Trabajo Fin de Máster

English grammar teaching: from traditional grammar methods to current ones

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Abstract
This dissertation aims to show extensive knowledge about how to teach grammar in the classroom. For this, in the theoretical part, there are some essential aspects of English grammar, as well as grammar methods and some resources that could be used in the classroom. In the practical part, a didactic unit about summer jobs and money is going to be developed since it could be a common topic for students in real life. Moreover, we try to cover the four skills (reading, writing, listening and speaking) so that students have a complete learning about the language itself and thus it is expected to achieve a fluid communication among students following Cooperative Learning or Communicative Language Teaching.

Keywords
Grammar teaching, grammar methods and techniques, Cooperative Learning, Communicative Language Teaching.

Resumen
Este trabajo tiene como objetivo mostrar un amplio conocimiento acerca de cómo enseñar la gramática en el aula. Para ello, en la parte teórica, se muestran algunos aspectos esenciales de la gramática inglesa, así como métodos de enseñanza y algunos recursos que podrían ser empleados en clase. En la parte práctica, se va a desarrollar una unidad didáctica sobre trabajos de verano y dinero ya que podría ser un tema común para los estudiantes en la vida real. Además, se intenta abarcar las cuatro destrezas para que el alumno tenga un aprendizaje completo sobre la lengua y así se pretende alcanzar una comunicación fluida entre los estudiantes siguiendo el aprendizaje cooperativo y el enfoque comunicativo.

Palabras clave
Enseñanza de la gramática, métodos y técnicas gramaticales, aprendizaje cooperativo, enseñanza de lenguaje comunicativo.
1. INTRODUCTION

English grammar is one of the most important aspects of any language but at the same time, it is one of the most controversial and difficult aspects of language teaching. Grammar teaching is necessary and many experts questioned themselves about how grammar should be taught and learnt by students and about which grammar method is most efficient and appropriate to teach. As grammar is an essential and key aspect of foreign language instruction, learners should be aware of its importance. Grammar instruction affects learners’ competence to use grammatical structures in an accurate way in language skills. So, for this reason, grammar teaching helps learners to see how these grammatical structures function in the language. According to Mart (2013:1), “teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language”. It means that grammar structures or rules are easier if they are presented in a context where students are able to see how they work.

The main aim of this Master’s dissertation is to explain in a deep manner how grammar is taught in a classroom and which aspects should be taken into account since grammar is the basis of any particular language. Apart from this, it is important to be aware of different grammar stages which are going to be mentioned and explained later in deep (presentation, isolation and explanation, practice, production and test) so that in a future, as future teachers, we are able to put them into practice, together with the resources and techniques that can be used for a grammar lesson. Finally, a didactic unit is mainly the basis of our Master’s dissertation as it is crucial to be able to carry out it following the theoretical aspects that are going to be discussed in the theoretical framework.

Firstly, it is essential to provide a general definition of grammar because we have to be aware of what grammar is. Moreover, grammar can be taught in different ways depending on the teacher. Grammar could be associated with teaching grammatical rules or structures or even with an unconscious and natural process, something that is going to be explained in deep in later.
Apart from this, grammar form and function should be also taken into account when we teach grammar because these two aspects are essential to understand language grammar and to transmit messages in any language. In addition, learners have to know both grammatical structures and functions but even it is more important to distinguish language functions in a foreign language.

The organization of any grammatical lesson is also important to take into account because we are going to focus our work on grammar teaching in an L2 classroom but, at the same time, grammar rules or types are going to be explained in a deep manner, at least, to know the main differences between them.

Furthermore, this dissertation is also going to summarize the historical background of language learning methods emphasizing concepts, and some key principles and techniques that can be used in the classroom to get a better academic output. For it, the different methods are going to be presented chronologically on the basis of the time they were first used but we are going to focus mainly on two grammar methods such as communicative language learning and cooperative learning and focusing on the four different skills, since students should use language in different communicative contexts and moreover, they should work in a cooperative way, something that is intended to achieve nowadays in our current education system in Spain.

