heart" and write the girl a reply letter, giving her some advice.

TV, A REAL PROTAGONIST, IN MOST COSTA RICAN FAMILIES

Answer the following questions:

- a) Do like to watch TV?
- b) Who do you like to watch TV with?
- c) When do you usually watch TV?
- d) Does your family get together to watch TV?
- e) What kind of programs does your family usually like to watch?
- f) What else does your family like to do as a group?

Discuss your answer with the rest of the class.

Read each paragraph about the impact television has had on some Costa Rican families. Then, show your general understanding of the reading. Write the main idea of paragraph B, C, and D.

What television watching has removed from Costa Rican family life

There is not doubt that television has tremendous power to inform and entertain. "The boob tube" may increase our knowledge of the outside world; educational programs, for instance, help TV viewers to understand or learn about some fields of study such as medicine, politics, the arts and so no. TV may also benefit elderly people who are not able to leave their houses or patients in hospitals who are often bored. In addition, television could be used to promote positive attitudes in people such as helping, charity, cooperation and brotherhood. However, there are many serious TV effects on society's members. Of course, family, the nucleus of a society, may be affected because of television watching. In Costa Rica, for instance, television may disrupt family life; it may erode familial rituals and ties. Moreover, a great deal of TV programs may promote violent behavior in the family. Finally, TV watching may cause family members to become dissatisfied with their lifestyle.

Watching too much television contributes to the erosion of family rituals. Nowadays, the typical Costa Rican family spends so much time staring at the TV screen that they do not have enough time to share with their relatives. They are not together to have lunch or dinner, every family member sits at the table alone. As that Costa Rican custom begins to disappear, sitting around the dinner table and chatting after every meal-time also tends to disappear. Besides, family members are so concentrated on watching "the boob tube" that they are quiet, nobody says anything to anyone, nobody quarrels or complains. As arguing and verbal fights tend to vanish, communication between family members also tends to disappear. Consequently, the generation gap is enlarged, parents and their kids do not understand each other. Moreover, too much television may be responsible for loss of recreational activities which were practiced as a group in family. Now, people are so interested in watching television that they do not like doing newspaper puzzle, telling tales or playing games such as cards, lottery or domino.

Main idea: _____

A longitudinal study published in 1977 in the United States gave the first substantial evidence that observational learning is the most plausible explanation for the causal relationship between television violence and later aggressive behavior. The more time Costa Rican family members spend watching television, the more they will conceive the world to be similar to television portrayals. Thus, those members who view a great deal of television –and who consequently see a great deal of violence- are more likely to view the world as a mean and scary place. For instance, a child who watches too much aggressive behavior on TV may store and retrieve that behavior for future actions. In addition, that kid may imitate violent behavior from a TV character – often a hero- who is always rewarded for his/her aggressiveness. Television may also cause desensitization to violence. Looking at violent TV scenes for even a brief time makes young children more willing to accept aggressive behavior from other. As kids accept aggression, they will be themselves more violent. Moreover, watching scenes of violence on TV encourages adults to assume a violent behavior to solve their life problems. As soon as an adult –maybe one of the family's head- tries to solve any familial trouble, s/he will tend to act aggressively. Consequently, younger family members –children, teens- will learn to behave in an aggressive way from watching their parents, older siblings, peers and other adults. Evidently, watching television influences people's attitudes.

Main idea: _____

TV watching may also cause Costa Rican family members to become dissatisfied with their own lives. Real life does not seem as exciting as the lives of most actors and actresses on the screen. To many people, what they see on TV becomes more vivid than reality itself; hence, their lifestyle seems boring. For example, a father or mother may feel depressed because nothing amusing ever happens to him or her; s/he just goes to work, comes home, raises children, cleans the house, has dinner, watches TV and goes to bed. On the other hand, a TV character may be an average man or woman in daytime and turns into a famous detective or a night club dancer in darkness. Besides, the concept of beauty that most of TV programs and advertisements portray has a great effect on family life. For instance, a high school girl has personality problems because she does not look attractive and is not a popular woman even though she wears the latest fashion clothing, buys the light products and attends the esthetic center advertised on TV. As that girl begins to feel unhappiness with her life, her attitudes and mood may promote conflicts in her family.

Main idea: _____

It is clear that the "boob tube" has a powerful influence on family life. It can be very helpful to family members if they carefully choose the shows that they watch. Television may entertain, inform and promote positive attitudes on family. Unfortunately, TV influence on family is often negative. Watching television may be responsible for disruption on family life, behavior changes and problems with reality.

a) With a partner scan the previous text and complete the paragraph with the appropriate information. Take the time while you are solving the exercise.

It's evident that television has a powerful influence on people's life. It increases our knowledge of the outside _____; _____ programs, for example, it contributes with the _____' understanding about different field's of study. TV also benefits _____ people who stay at home and _____ who are often _____ in hospitals. Furthermore, television may contribute to _____ attitudes in people such as helping, _____, cooperation and _____. However, TV may affect people in some many ways. In Costa Rica, for instance, the boob tube may disrupt _____ life, promotes _____ behavior and causes dissatisfaction in people's _____.

b) After reading the text about the influence of television watching on Costa Rica families, you maybe noticed you do not know every word in the reading, however, you probably understand what the text is about because you guessed the meaning of unknown words.

Without using your dictionary, guess the meaning of the underlined words. Circle the letter that corresponds to the most appropriate answer.

1. "The "boob tube" may increase our knowledge of the outside world"
 - A) internet
 - B) television
 - C) radio
 - D) newspaper

2. "There is no doubt that television has a tremendous power to inform and entertain."
 - A) great
 - B) little
 - C) dangerous
 - D) positive

3. "TV may also benefit elderly people who are not able to leave their houses or patients in hospitals who are often bored."
 - A) children
 - B) young people
 - C) sick people
 - D) old people

4. "In Costa Rica, for instance, television may disrupt family life...."
 - A) break
 - B) contribute
 - C) improve
 - D) help

5. "Besides, family members are so concentrated on watching "The boob tube" that they are quiet, nobody says nothing to anyone, nobody squirrels or complains."
 - A) noisy
 - B) calm
 - C) angry
 - D) upset

6. "As arguing and verbal fights tend to vanish, communication among family members also tends to disappear."

- A) come out
- B) disappear
- C) appear
- D) find out

7. "Thus, those members who view a great deal of television –and who consequently see a great deal of violence- are more likely to view the world as a mean and scary place."

- A) bad
- B) meaningful
- C) good
- D) pleasant

8. "For instance, a child who watches too much aggressive behavior on TV may store and retrieve that behavior for future actions."

- A) get back
- B) neglect
- C) forget
- D) lose

9. "Moreover, watching scenes of violence on TV encourages adults to assume a violent behavior to solve their life problems."

- A) forces
- B) teaches
- C) motivates
- D) denies

10. "As soon as an adult –maybe one of the family's heads- tries to solve any familial trouble, s/he will tend to act aggressively."

- A) member
- B) circumstance
- C) task
- D) problem

c) You will work on a negative TV impact presented in the text "*What television watching has removed from Costa Rican family life*" with a group of classmates.

Follow these steps:

- Summarize the information.
- Look for other real examples of the impact.
- Present the information to the class.

Be creative

d) Now that you can tell about some negative effects of TV in Costa Rican families, search for more information if necessary and write a composition about the influence of cartoons on Costa Rican children.

LIFE IN THE INTERNET

- a) Do you surf in the Internet?
- b) Do you visit any site in Internet? Which ones?
- c) Have you ever bought something in Internet? If so, what did you purchase?
- d) Have you ever chatted? Is that fun for you?
- e) Are e-mails important for you?
- f) Do you consider Internet important? Why?

Now, consider going to an Internet café and navigate for a while. Then, write a brief report about your experience.

Based your report on the following questions:

- 1. How long did you navigate?
- 2. What sites did you visit?
- 3. What important information did you find?
- 4. Do you like the way the information is presented in a web page?
- 5. Do you enjoy your navigating experience? Why?

Share your experience with the rest of the class.

ARE YOU A COUCH POTATO?

Conducting a survey is a good technique to collect information about people's opinions and thinking of a particular phenomenon. Go around the class and ask six classmates about different issues of mass media. Don't forget to write your classmates' responses.

- 1. How many hours do you usually spend watching TV?

Less than one hour	One to three Hours	Three to five hours	More than five hours

2. What kind of program (s) do you like to watch?

Comedies	Dramas	News	Talk Shows	Action Movies

3. Do you turn on the TV set to watch a particular program or to watch whatever is on?

Watch a particular Program	Watch whatever is on

4. Do you like to watch commercials or do you skip them?

Watch commercials	Skip them

5. How many hours do you spend listening to the radio?

Less than one hour	One to three hours	Three to five hours	More than five hours

6. What kind of material do you like to listen to on the radio?

Music	Sports	News	Religious Programs

7. Do you like to listen to announcements on the radio?

Yes	No

8. How many hours a week do you spend reading a newspaper or magazine?

Less than one hour	One to three hours	Three to five hours	More than five hours

9. What kind of information do you like to read?

News	Literature	Ads	Educational Reports

10. Do you read the newspaper carefully or just read the headlines?

Read it Carefully	Read headlines

11. How do you usually get the news of the day?

On TV	Radio	Newspaper	Internet

12. How much do commercials influence you on purchasing?

Very Much	Somewhat	Not at all

13. Which means of communication affect more your decisions?

TV	Radio	Newspaper	Internet

Now that you have interviewed your classmates, write a comparative paragraph by using the information gathered.

Now it's time to design your TV schedule for this Saturday night. Share it with the classmate next to you. You may use the TV guide that appears in newspapers.

Channel	6:00	6:30	7:00	8:00	8:30	9:00	9:30	10:00	10:30

YES! I WAS THERE...

Important historical events have taken place around the world that have changed our society, and no matter how long or how far they happened, you were there thanks to the amusing invention of the means of communication.

Below there is a set of captions about some important events that have taken place through human history. There is also a list of photos that describe those events. Match each picture with the corresponding caption by writing the correct letter in the parenthesis.

A collage of five historical photographs labeled A through E. A: A man in a suit pointing at a map of Iraq with a jet flying above. B: An astronaut on the moon with an American flag. C: Soccer players on a field, one in a yellow jersey is on the ground. D: A man with glasses and a mustache looking at a document. E: A large fire or explosion.

() February, 2003, the USA army invaded Iraq. Italy, as well as some other countries, agrees on USA invasion. The Iraqi president does not want to leave his country. Many people died in that war.

() July 20th, 1969, 723 million people watched as Neil Armstrong and "Buzz" Aldrin became the first people to set foot on the moon. When they first landed the Apollo 11 lunar module. Armstrong uttered the well-known statement "That's one small step for man, one giant leap for mankind". While on the moon, they performed scientific experiments.

() May and June 2002, every soccer fans' eyes are on Korea and Japan World Cup. Most Costa Rican go bed late, wake up early or simply do not sleep to watch the Costa Rican National soccer team playing with some soccer giants. Almost all Costa Rican's boob tubes and radios are on.

() July 7th, 2001, the well-known journalist Parmenio Medina is murdered. No one knows what happened but almost everybody watches news, buys newspapers or listens to radio to know more about that mysterious murder.

() February 1st, 2003, the space shuttle of NASA exploded after a long expedition. Millions of people around the world watched in horror as the shuttle burned in space.

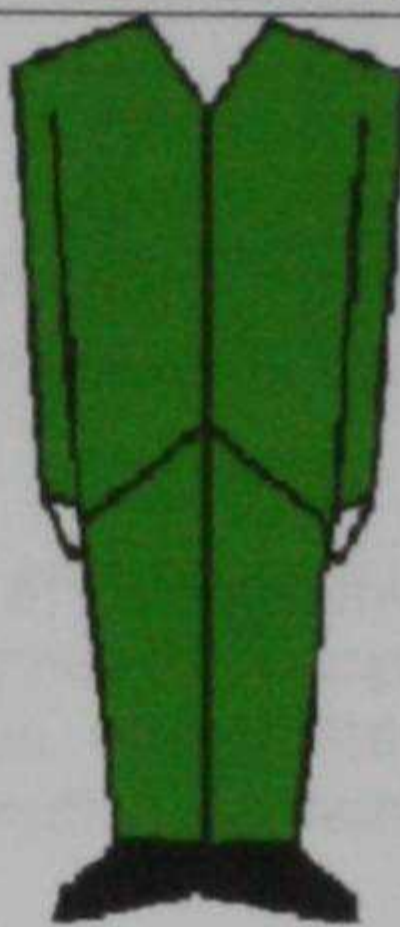
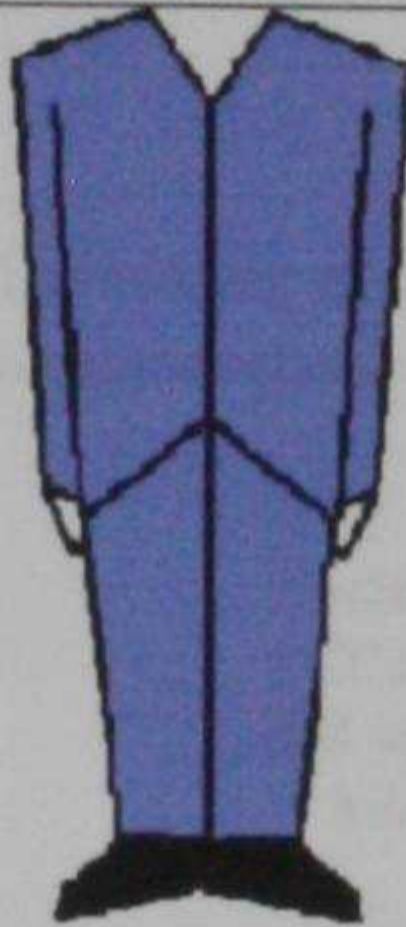
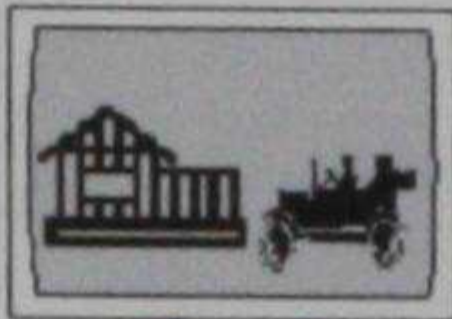
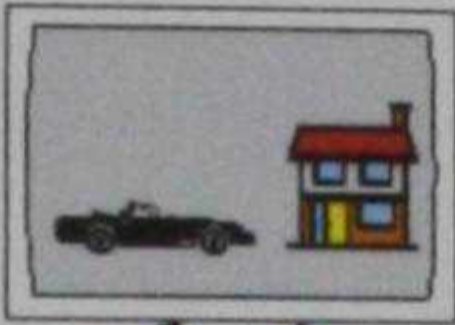
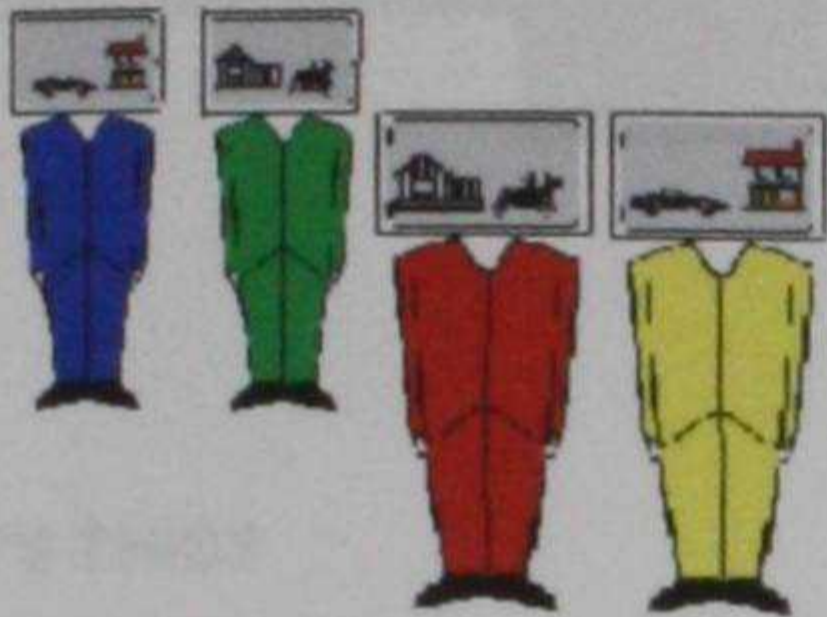
XERUX, THE BEST SHOE SOLE CLEANER YOU HAVE EVER TRIED...

Now it's time to sell!

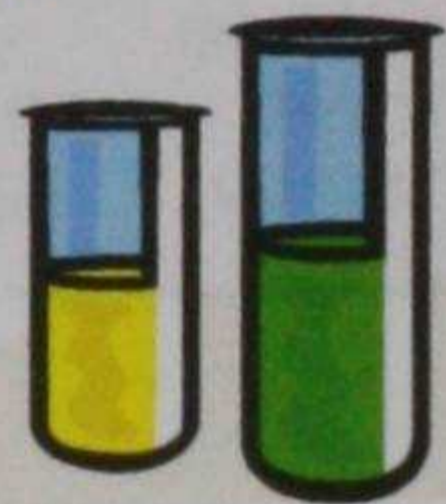
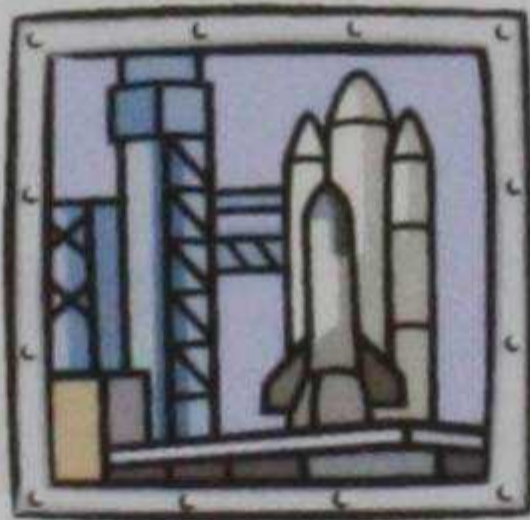
In groups of four or five, think of a product a famous company wants to sell. This company hires your publicity agency services to produce a good add. Now, it's your task to sell your new product successfully.

WHO SOLD MORE...

Then, a member of a group will design a survey about the product they are selling to realize if their announcement worked on people's mind.

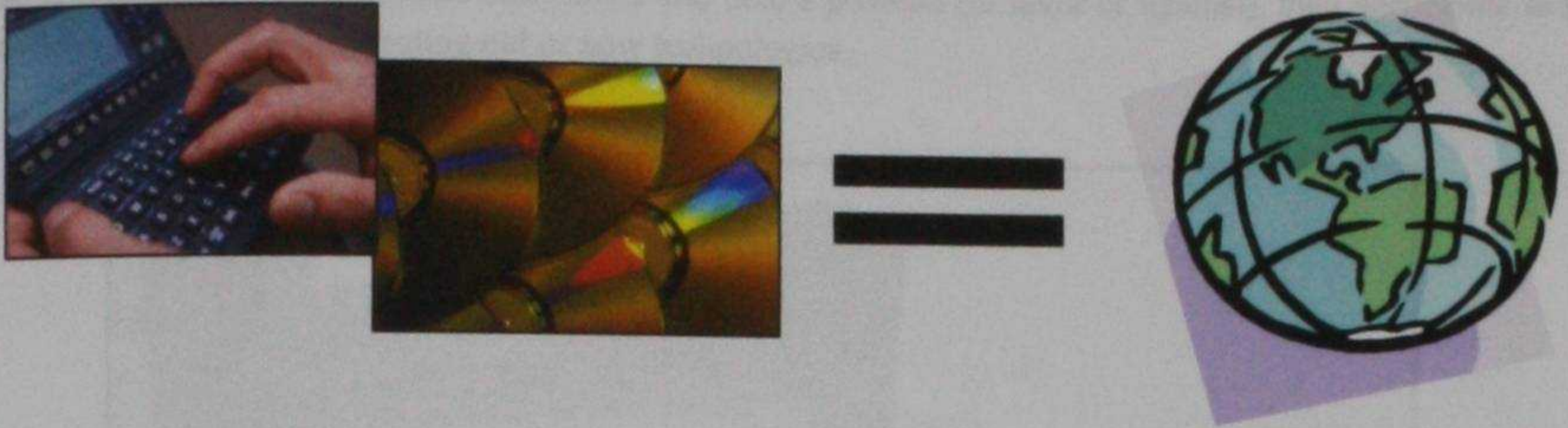


Just... push the buttom!



Get in groups. Read the following proposition, and then think of some arguments in favor of it and others against. Share them orally with your partners; this will lead you to a short discussion.

“ TECHNOLOGY = A BETTER WORLD ”



WHAT'S THIS?

Sit in pairs and pretend you don't know the meaning of the following words. Your partner will help you to understand what each word means. Ask questions related to the word. See the example.

I.e.
Student A: what's a **computer**?
A: what's that machine for?
A: What does the **computer** do?
A: What's **Internet**? Etc.

Student B: it's a machine
B: it's for helping people.
B: it writes, saves information, looks for information in Internet, etc.

Wire - invention - batteries - robot - medical -
monitor- memory - sophisticated - button - device -
digital - application- unplugged- energy - computer.

Note: the use of the dictionary could be helpful.

IT'S OLD BUT GOOD !!!



Observe this illustration of old-fashioned technology, in groups; discuss the advantages and disadvantages these appliances have. Take some brief notes and take a position (in favor or against), then participate in a brief debate defending or rejecting old or new technologies.



advantages

disadvantages

advantages

disadvantages

1

2

3

4

NEW TECHNOLOGY

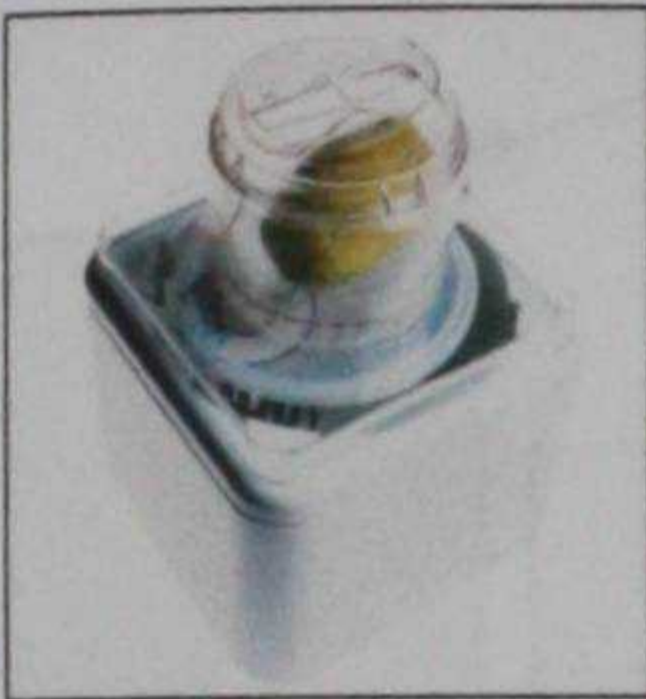
Read the descriptions of these technological inventions that we have in our homes.