To finish our theoretical review, some resources or techniques regarding grammar are also going to be explained because they are useful material when teaching English grammar and then, this material could be used in the elaboration of the didactic unit.

Concerning the practical part, the lesson plan is going to be designed according to the different theoretical aspects previously discussed in the first part of our work. A didactic unit composed by several lessons is going to be designed. This didactic unit is called “Summer jobs and money” since students are going to learn vocabulary related to jobs and money. This topic was chosen because it could be an interesting and useful topic for them as it is a common topic in real life. Besides, we try to include the four different skills: speaking, listening, reading and writing and the different activities proposed for each skill
are related to the same topic: jobs and money. Apart from this, we try to follow the cooperative principle by means of speaking carried out in pairs or in groups. In every session, activities are mentioned and they are going to be developed in the annexes that appear at the end of this work. Finally, evaluation criteria are also designed.

1. THEORETICAL BACKGROUND

This first part is mainly focused on a brief explanation about the teaching of grammar in an L2 classroom, since the role of grammar in second language instruction plays an important role in the student’s learning. Firstly, a general definition of grammar is provided as well as some key aspects about grammar form and function. Moreover, a historical background about grammatical methods is going to be provided and some resources and techniques for a grammar lesson are also going to be explained. Finally, in the practical part, some lessons are going to be designed.

2.1. Definition of grammar

According to the well-known Online Macmillan Dictionary, grammar is defined as “the set of rules that describe the structure of a language and control the way that sentences are formed”. In other words, grammar is mainly defined as the system of language that combines words in order to form longer units of meaning. Moreover, it is necessary to take into account the different rules that govern that particular language. These rules cannot exist independently of native speakers because all languages depend on their native speakers. So, it could be said that a learner who has knowledge of that grammar and those rules in any particular language is one who is able to express him or herself. In addition, the communication needs of our students might require that they are close to the rules of English grammar of native speakers.

According to Tabbert (1984: 38), grammar is defined as “the set of organizing principles which native speakers intuitively follow” and “it is the unconscious knowledge which we learned as very young children during language acquisition”. This means that native
speakers are born with a knowledge about grammar and they share a complex and structured system, which is called grammar.

2.2. Why teach English grammar?

To start with, grammar is considered the basis of the English language. According to Byrd (1998: 5),

Teaching grammar refers to the decisions made and actions taken by the language teacher to help students become both fluent and accurate in their use of their new language.

A foreign language, in this case, English, is not acquired in a natural manner but instruction and structures and rules are needed to learn it. Through grammar, a student learns how to operate at sentence level and he is concerned with the syntax and the word order, something which is essential in any particular language. Besides, languages have some regularities and, if people are not aware of them, they could not understand language successfully.

So, regarding the importance of teaching English grammar, learners should learn and study grammar because grammar skills allow them to interpret and organize words and messages and make them meaningful in different contexts. According to Mart (2013: 1), “Knowing more about grammar will enable learners to build better sentences in speaking and writing performances”, that is to say, a good knowledge of grammar makes you understand clearly sentences and utterances. Tabbert (1984: 39) states that

It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar.

This statement means that learners who learn a foreign language make mistakes due to a lack of grammatical knowledge and this is why we speak about the importance of teaching
grammar. In addition, grammar skills are also needed to have an effective communication because, as was mentioned above, grammar is a key element to communicate effectively and or, in other words, grammar is necessary to develop language skills as Cagri (2013: 1) claims: “grammar skills will make great contribution to language competence”.

Ellis (2006: 84) concludes that

Grammar Teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it.

According to Arthur (1973: 150),

The study of language need not to be justified by its effect on learning academic skills. If man needs or desires to understand himself and other human beings and it education helps satisfy this need, then the study of language does not have to be an aid to reading or writing, or to anything else. Our ability to think, act, feel and interact as human beings is bound up with our ability to speak to and understand each other. In learning about language, a student is learning about himself; no further justification is necessary.