1 This is an electronic device to be used in developing nations. This is a generator that you can attach to your cell phone and turn for 30 sec. to generate enough energy for five minutes of talk time. Then you won't have your cell-phone battery go dead easily.

WARNING: this device works better on Motorola phones.

2



This is the ultimate mashed potato machine that cooks, mashes and flavors potatoes in just 20 min. You have to insert the potato into a food processor device, add water and seasonings.

Great isn't it? unfortunately this invention is not ready, and its availability is uncertain.

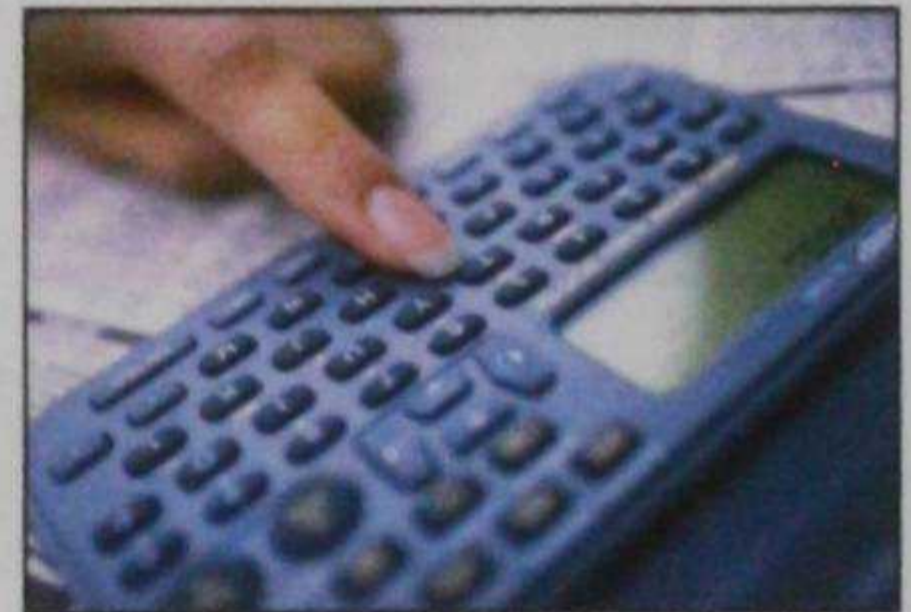


3

This is a sophisticated clock timer, but not a simple one; this invention presents many features. This article includes a clock, a sport timer, a multi-lap stopwatch, dual time, a countdown timer, and alarm devices. Ideal for people involved in sports.

4

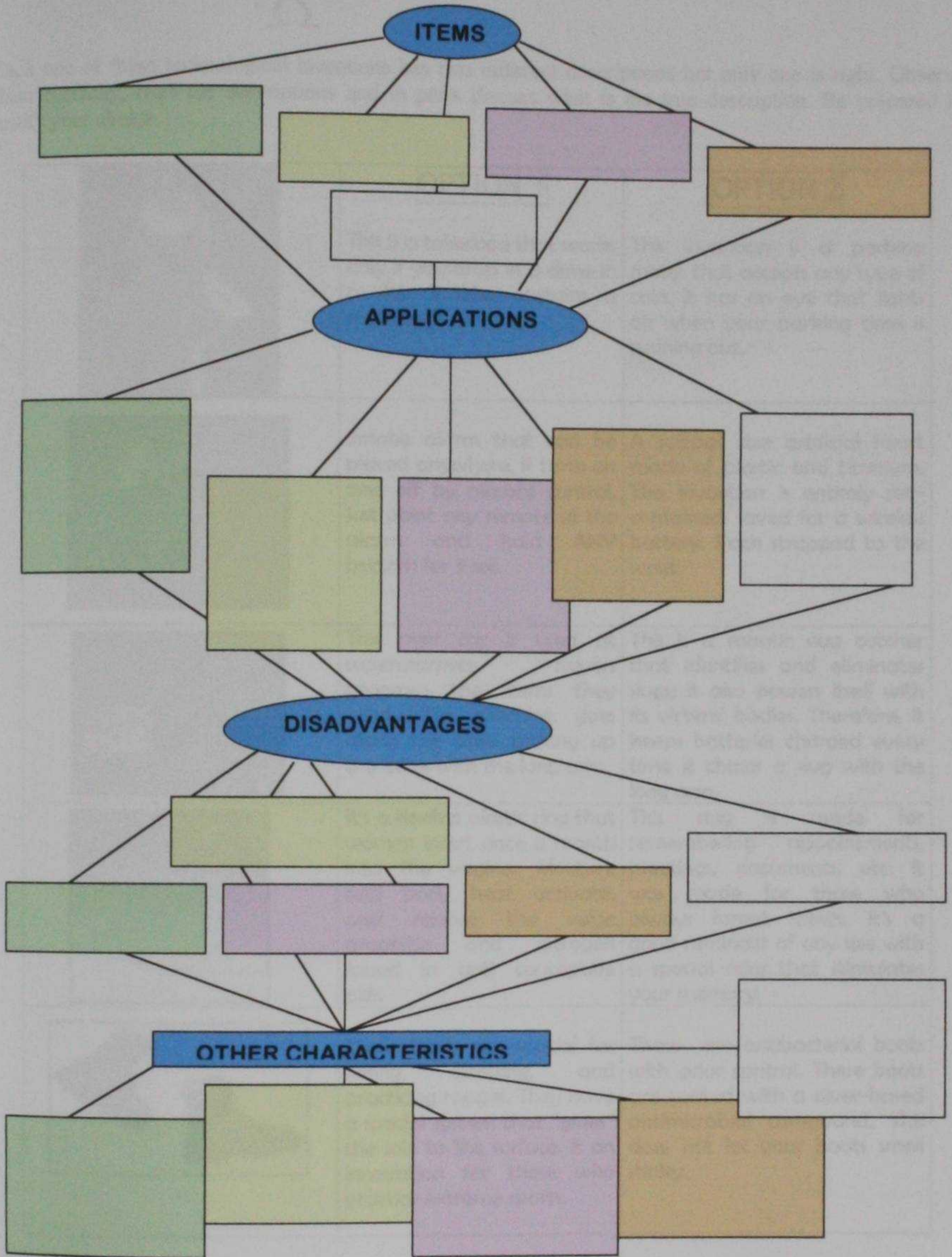
This solar calculator is essential to deal with math at school or at work. This device contains many important features that you need to solve simple problems to more complex mathematical exercises. It is so small that you can take it even in the pocket or the backpack. Remember this calculator does not need batteries just a lightly place.



5

This item is very useful nowadays, especially for those who have to be in contact with others all the time. This fax machine sends your messages faster than others. This device is quite economic, and presents perfect images of original important documents. It also includes a recording machine, and a caller ID. However, this fax is not as fast as the e-mail.






Fill in this web map using the information from the previous reading, colors will guide you.



WHAT IS IT FOR ?



Each one of these technological inventions has two different descriptions but only one is right. Observe them carefully, read the descriptions and in pairs discuss what is the true description. Be prepared to justify your choice.

	<p style="text-align: center;">OPTION 1</p> <p>This is a telescope that works only if you drop in a dime in a slot. It also contains a mobile eye.</p>	<p style="text-align: center;">OPTION 2</p> <p>This invention is a parking meter that accepts any type of coin. It has an eye that lights on when your parking time is running out.</p>
	<p>Smoke alarm that can be placed anywhere. It turns on and off by remote control. Just point any remote at the alarm and hold ANY bottom for 5 sec.</p>	<p>A softball size artificial heart made of plastic and titanium. This invention is entirely self-contained, saved for a wireless battery. Pack strapped to the waist.</p>
	<p>This mini car is used at supermarkets; buyers program the items they want. The machine goes along the aisles picking up the items with the long arm.</p>	<p>This is a robotic slug catcher that identifies and eliminates slugs; it also powers itself with its victims' bodies. Therefore, it keeps batteries charged every time it chases a slug with the long arm.</p>
	<p>It's a flexible plastic ring that women insert once a month into the vagina. Moisture and body heat activate, and release the same progesterin and estrogen found in anti contraceptive pills.</p>	<p>This ring is made for remembering appointments, meetings, documents, etc. It was made for those who always forget things. It's a good reminder of any size with a special odor that stimulates your memory.</p>
	<p>These boots are special for hiking, climbing, and practicing rappel. They have a special system that "glues" the sole to the surface. It an innovation for those who practice extreme sports.</p>	<p>These are antibacterial boots with odor control. These boots are coated with a silver-based antimicrobial compound. This does not let your boots smell stinky.</p>



IN THE BUSINESS

You've got a new job as a salesperson in an important store. How are you going to persuade your customers to buy your innovative video and audio equipment? Well it's easy, choose one of the items below. In pairs, describe your item. Tell each other about its characteristics, and advantages.



HANDYCAM
LCD 2.5" screen
night shot video
lamp
incorporated

VCR
3 languages
Control remote
6 heads

T.V
Color screen 34"
High fidelity sound
125 channels
Remote control
language display

DVD
Plays any Region Code
number
DVD video karaoke
CD player

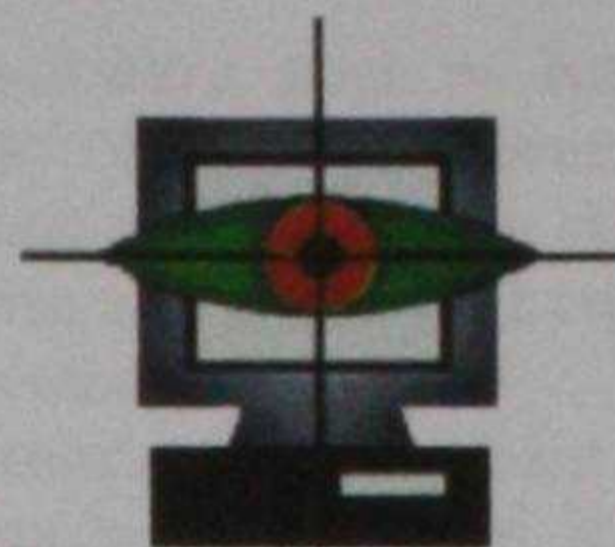
DISCMAN
Digital
Radio AM/FM

STEREO SYSTEM
7000 watts
3 CD's
2 tape deck
Radio AM/FM
remote control

Do you have at home a different article that you want to "sell", OK bring it in and demonstrate how good you are at selling in a role play. You are the salesperson while your partner is a customer.

The following reading is divided in 4 parts. Read each part and do the corresponding exercises. At the end take a position, and participate in a round table with other classmates. Discuss enthusiastically the topic.


IT'S ALL FREE! *



part I

James Phung saw *Phone Booth* before you did. What's more he saw it for free, in the comfort of his private home-screening room. Phung isn't a movie star or a Hollywood insider; he's a junior at the University of Texas who makes \$8 an hour at the campus computer lab. But many big Hollywood movies have their premieres in his humble off-campus apartment. Like millions of other people, Phung downloads movies for free from the Internet, often before they hit theaters. *Phone Booth* will fit nicely on his 120-GB hard drive alongside 125 other films, not to mention more than 2,000 songs. "Basically," he says "the world is at my fingertips."

Phung is the entertainment industry's worst nightmare, but he's very real, and there are a lot more like him. Every month they – or is it we? - download some 2.6 billion files illegally, and that's just music. That number doesn't include the movies, TV shows, software and video games that circulate on line. First-run films turn up online well before they hit the theaters. Albums debut on the net before they have a chance to hit the charts. Somewhere along the line, computers users everywhere, have made a collective decision that since no one can make us pay for entertainment, we're not going to. Click by click, file by file we are tearing the entertainment industry apart. A report by Internet services company Divine estimates pirates swap between 400,000 and 600,000 movies on line everyday.

 After reading this first part, complete the following sentences.

- 1- James Phung watches many films before anyone, 'cause he's a _____.
- 2- Phung studies at college but he also spends his time _____.
- 3- Downloading files is easy if you have _____.
- 4- "Hackers" or pirates download files such as; _____.
- 5- Based on a report by Divine, pirates "steal" _____ films per week.

Part II

If you ask the pirates, they'll say they're just fighting for their right to party. If you ask the suits, they'll say they're fighting for their lives. "If we let this stand, you're going to see the undoing of this society," says Jack Valenti, head of the Motion Picture Association of America (M.P.A.A). Two landmark decisions last week, one in favor of the entertainment industry and one against it, will shape the way we deal with digital movies and music for years to come. The only thing left to decide is which side of those battle lines you're on.

It's easy to see what the pirates do what they do. Right now you can find thousands of free movies on line, every song ever released, if you know where to look, is available on line for nothing more than the effort it takes to point and click.

Most on line piracy happens through what is called file-sharing software, such as Kazaa, Gnutella, and Direct Connect, that links millions of computers to one another over the Internet. File-sharing software takes advantage of the fact that music and videos are stored as digital data – they're collections of disembodied, computerized bits and bytes that can be stored or played on a computer and transmitted over the Internet as easily as e-mail.

Using file-sharing software, people can literally browse one another's digital music and movie collections, picking and choosing whatever they want. If you've never tried it, it's hard to describe how seductive it is. Star up a program like Kazaa, type the name of your favorite rock band, and a list of song titles will appear on the screen, see something you like, click on it, and it's yours. The downloading will take 2 minutes, if you long on any night of the week you will find millions of users sharing hundreds of millions of songs, movies and more.



Now that you read the second part, you can answer these questions easily.

- 1- How does Internet piracy occur? _____
- 2- What's a file-sharing network? _____
- 2- Why's so easy to download films or music by Internet? _____
- 3- What would you do to download your favorite song? _____

part III

In the past few months, more and more artists have begun speaking out, and they stand a better chance of winning sympathy. For years musicians and other artists were reluctant to address file sharing but things have changed, and the likes of popular singers have been delivered televised antipiracy messages. Actors have appeared in an antipiracy spots on behalf of the movie industry.

The entertainment industry's grand plan for surviving piracy isn't just about to stick. The Internet offers a whole new way of selling music, and when music and movie executives are not expressing their outrage over downloading, they are salivating over a potentially massive revenue opportunity. There are already a couple of dozen legal, pay-to-play downloading services including Pressplay, Listen.com's Rhapsody and Music Net. Apple Computer has a new service that means to integrate seamlessly with its iPod MP3 player and its iTunes music software. Movie and TV downloading websites are shooting as well, some offer a library of more than 300 films, and other offers online episodes of daytime serials. Pressplay, for example, has upwards of 300,000 tracks available for download, with membership started at \$9.95 a month. This plan buys you unlimited downloads, but you can't move the songs to your portable MP3 player or burn copies of them onto a CD, and you can listen to them only so long as you're a Pressplay subscriber. Miss a payment and the files lock up. Some labels hire professional counter hackers, companies like Overpeer, that realize dummy versions of popular songs onto file-sharing network. To the pirates they look like the real one but when you download them, they turn out to be unplayable. Some others distribute review copies of new albums inside CD players that had been glued shut or made by old-fashioned vinyl, which is thicker to copy.



Read these statements and write YES or NO, justify your answers. Check for meaning.

1- Singers and actors banned pirates by recording antipiracy TV spots

2- Pressplay locks up files as a strategy against piracy.

3- Users will enjoy the same benefits when they download files legally.

4- Creating "false" files is an entertainment for executives to trick pirates.

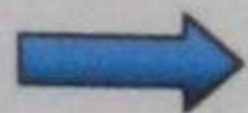
5- Music artists cannot protect their work at all.

part IV

The future is already here. You can see it in action in Asia. Piracy is a growing phenomenon in the U.S., but in some developing countries is a fact of life. There's a market place in Pakistan, where you can buy a DVD of a brand-new film for 100 rupees (\$1.75). There are, in that place, five optical-disc factories, just one of which churns out 40 million pirated discs a year. If you think American teenagers are guiltless, try talking to a Pakistani shopkeeper. "We make copy of everything" said Mohammed Haris. "Even George Bush cannot dare to come over here. We will keep the original and send his copy back home."

In China, where piracy rates movies, music and software are all more than 90%, record companies trying to develop local talent have bled money for years. Every time they try to build a star, the pirates take the profits. "There's no point in spending money to drive demand," says Samuel Chou, Warner Music's CEO for China and Taiwan, "because what you drive all goes to piracy."

It's a scary tale, and people want a revolution. File sharing is not going to save entertainment but if it allows to listen to more music in more ways than they ever have before, can it be all bad? And does good or bad even matter? Technology has a way of sweeping aside questions of what is right and wrong, and replacing them with the reality of what is possible.



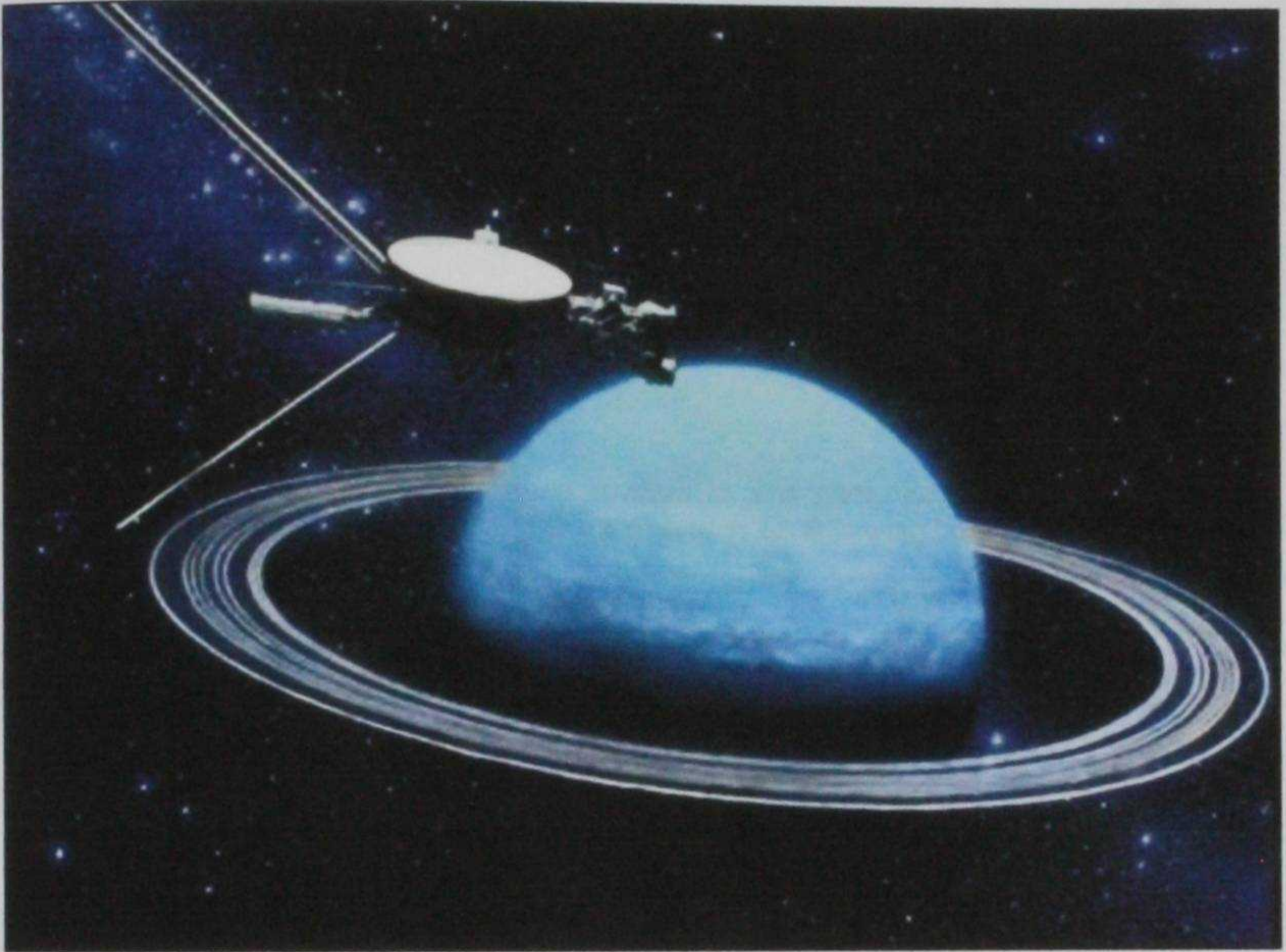
You have done a great job so far. To finish read the following phrases taken from some parts of the whole reading, reflect on them, and take a position. Be ready to share your opinions and your answers with the class in a round table activity.

- 1- "Since no one can make us pay for entertainment, we're not going to."
- 2- "If we let this stand (piracy), you're going to see the undoing of this society."
- 3- "It's hard to describe how seductive it is (piracy)."
- 4- "Technology has a way of sweeping aside questions of what is right or wrong..."

LET'S EXPLORE THE OUTER SPACE



Observe this picture carefully. Then in groups, discuss with your partners the following questions. Express your opinions, feelings, and emotions in your answers.



What comes to your mind when you see this image?

How do you imagine the outer space?

What do you think about what happens in outer space?

Would you like to be in a rocket or a space shuttle?

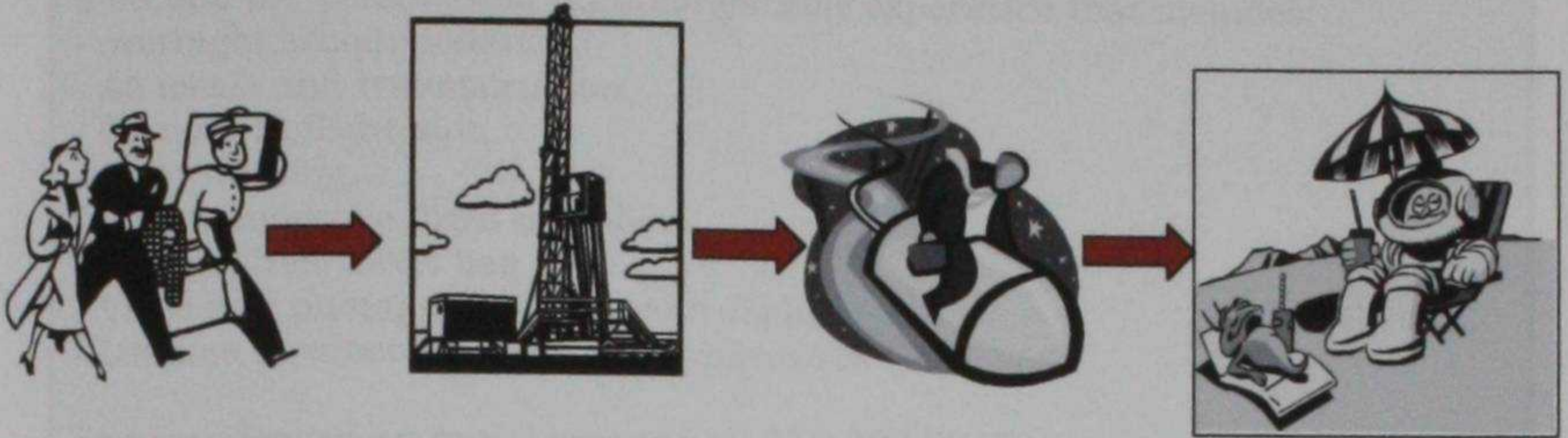
How do you think is the noise out there?