To conclude, teaching grammar allows students to learn and understand the language nature and so, grammar skills enable them to understand the different parts of the language since students understand and use the grammatical structures better if they previously study and assimilate grammar. In other words, as Cagri (2013: 2) states: “grammar instruction provides learners with a better improvement” because “grammar knowledge will increase learners’ comprehension of the language”.

2.3. Grammar form and function

According to Mckay (1987: 12), “today one of the central issues surrounding the teaching of grammar is whether the focus of a grammar class should be on form or on function”. Some teachers and material designers think that form is an important aspect and so,
grammar lessons should be organized taking into account grammatical forms but the main problem is that students are not sometimes able to communicate in English effectively, that is to say, they are aware of English grammatical rules and structures but they do not know how to use them in different contexts, something which is crucial in any language. So, teachers have to take into account the different functions or purposes that language serves and they should organize a class where students are able to ask for information, make suggestions, refuse, ask for permission, be polite, since, according to Mckay (1987: 13), “these are the real reasons for using language”.

Following the same idea, it is important to mention that when we want to transmit any message or to process language, we not only try to make the words and grammar understandable but also we infer the speaker’s or writer’s intention about what he/she says or writes. So, form and function are two essential and important concepts that are needed in order to understand how grammar works in any particular language. Grammar form and function are also key aspects when we analyse grammar teaching. Form is associated with grammatical structures of any language and function with the use of these structures in different contexts. Moreover, in the classroom, the grammatical aspects and elements should be presented in a simple and non-technical language.

Thornbury (1999: 6) claims that in the mid-seventies the relation between form and function became an important topic for teachers, something which was important to deal with. So, it was pretty important to emphasize the learning of grammatical structures (language form) apart from how to use them in particular contexts (language function).

According to Aarts (2015), grammar enthusiast and Professor of English Linguistics at UCL, “form refers to the category labels we use for the building blocks of grammar, i.e. word classes, phrases and clauses”. For instance,

“My daughter bought a completely useless smartphone over the summer”.

In this sentence, every word class refers to a particular grammatical form label, such as pronouns, nouns, verbs, determiners, adverbs, prepositions and so on. So, when we speak about grammar form, we also refer to language structure.
Aarts (2015) concludes that we have to be careful when we talk about function because we refer to language and grammar. According to him, it is important to make clear whether we are talking about general functions, such as ‘disapproving’, ‘commenting’, ‘intensifying’ or about grammatical functions, such as Subject, Object and Adverbial.

So, function plays an important role in grammar teaching, that is to say, meaning is crucial to understand linguistic expressions but the meaning of any particular utterance is something natural of the language since it is achieved naturally in a language. To put an example, taken from Widdowson (1990: 99), “the letter is in the drawer”. Linguistically, this statement is valid because it is grammatically correct but, if it is taken out of context, it could have no sense because any meaning could not be attached to it. So, meaning and context itself is needed to understand any particular linguistic utterance. Taking the same example, if we speak about ‘the letter’ without any context, it could be any letter (the one in the bedroom, the one that arrived from England, Peter’s letter...) and the same occurs with the expression ‘in the drawer’ because it could be any drawer (the one in the living room, the one in the hall...). According to Widdowson (1990: 100),

Every linguistic expression contains the potential for a multiplicity of meanings and which one is realized on a particular occasion is determined by non-linguistic factors of context.

For this reason, Widdowson (1990: 90) also states that

We attach meaning to linguistic expressions, and we do this by invoking some pre-existing knowledge or other, or some co-existing features of the situation of utterance.

It is also important to mention the word ‘indexical’ meaning as something dependent on the context where utterances appear. In other words, ‘indexical’ means the different functions attributed to a user’s linguistic utterance in a particular context. Widdowson (1990: 82) also points out that this indexical meaning “is used as an indicator or pointer to
those features of the situation or existing knowledge that need to be engaged to realize meaning”. So, this meaning depends only on the context.

On the contrary, symbolic meaning (Widdowson, 1990: 82-83) is another important concept to bear in mind. This meaning refers to linguistic competence and so, to grammar form because words are symbols. So, symbolic meanings depend on linguistic signs.

Last but not least, concerning language in context, grammar is normally presented out of context since it is supposed that learners have to analyse and assimilate grammar through repetition, manipulation and other transformations and they do not have the opportunity to know how these grammatical structures are presented in a particular context. So, if students do not have the opportunity to see how grammar works in context, it would be more difficult for them to understand it. Moreover, as teachers, a balance should be attempted between grammar form and functional interpretation presenting them with some activities in which learners can see the relationships between grammatical structures and contexts. According to Nunan (1998: 103), “learners are taught about the forms, but not how to use them to communicate meaning”, something which is essential in order to communicate in a particular language.

2.4. The place of grammar in language teaching.

First of all, most linguists and researchers claimed that the teaching of grammar is one of the most important aspects in a lesson, as was mentioned above and for this, the role of grammar has been an issue of debate for a lot of years.

Grammar, as we know, should be taught at schools because learners must be aware of how the language works and how they have to communicate in real life since the main function of languages is communication among people but it is important to make a distinction between good and bad communication. As Leech, Deuchar and Hoogenraad (2006:12) state, “language use should not be evaluated according to what kind of grammatical rules it follows, but according to whether it conveys its message effectively”.

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That means that it is quite possible to know and follow grammatical rules of languages but producing unclear or difficult messages to interpret. In this case, we refer to a “bad grammar” because the main aim is to communicate effectively using effective and appropriate grammatical rules or structures. On the contrary, if people use effective grammatical rules and they know perfectly how to express messages in a clear manner, thus, we could speak about a “good style” of grammar. It is clear that accuracy is a key aspect when trying to speak about communication because it is needed for an effective communication. So, it could be quite necessary to focus on the teaching of language functions and communicative functions to achieve the communicative competence it has been mentioned above.

Moreover, other key aspects to achieve communication are fluency, appropriateness and complexity since grammar help learners develop these skills. According to Richards (2017),

There are several ways in which classroom activities can help learners develop the use of grammatically appropriate language, acquire more complex forms and also improve their fluency. These involve providing support at three different stages: prior to the activity, during the activity and after completing an activity.

To put an example to invite someone to do something,

“What about going to the theatre?”

“Are you on for the theatre?”

“Theatre?”

“There are good performances in the theatre tomorrow”.

When we want to achieve an effective and good communication, we have to choose which language forms we should use. In this example, there are different language forms to invite someone to go to the theatre but we should bear in mind which ones are more appropriate for a communicative purpose.
Apart from this, it would be essential to mention Krashen’s Monitor Hypothesis because he states that there is an important distinction between language learning and language acquisition (Wilson, 1981: 2).

Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a “feel" for correctness (Wilson, 1981: 1).

According to Krashen’s Monitor Hypothesis, language is acquired by means of a subconscious process, a natural process where learners are not conscious about grammatical structures but they use the language properly. In other words, that means that learners learn grammatical structures monitoring the correct aspects and things of the language and this is something that has to be acquired by the learners.

Language learning, on the other hand, refers to the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them (Wilson, 1981: 1).