Do you think that it is necessary to explore the space? Why? Why not?

Ask your teacher for help with unknown words.

SPACE ADVENTURE

Observe the following illustrations and describe the situation orally with the classmate next to you.



Share your opinions with the rest of the class, later.

The reading "Train Today, Fly Tomorrow" is divided in four parts. Read the part assigned by your teacher. Underline main ideas. Check out useful vocabulary in the following box.

OQP= Program that trains people for going outer space. VIP= very important person
Zero-Gravity Flight= A simulacrum of a space flight with 0 gravity. Star City= an air base in Russia
NOMEX= Brand in charge of designing space suits.

Train Today, Fly Tomorrow *

A)

If you want to have a spatial experience the orbital qualifications program, OQP offers you a full cosmonaut medical certification, a chartered zero gravity flight, as well as 29 supersonic flights. It also includes a NOMEX flight suit and leather flight jacket, all transfers, meals, tours, and executive suite accommodations at the five-star Sheraton Palace Hotel. Finally, a VIP processing, guides, staff support, and interpreters.

However, for going outer space and enjoy the orbital qualification program, you must reach some important medical prerequisites such as; a current medical history and documentation prior to medical exam. A medical certification. Neurological and dental tests, and body scans, among others. Therefore, if you pass the tests you are in the list of the lucky people that will have a tour to the space.

B)

All the medical examination worth it because if the committee approves the results of the Orbital Qualification Program, the final frontier is finally within our reach. Yes, you can make a reservation now on the first private spacecraft to take passengers to space. Flights are expected to begin within the next few years. Remember that space is available but it's filling quickly.

\$ 98,000 per person, and an unforgettable experience that includes:

- overnight accommodation.
- All meals and transportation.
- Custom-fit flight suit.
- Flight training.
- Commemorative flight medallion.
- Personalized travel bag.
- Video and photographs from your flight.
- Lifetime membership to Space Adventures Club.

You can deposit an initial amount of \$10,000.00. Payments of \$12,000.00 per year is required for the first three years prior to flight.

A final payment is due 180 days prior to your flight date.

This space adventure is intended for persons in generally good health, 18 years of age or older and without physical disabilities.

Because a person's physical condition may change over time; a final health screening will be made.

C)

Maybe you know, or have heard of the itinerary that tourists follow when visiting a National Park, or a foreign country but this is the "unusual" itinerary of the OQP. These activities are prior the fabulous space travel you could enjoy of.

1st day, you receive a VIP treatment. The first day you are transferred from the airport to the five-star Sheraton Palace Hotel in downtown Moscow. Dinner and orientation.

Day 2 you will have a tour of the major highlights of Moscow. After lunch transfer to Star City for a tour of the Yuri Gagarin Cosmonaut Training Center. The 3rd day your medical examination begins. Over the next several days you will experience one of the most thorough medical exams of your life. Complete blood tests, heart tests, and body scans for example.

The 11th day you are transferred to Star City for a Zero-Gravity flight, all for you!. Next day, the committee will give their summary and conclusions on your cosmonaut medical certification. You will then be transferred to another air base for the supersonic flights.

Day 13th, transfer to Star City for training with the spacesuit, and in the evening we celebrate your successful accomplishment with a special dinner on your honor. Finally, next day your check out of hotel, transfer and departure processing at the airport.

D)

Now, you can qualify to fly to the International Space Station without having to be a career astronaut or cosmonaut.

Space Adventures have worked since August 1999 with the Russian Space Agency, and the Yuri Gagarin Cosmonaut Training Center to develop private flights .

In April 2001 and 2002, Space Adventures assisted with and facilitated the flight of the world's first space tourists, Dennis Tito and Mark Shuttleworth.

If you have the determination, resources, and can meet the requirements you may be invited to join the group of space explorers. As a first, Space Adventures is offering an orbital flight qualification package to anyone wishing to participate in an experience like this. Space Adventures can provide you with the exciting and challenging activities that will prepare you for traveling into space.

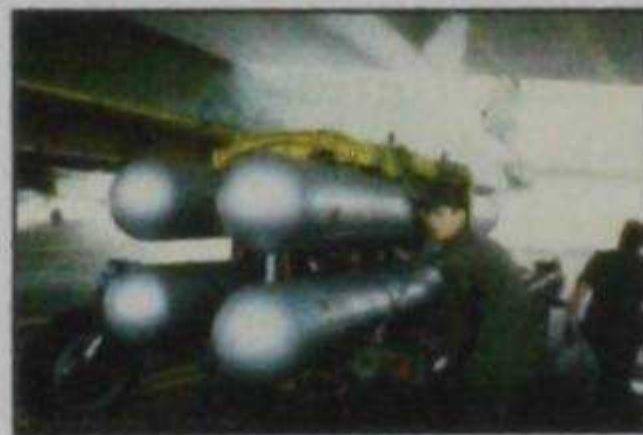
* taken from <http://spaceadventures.com>

Now write a brief summary of your part. In groups of four, present the information to the other members.



A FUTURISTIC DESTINY

Observe these illustrated sequence and read their descriptions. In pairs, discuss about the meaning of the sequence.



- 1- There are too many wars. 2- Biological weapons are a threat 3- Terrorism is everywhere



- 4- Leaving Earth 5- So long ! Earth 6- Welcome!! 7- A new home

Write a brief summary of what you and your partner discussed, and be ready to tell it to the class.

THE RIGHT WORDS

In the following reading there are some blanks and 3 words in parenthesis for each blank. According to what you understand from the reading, choose the most appropriate word, and circle it.

*Bioterrorism May Spur Space Colonies**

Plans to save civilization from _____ (politicians-disaster-war) by sending people and important documents into space in a 21st century Noah Ark may be a reaction towards heightened fears of bioterrorism. Psychologists, terrorism analysts and some space enthusiasts interviewed by SPACE.com said fear is the wrong motivation for any effort to colonize the cosmos. But it might just work, others indicated that the dream of moving to another planet meets the reality of biological terrorism on this planet.

The apocalyptic view that humans must leave Earth or _____ (died-succeed- sleep) was raised Oct. 16 by the physicist and author Stephen Hawking, who said a bio-engineered virus will _____ (transform-eliminate-create) the human species in this millennium. "The danger is that either by accident or design, we create a virus that destroy us." Hawking is _____ (nonsense-right-insecure) according to some experts who accused him of ignoring science. Hawking's comments come at a time when plans to create a modern Noah's Ark to escape the planet and preserve humanity are being discussed. Saving yourself or protecting your _____ (ideas-money-progeny), however, will not be easy.

The idea is to send to space from DNA to architectural drawings that would make their way to the Moon, a futuristic spaceport or some other safe _____ (refugee-home-hotel). A select group of individuals would go to maintain the monumental archive.

Yet the desire has long to be _____ (eliminated- postponed- accepted), generating a significant _____ (opinion- laugh- applause) by the most of people.

The Ark is the _____ (myth- organ-project) of William E. Burrows, author of several books about space. He's been _____ (hiding- destroying- producing) the concept for more than a year. Burrows said in a phone interview; "it's not a capsule, but a system by which we would in effect back up the planetary hard-drive system" it would involve _____ (excluding- transporting- losing) people, genetic codes, important engineering and historical documents, photographs and cultural items.

Burrows is not counting on any governmental agency to _____ (eliminate- support- send) his plan. Rick Tumlinson, president of the Space Frontier Foundation, said that they are developing a possible project with Burrows, " He (Burrows) said the _____ (astronaut- spacecraft- government) discusses how to _____ (spend- waste- find) the necessary money

for the project. Tumlinson said " Going to space requires the effect of a lot of desires and activities", he said, " And at first , people going into space will have to _____ (beg for- pay for- ask for) their tickets."

Ultimately, in Tumlinson's view, free enterprise would bring the cost of space travel down so average citizens get a new cosmic address in the future. Meanwhile Tumlinson said "A possible _____ (light- short cut- obstacle) could emerge from the current cloud of terrorism and anthrax scares that have raised fears among Americans... If this make people think about mortality...then in a way this ugly, terrible thing has done something good" he concluded " If we begin to put mechanisms in place to _____ (eliminate- guarantee- ignore) the survival of civilization, then there is a _____ (hope- exception- disadvantage)."

(* taken from <http://www.spaceadventures.com>)

Based on your understanding of the reading, complete and discuss your ideas with the rest of the class and the teacher. Guide yourself with the help of these instructions.

- S**AY SOMETHING ABOUT THIS TOPIC.
- P**ICK UP 5 PERSONS YOU WOULD TAKE TO OUTER SPACE
- A**SK YOUR PARTNER ABOUT HIS/HER OPINION REGARDING THE TOPIC
- C**AN YOU THINK OF WHAT YOU WOULD LEAVE ON EARTH.
- E**XPLAIN HOW YOU SEE TECHNOLOGY WITHIN 10 YEARS.

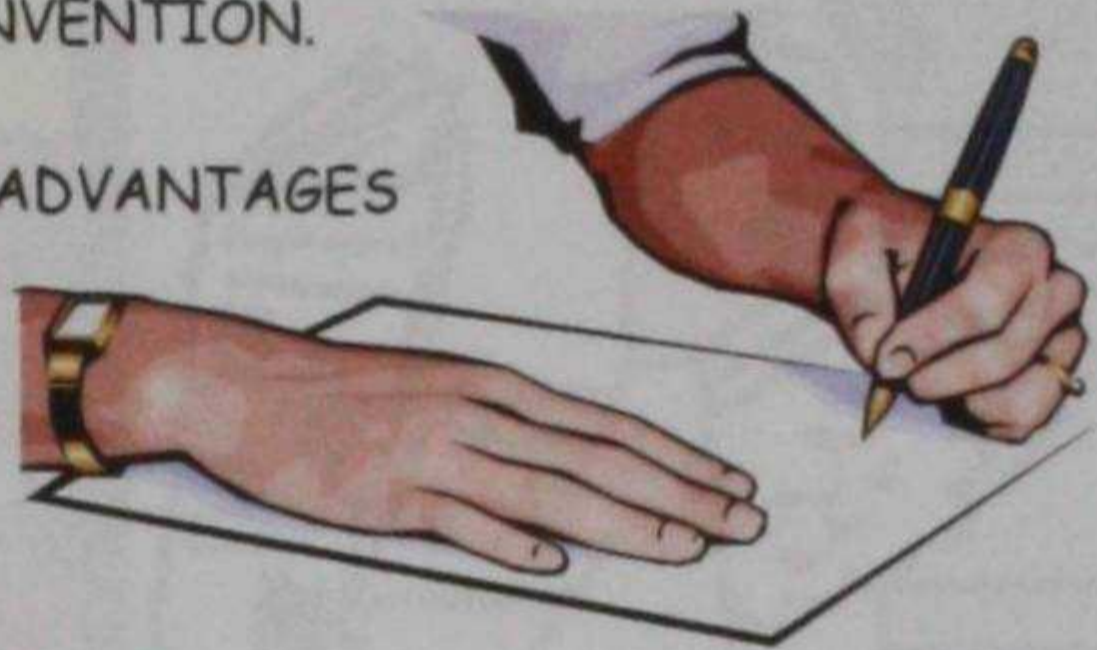
CREATE YOUR OWN INVENTION



This is your big opportunity to create something good, and innovative. In groups or pairs design the item you always wanted to. Think about something useful in sports, at home, for entertainment, cars. Follow these steps.