Finally, a process of grammar acquisition and language acquisition implies a process of making mistakes but having a good knowledge of grammar helps learners correct and improve their mistakes (Touchie, 1986: 75). At the same time, Touchie (1986: 76) distinguishes between two types of errors: performance and competence errors. The former refers to those students’ errors when they are not motivated or they are bored, that is to say, when they do not pay attention to the learning. On the contrary, the latter refers to an inadequate learning and, obviously, there are more serious than performance errors. Anyway, it is totally clear that learning a foreign language involves mistakes taking into account different components, morphological, syntactic or lexical, and the main reason to make mistakes is when students have interference from their native language (Touchie, 1986: 76-77).
2.5. Grammar teaching

One of the most controversial issues is if grammar should be taught or not and what teaching grammar is. Some teachers think a good grammar lesson is to teach grammatical rules and structures with their corresponding grammatical terminology. On the contrary, as we know from the previous theory, other teachers believe it is necessary to teach students grammar to provide them with the opportunity to communicate effectively and to use English in different situations in real life and even there are other teachers that claim that teaching grammar is to teach some common and simple grammatical structures or patterns such as to be, to have or wh-questions, something which is the main basis on English. So, it is essential not to forget that “the primary purpose of instruction in grammar is to help our students use English correctly and appropriately” (McKay, 1987: 11). In addition, teachers should bear in mind what he/she wants to teach exactly because the term “grammar” is so wide and it includes wide knowledge and a great variety of structures. Ur (1988: 6) states that

When we teach any one of these types of structures, we are – or should be – getting our students to learn quite a large number of different though related, bits of knowledge and skills.

This statement means that when teachers teach grammar, they should teach their students, apart from simple or complex structures, other aspects such as how to recognize the grammatical structures in written and spoken contexts, how to produce them in different contexts and, of course, to produce meaningful sentences using simple or complex structures since, as we know, meaning plays an important role in grammar teaching.

The following table clearly shows what was just mentioned. It was taken from Ur (1988: 6):
Finally, some teachers focus on all these things but others only focus on some aspects neglecting others because they only focus on form but not on meaning and it is important to concentrate both on form and meaning.

### 2.5.1. Grammar approaches

It would be good to mention that there are two different approaches in grammar teaching: *deductive* and *inductive* approaches, which depend on some factors like the nature of the language or on the preferences of teachers and learners when teaching languages.

The former is mainly concerned with grammar form and rules since rules are first presented and then language is produced. So, in this case, teachers provide students with the rules and language is produced. Students have to reproduce and assimilate grammar rules in order to produce efficient and appropriate language. In this case, this approach is more teacher-centred because teachers are the main figure to present grammar because
they are responsible for what their students are learning. To put an example of this deductive approach, if the teacher is going to explain the present simple, he/she would start the lesson by saying to students: “Today, I am going to explain to you the present simple structure and you have to copy on your notebook”. Then, the teacher writes the rule on the blackboard explaining and outlining it and students copy it and do exercises in order to practice this grammar structure.

The latter consists in presenting some examples and then, students deduce the grammar rules, that is to say, rules are inferred through form in a given context. In this case, teachers give students the opportunity to deduce rules for themselves. This approach is more learner-centred, which means that students already have some knowledge of grammar rules and they have the opportunity to reinforce their existing knowledge by means of deducing grammar rules through some practical examples provided by the teacher. For instance, if the teacher is going to explain comparative forms in English, he/she first draws a picture on the blackboard and he/she says, “This is Peter and he is very short”. Then, the teacher draws another shorter figure and he/she says, “This is John and he is shorter than Peter”. The teacher should also provide more examples taking as reference objects and material in the class so that students can deduce the structure better. After this, teacher and learners repeat the different sentences and, at the end, students compare the sentences and they can observe some similarities among them deducing the grammar rule.

Finally, in both approaches, learners apply the grammatical rules and practice them. Both approaches are well-accepted for a classroom but special attention is paid to inductive methods. According to Mohammad & Khan (2007: 198), “inductive methods motivate students to adopt a deep approach to learning” and, as Prince & Felder (2007: 14) claim,

What inductive methods have in common is that students are presented with a challenge and then learn what they need to know to address the challenge. The methods differ in the nature and scope of the challenge and in the amount of guidance students receive from their instructor as they attempt to meet the challenge.
On the contrary, deductive methods are good for students with a low level or for students who are beginning to learn basic and common language structures. Mohammad & Khan (2007: 198) claim that “descriptive approaches to English grammar teaching have proved ineffective and boring”.