AT HOME:

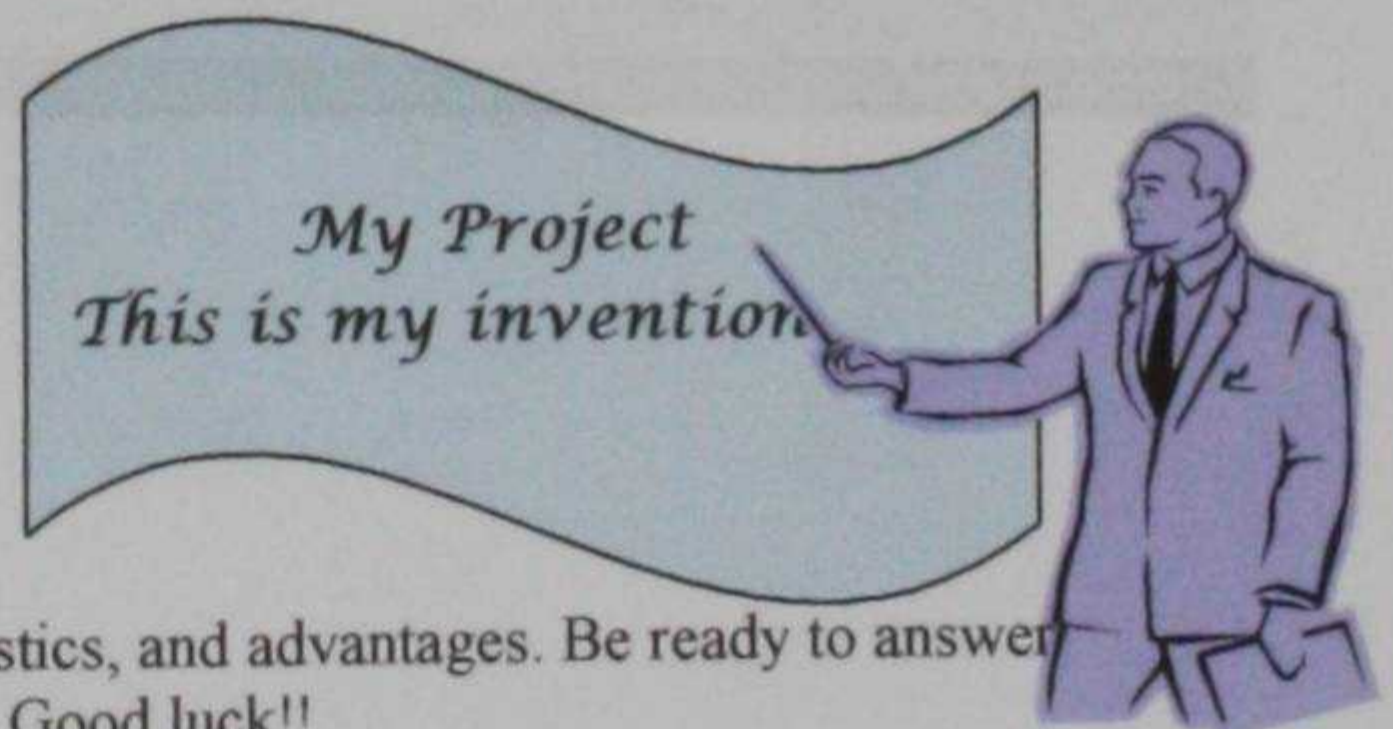
STEP 1 Write down: THE OBJECTIVE OF THE INVENTION.
THE WAY IT FUNCTIONS.
CHARACTERISTICS, AND ADVANTAGES



STEP 2. Make a list of the utensils and materials necessary to build up your invention.



STEP 3.
Draw on paper a model of your project, and paste it on the class board.



IN CLASS (A WEEK LATER)

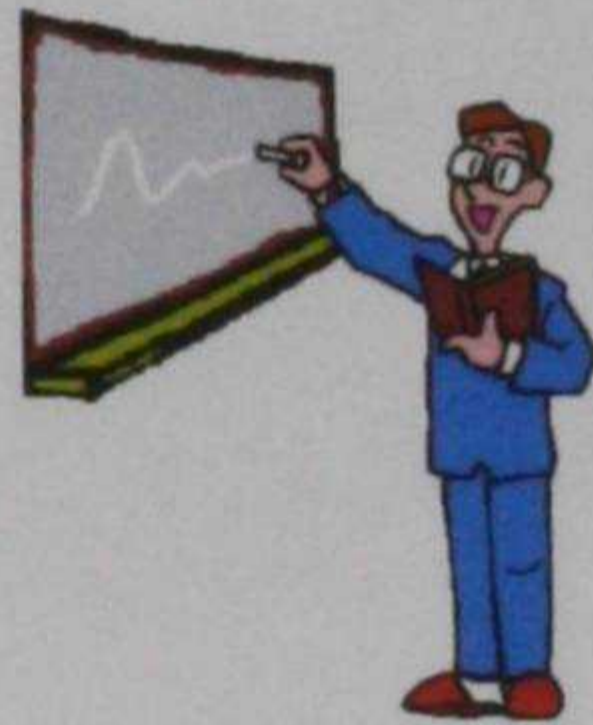
STEP 4: Present your creation to the class.
Explain about the objective of the item, characteristics, and advantages. Be ready to answer the questions from your classmates and teacher. Good luck!!

Everybody needs a job



WHAT OCCUPATIONS DO YOU RECOGNIZE?

Look at the pictures below; see if you can recognize each occupation. Then write the English name below each picture. Share your answers with your classmate next to you.



Now that you have identified some occupations, read the following list of jobs and occupations. Classify them in the corresponding balloon.

lawyer - locksmith - salesman - doctor - police - Red Cross -
mason - tourist guide - nurse - coach - mechanic - firefighter -
agent - saleswoman - dentist - teacher - carpenter - plumber -
principal - cook - baker - judge - electrician - shoemaker - security guard

Recreation

Safety

Education

Justice

Sales

Health

Repair / Constructions

Food

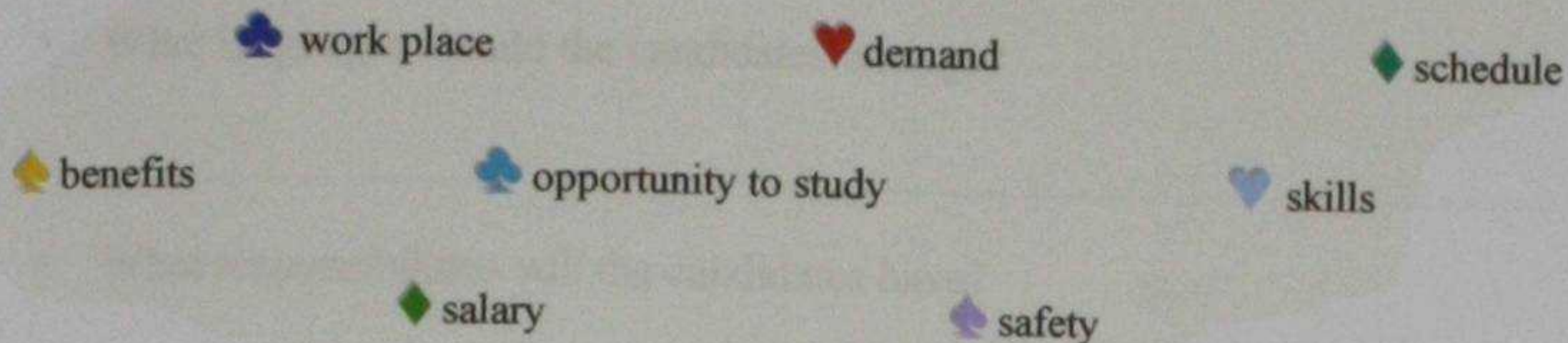
Compare your answers with a classmate.

CHOOSING A JOB

Imagine you are going to choose a job. What aspects do you consider important before choosing a job?

Discuss with a classmate what aspects would you take into account when choosing a job and why those aspects are so important for you.

You may take into account the following aspects:




After the discussion, get to some general conclusions and share them with the rest of the class.

WHERE TO LOOK FOR A JOB?

If you are looking for a job, you may read the employment section in the newspaper. Read the following ads so you get an idea of how different companies and enterprises seek the services of different people.

1



ARCHITECTS OF AN INTERNET WORLD

Is seeking for a:

Project Comptroller

The position:
The candidate will be in direct contact with customer and will be in charge of coordinating administrative and controller issues related to an specific project to be deploy in Central America. Coordination and support of the incountry administration managers.

The candidates:
The applicant must fulfill the following:

- University degree in Engineering or Business Administration.
- Advanced knowledge of Finance, Reporting, Contract Management, Financial Accounting.
- MS Office, Microsoft Project.
- Full Command of English.
- At least 2 years of experience in Project Management.

Send us resume to:
Human Resources Department:
alcatel@sol.raccio.co.cr

2

WE ARE SEEKING A CANDIDATE FOR

Central Tropics Organization
Plant Pathology and Postharvest Department


POSTHARVEST SPECIALIST

THAT HAS THE FOLLOWING QUALIFICATIONS:

- Masters degree in Postharvest Technology or Plant Physiology with specialization in fruit physiology.
- Three years of research experience in postharvest technology and quality assurance systems, of these at least 1 year in bananas.
- Affinity with postharvest pathology and refrigeration and packaging technology is desirable.
- Bilingual English-Spanish.
- Strong analytical capabilities.
- High level of integrity and objectivity.
- Project management experience.
- Excellent interpersonal relationships.
- Travel 30%.
- Located in San José, Costa Rica.

The purpose of this position is to conduct postharvest research and to provide fruit quality assistance to Chiquita's Sourcing Divisions and Markets. Some of the main responsibilities are to conduct fundamental and applied research in the area of postharvest physiology and pathology. Provide quality assistance to Sourcing Divisions and Markets. Develop and continuously improve quality related SOP's.

Please send Resume
to Paola Fallas, Human Resources
P.O.Box 633-6150 Santa Ana, Costa Rica
E-mail address: pfallas@chiquita.com



Based on ad number 1, answer the following questions.

- Who is seeking for a Project Comptroller?

- What are two of the requirements?

- What languages should the candidates manage?

- What responsibilities will the candidates have?

- Where do the candidates have to send their résumé?

Based on ad number 2, answer the following questions.

- What company is seeking for a Post harvest specialist?

- What are two of the qualifications needed to apply for that job?

- How many languages should the applicants manage?

- What responsibilities will the applicants have?

- Whom do the applicants have to send their résumé?

Check your answers with a partner.

If you read newspaper ads about jobs and you want to apply for a specific job, be sure you have understood the requirements the enterprise or company is asking for and the benefits it offers to you.

Read these ads carefully.

Openings

A clinic needs three full time nurses with two years of experience.

- Good salary
- Swing shift

For information call: Ms. Solís

A bank needs two full time tellers with three years of experience.

- ❖ Good salary
- ❖ Able to work overtime
- ❖ Excellent benefits

Send your resume to 256-0100 Heredia.

An export company needs a guard with a year of experience.

- ✓ Responsible
- ✓ Night shift

For more information call: Mrs. Adams.

A High School needs English teacher with two years of experience

- Adaptable
- Excellent salary
- Two months of vacation

Send your resume to 221-1754 San José.

Now that you have read these ads, read each question and circle the letter that corresponds to the most appropriate answer.

1. What does **openings** mean?

- a) vacancies
- b) employees
- c) employers
- d) occupations

2. What is an **adaptable** person? Someone who _____

- a) does what he/she says
- b) keeps things organized
- c) knows how to work hard
- d) can make changes quite easily

3. What does **night shift** mean? To work _____

- a) all day
- b) all night
- c) day and night
- d) 20 hours a week

4. How many hours is a **full time job**? It is usually _____

- a) 20 hours a day
- b) 40 hours a week
- c) 15 hours a week
- d) 20 hours a week

5. What does **swing shift** mean? To work _____

- a) all day
- b) in the morning
- c) all night
- d) on a different schedule

6. How long is normally a **part-time job**?

- a) 10 hours a day
- b) 40 hours a week
- c) 5 hours a week
- d) 20 hours a week

7. How long is normally an **overtime job**? It is more than _____

- a) 3 hours a day
- b) 6 hours a day
- c) 2 hours a day
- d) 8 hours a day

8. What does **résumé** mean?

- a) your grades
- b) short account of one's family
- c) your daily routine
- d) a summary of personal information and qualifications

9. Where is it possible to look for a job? In _____

- a) a book
- b) the radio
- c) a magazine
- d) the newspaper

Check your answers with a classmate.

IT'S TIME TO APPLY FOR A JOB

A job application is a document that you have to fill out with your personal information, skills and experiences in order to get a job.

Complete the following job application form while your teacher reads a paragraph about Lucia's life.

JOB APPLICATION

First Name: _____ Last Name: _____

ID Card Number: _____

Home address: _____ Phone Number: _____

Job Sought: _____ Your degree: _____

Are you studying? () Yes () No Where? _____

What languages can you speak? _____

Skills: () hardworking () filing () use a computer
() dynamic () use the fax machine () typing

Interests:

Like to work () alone () with people () indoors () outdoors

Can work () part-time
() full time
() on weekends
() at nights

Work Experience:

2001-2002 Universal Bookstore. Cashier.

References: Stephanie Solis, Head of the Human Resources Department, Universal Bookstore, 257-5398

Compare your answers with a classmate.

Now that you know some Lucía's personal information, skills and interests, complete the following dialogue with a classmate.

It's 2:30 pm. Lucía enters an international office. She wants to obtain the job as a secretary.

Interviewer: Good afternoon. May I help you?

Lucía: Yes, thank you. I'm interested in the job you advertised.

Interviewer: Great! We are looking for a bilingual secretary for our branch in Heredia. What's your name?

Lucía: _____

Interviewer: What is your marital status?

Lucía: _____

Interviewer: And your age, where and when were you born?

Lucía: Then you are 22. What's your identification card number?

Lucía: _____

Interviewer: Why do you want this job?

Lucía: I need to work. I need to pay my studies.

Interviewer: Where are you studying?

Lucía: _____

Interviewer: Why do you think you could be a good secretary? What are your skills?

Lucía: _____

Interviewer: All right. And your interests... Can you work full time?

Lucía: _____

Interviewer: Any work experience?

Lucía: _____

Also, Mrs. Solis can give some references. Her phone number is

Interviewer: Well, that's everything. I'll call up you tomorrow to give you an answer.

Lucía: Thank you very much.

Practice the dialogue with a classmate in order to check your answers.

Now, it's time for you to complete an application form with your personal information.

JOB APPLICATION

First Name: _____ Last Name: _____

ID Card Number: _____

Home address: _____ Phone Number: _____

Job Sought: _____ Your degree: _____

Are you studying? () Yes () No Where? _____

What languages can you speak? _____

Skills: () hardworking () have good phone skills () use a computer
() creative () use the fax machine () can drive

Interests:

Like to work () alone () with people () indoors () outdoors

Can work () part-time
() full time
() on weekends
() at nights

Work Experience:

Date	Place	Position

References: _____

Also, when looking for a job you are required to present a *résumé*. Here is an example. Read it carefully.

RESUME

1. Personal Information

Name: Julio Mora Hernández

Address: Miraflores, House #45, Heredia

E-mail: jumohe@hotmail.com

Position Sought: Administrative Assistant

Phone: 262-6983

ID number: 4-786-988

Education

- o Universidad Nacional, Heredia, Costa Rica. Currently running Administration Career.
- o Samuel Sáenz High School, Heredia, Costa Rica. Graduated in December 1997.
- o Cleto González Víquez School, Heredia, Costa Rica. Graduated in December 1992.

References

- o Mrs. Lucía Carvajal Agüero. Science Teacher at the Samuel Sáenz High School.
- o Mr. Armando Bonilla González. Teacher at Universidad Nacional.

Based on the previous *résumé* answer these questions.

1. Which personal details are included in a *résumé*?

2. What other information is necessary to include?

3. Is experience required?

4. Why is it important to include references?

Discuss your answers with a classmate.

Now, write your own résumé.

RESUME

1. Personal Information

Name:

Address:

E-mail:

Position Sought

Phone:

ID number:

Education

References

After writing your résumé, write a dialogue with a classmate. Imagine you are going to go to a company in order to have a job interview. Use your résumé to answer the interviewer's questions.

DIALOGUE

Now, it's time to present the dialogue to your classmates and teacher.

Going aboard....

Before reading the text about Sylvia's career, write 5 non-traditional women's occupations and 5 non-traditional men's occupations. Then, discuss your answer with a classmate.

5 non-traditional women's occupations

1. _____
2. _____
3. _____
4. _____
5. _____

5 non-traditional men's occupations

1. _____

2. _____
3. _____
4. _____
5. _____

Read the following text carefully.

SYLVIA EARLE'S DEEP-WATER CAREER READING

Sylvia Earle's Deep-Water Career

[1] Dr. Sylvia Earle is probably the most famous marine biologist in the world today. In her work, she goes under the ocean and observes the plants and animals there. When she goes into the water, she has two questions: "How deep can I go?" and "How long can I stay?" In her career, she has faced danger in order to see more of the world under water.

[2] As a child, Sylvia Earle swam and watched the fish swimming below her. In college, she learned to scuba dive. With scuba gear, she went down to 196 feet (60 meters). She could stay there only a short time, and she wanted to stay down longer.

[3] After she finished graduate school, Dr. Earle spent two weeks under the sea. She lived with other scientists in an "apartment house" 49 feet (15 meters) down. With scuba gear, she went outside for many hours at a time. She learned many new things about the plants and animals there. It was a big step for marine biology.

[4] Almost ten years later, Dr. Earle got a chance to go much deeper under the sea. To do this, she had to put on a special diving suit that weighed 1,205 pounds (450 kilograms). Next, she took a "taxi," a small submarine, to the bottom. Then, for more than two hours, she walked on the ocean floor—1,246 feet (380 meters) down. This walk is still a record.

[5] A few years ago, Dr. Earle went down to 3,280 feet (1,000 meters) in a special submarine. But the deepest part of the ocean is 36,089 feet (11,000 meters). That is where Sylvia Earle wants to go. She needs a new kind of submarine that can go there and stay there for a long time. When it is ready, she will be able to study the deepest part of the ocean.



Based on what you understood from the reading, write the topic of each paragraph

Paragraph 1. _____

Paragraph 2. _____

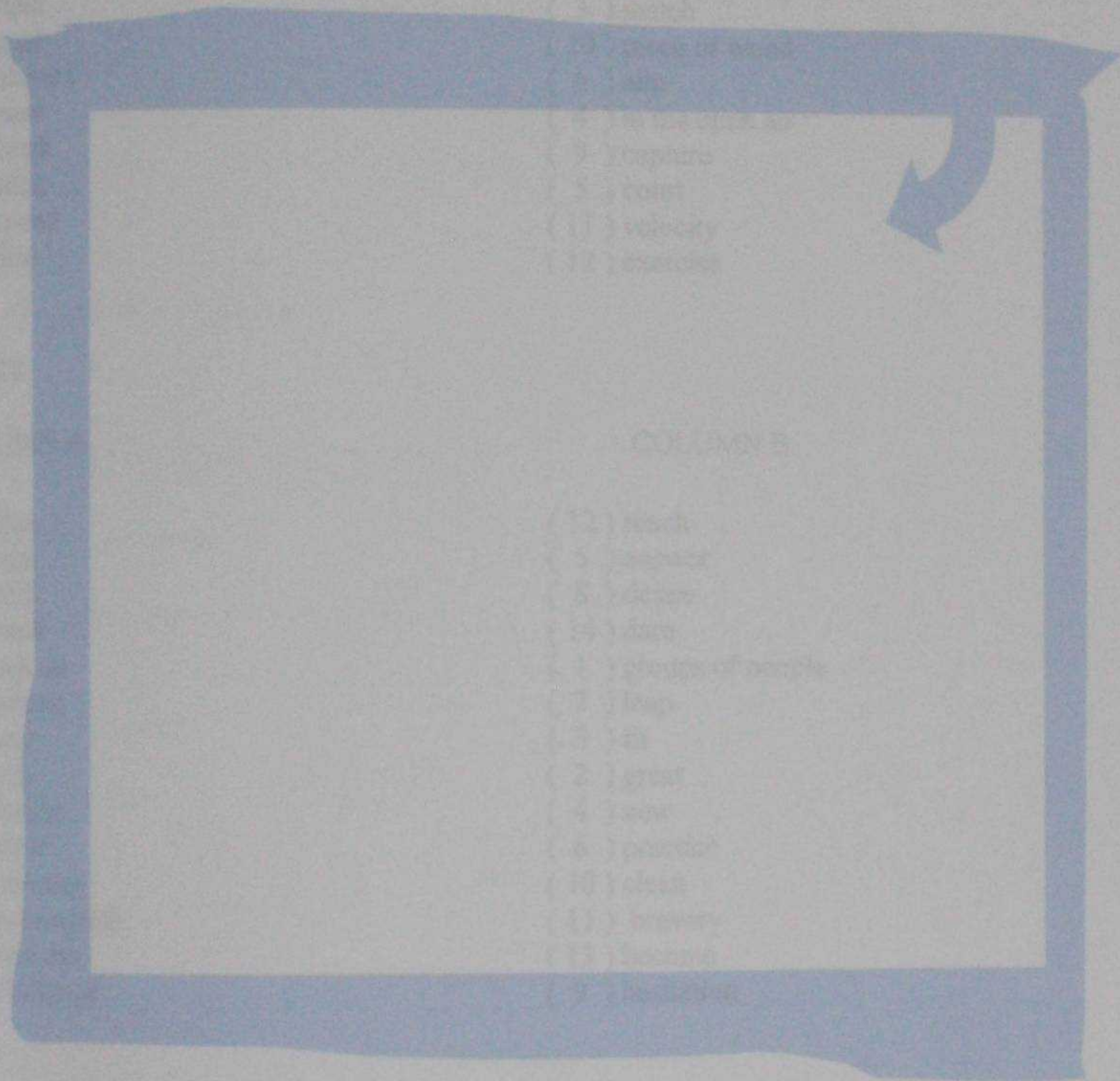
Paragraph 3. _____

Paragraph 4. _____

Paragraph 5. _____

Check your answers with your teacher.

Now that you have read the article about Sylvia, look for information about women and men's occupations in another part of the world. Write a paragraph about it. Share your information with the rest of the class.



ANSWER KEY SECTION

UNIT #1 IT'S TIME TO EXERCISE!

LACROSSE

COLUMN A

1. popular
2. train
3. game
4. outdoors
5. field
6. goal
7. players
8. pass
9. catch
10. stick
11. speed
12. fast

COLUMN B

- (12) quick
- (7) team members
- (8) hand over
- (1) know
- (3) match
- (10) piece of wood
- (6) aim
- (4) in the open air
- (9) capture
- (5) court
- (11) velocity
- (12) exercise

BUNGEE

COLUMN A

1. tribes
2. huge
3. fulfill
4. brand
5. back up
6. training
7. jump
8. wish
9. thought
10. clear
11. courage
12. accomplish
13. turn out
14. challenge

COLUMN B

- (12) reach
- (5) answer
- (8) desire
- (14) dare
- (1) groups of people
- (7) leap
- (3) fit
- (2) great
- (4) new
- (6) practice
- (10) clean
- (11) bravery
- (13) become
- (9) hesitation

UNIT #3 ART... A HUMAN MANIFESTATION

LOOKING FOR A TWIN

1. C disturb
 2. G express
 3. H public
 4. F shared ideas
 5. E familiar with
 6. A popular
 7. B exhibits
 8. D immortal
- a. recognize
 - b. shows
 - c. upset
 - d. undying
 - e. likes by many people
 - f. had similar thoughts
 - g. say
 - h. people

UNIT #4 LET'S CELEBRATE

Culture assimilator

Episode I: USA

Option C

Episode II: A Jewish Wedding

Option D

UNIT #7 DIFFERENT BUT EQUAL

"THE PHOTO ALBUM"

Order of the paragraphs: 3- 4- 1- 2- 5.

Poem "OH MOTHER!"

words in the blanks:

verse # 1

- 1- See
- 2- Told
- 3- Be
- 4- Mean
- 5- say
- 6- were

verse # 2

- 1- hear
- 2- thought
- 3- aren't
- 4- use

verse # 3

- 1- feel
- 2- sent
- 3- growing
- 4- miss
- 5- learn
- 6- teach

OTHER MINORITIES

Pictures:

- Group a: foreigners
- Group b: black people
- Group c: indigenous groups
- Group d: handicapped people
- Group e: gay community
- Group f: workers women

UNIT #8 GIVE A HAND TO MOTHER NATURE

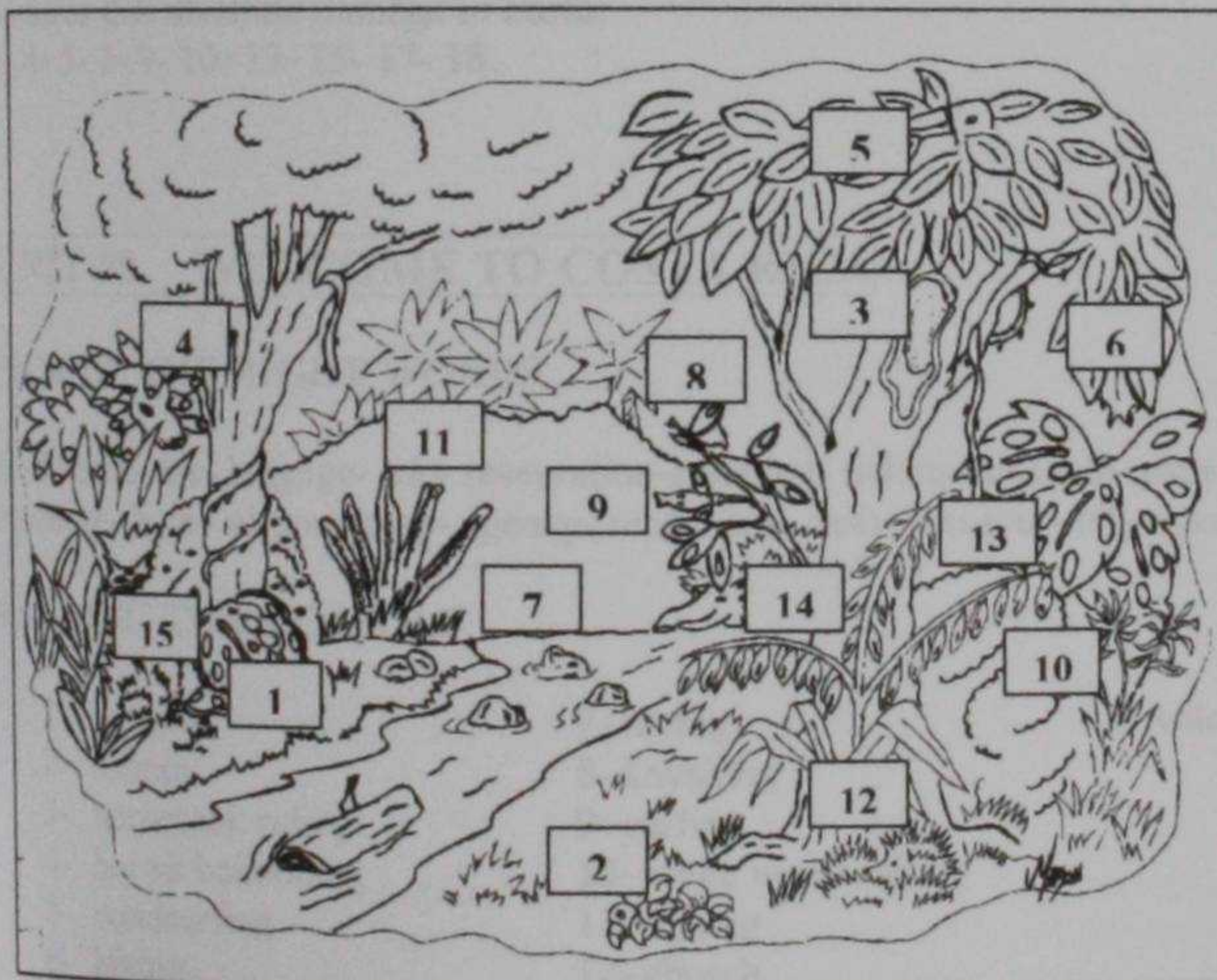
FILL IN THE BLANKS ON READING ABOUT POAS VOLCANO

In the Central Volcanic Mountain Range, 37 Km north of Alajuela, is the Poás Volcano National Park. This spectacular area protects various types of forests. Poás has 1 kilometer in diameter and 314 meters deep. The park is a conservational area that presents 4 major habitats including the cloud forest; where 79 species of birds live. There is a circular hot lake in the bottom of the crater.

ENDANGERED SPECIES

extinction- overexploitation- poaching- collect animals- protection- survive- threatened- habitat destruction- pollution- population.

WHICH ANIMAL CAN YOU SEE



- 1- TURTLE
- 2- PARROT
- 3- SNAKE
- 4- DEER
- 5- TOUCAN
- 6- BAT
- 7- MONKEY
- 8- BUTTERFLY
- 9- HUMMING BIRD
- 10- SPIDER
- 11- CROCODILE
- 12- PORCUPINE
- 13- FISH
- 14- TAPIR
- 15- OCELOT

LET'S PLAY WITH THE NUMBERS *

- | | | |
|--------------|------------|----------|
| 1- (350.000) | 5- (1000) | 9- (700) |
| 2- (850) | 6- (3.000) | |
| 3- (450) | 7- (20) | |
| 4- (12) | 8- (22) | |

* statistics provided by; ICT, The Tico Times, July 5, 2002, p.12, and Forum Magazine, Oct. 2000, p.50

LET'S OPEN A CAN OF WORMS

Meaning of the idioms:

- "*open a can of worms*" = to uncover a set of problems; to create unnecessary complications.
- "*cry wolf*" = a false claim when there is no true threat.
- "*beat around the bush*" = to avoid answering a question.
- "*packed in like sardines*" = many people or things being enclosed in a small space.
- "*clear the air*" = to resolve hidden resentment.
- "*shoot the breeze*" = to pass time chatting.
- "*snake in the grass*" = not loyal person.
- "*fair-weather friend*" = a person who is loyal in good times but not when times are difficult.
- "*to monkey around*" = to stretch one's neck for a better view.
- "*have a whale of a time*" = you have an exciting time.
- "*get butterflies in one's stomach*" = to feel nervous.
- "*have one's ears on the ground*" = to listen carefully for news.

WHAT ARE WE DOING IT

pictures that illustrate damage to Earth:
2- 4- 5- 7- 9- 10- 13- 15- 17- 18.

UNIT #9 WELCOME TO COSTA RICA

PICK UP THE RIGHT WORDS

credit card- tax- luggage- trip- reservation-camping- tickets-schedule- plane- registration- camera- sun-brochure- hotel- airport- map- agency- rent-a-car- cash- taxi-tour- bill- visa.

READING THE SYMBOLS

- | | | |
|-----------------------|-------------------------|-------------|
| 1- bungee | 7- diving | 13- volcano |
| 2- canopy | 8- kayaking | |
| 3- horseback riding | 9- surfing | |
| 4- hot air ballooning | 10- white water rafting | |
| 5- windsurfing | 11- fishing | |
| 6- biking | 12- church | |

CROSS-WORD PUZZLE

- 1- kayaking
- 2- church
- 3- area

- 4- surfing
- 5- fishing
- 6- volcano

- 7- city
- 8- diving
- 9- canopy

CROSS-WORD PUZZLE ABOUT ITINERARY

- 1- balloon
- 2- turtles
- 3- bat
- 4- volcano
- 5- quetzal

- 6- duckies
- 7- butterflies
- 8- waterfalls
- 9- monkey

- 10- tree
- 11- Bri-Bri

UNIT #10 I DON'T FEEL VERY WELL

LET'S LEARN SOME IDIOMS BY HEART

- a long face
- head over heels
- a pain in the neck
- sick and tired
- nosey
- to cough up
- to have a sweet tooth
- by heart
- to give someone a taste of his
- her own medicine
- a big mouth
- to feel it in one's bones

- to be upset, serious
- to be in love.
- something that bothers you.
- very exhausted of doing something.
- a person who is not confident.
- to pay.
- a person who enjoys to eat sweets.
- by memory.
- to give something back to someone that has done the same thing
- someone who likes gossiping.
- to think something is going to happen before it really happens.

UNIT #12 JUST...PUSH THE BUTTON

WHAT IS IT FOR?

- 1- option #1
- 2- option # 2
- 3- option # 2
- 4- option # 1
- 5- option # 2

UNIT #13 EVERYBODY NEEDS A JOB

OPENINGS

- 1- option A
- 2- option D
- 3- option B
- 4- option B
- 5- option D
- 6- option D
- 7- option D
- 8- option D
- 9- option D

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Escuela de Literatura y Ciencias del Lenguaje

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SUPPLEMENTARY MATERIAL FOR THE INTEGRATION OF



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2003