2.5.2. Organisation of grammar teaching

According to Schwarz (2014: 49), a good grammar lesson is mainly focused on different stages: presentation, isolation and explanation, practice, production and test. As far as grammar teaching is concerned, according to TESOL institution (2015), PPP is an important model used to teach some structures (grammar or vocabulary) and it includes different stages in the presentation of new languages. This model includes: presentation, practice and production.

Apart from these important stages, warm-up could be considered another useful stage in a grammar lesson since it is the presentation of short, motivating and dynamic activities at the very beginning of the lesson whose main purpose is to get students motivated and to introduce them in the lesson. Warm-up activities could be also useful because students could have a general idea of what they will learn in that lesson but the warm-up stage could be also related to previous lessons in order to refresh contents learned in previous lessons.

Presentation involves the teacher presentation of the new language in a meaningful context. It also involves activities, normally a text, to present and introduce the grammatical structure that is going to be taught. The main aim of this stage is to get the learners to perceive the structure (in form and meaning and in both spoken and written language). Ur (1988: 7) claims that in this stage, students are supposed to “take structures into short-term memory”.

The teacher can use realia (objects and material used to relate classroom teaching to real life), flashcards and other visual material to get students motivated in the grammar
teaching. Students have the opportunity to learn in a controlled manner. Then, the teacher could carry out follow-up activities such as reading aloud, repetitions, reproductions of grammatical structures from memory in order to check if students have got a main idea.

For example, to present second conditional structures, the teacher might draw on the blackboard a person with thought bubbles of money, a car and a big house. Then, the teacher introduces the grammar structure with a sentence as “If I had a lot of money, I would buy a car or a big house” and he/she asks questions to students like “Which verb form appears after ‘if’? and the other verb? Students answer and on, some occasions, they could deduce the structure of second conditional sentences (inductive approach).

*Isolation and explanation* is mainly focused on the grammatical items instead of the context. The main goal is to know what they mean and how they function as well as what rules govern them. In this sense, the learners could be aware of different aspects of these grammatical structures.

*Practice*: through this stage, students have the opportunity to practice the target language doing different grammar activities such as, substitution drills, gap fill exercises, reordering sentences, picture dictations, sentence transformations, split sentences, class questionnaires, and matching sentences to pictures. The activities should be understandable and clear and they must contribute to students’ confidence. Likewise, it is important to choose activities that could motivate students and these activities can be done individually or even in pairs or groups. For instance,

‘If I ____ (to win) the lottery, I ____ (to buy) a big house and a car.’

‘a big house / If I won /, I would buy / and a car / the lottery.’ (Example taken from: [https://how-to-teach-english.onlinesol.com/tesol-writing-a-simple-grammar-lesson-plan/](https://how-to-teach-english.onlinesol.com/tesol-writing-a-simple-grammar-lesson-plan/)).

According to Ur (1988: 7), the main purpose of this stage is “to transfer what students know from short-term to long-term memory”.

It is pretty important to do activities in a very controlled manner because the main focus should be on the new grammar structure. The main function of these activities is to
help students make the rules clearer so that they can learn in a more appropriate way. In this case, the teacher acts as a monitor controlling students’ activities and he/she also gives students feedback.

*Production* refers to how students are able to produce new aspects or elements of a language. Within this stage, some activities could be mentioned such as information gaps, role plays, interviews, find differences in different pictures, games..., that is to say, activities where students can practice the language freely since in this stage, they are supposed to have a knowledge of the language. Moreover, if students know grammar, they have the opportunity to express themselves in an accurate and effective way.

Finally, the last stage is *test*. It involves an evaluation of the students’ current skills. So, learners test themselves in order to show how they have mastered the contents and to know if they have learnt them. At the same time, the teacher is a monitor in the classroom and he/she offers his/her help to them apart from correcting mistakes and providing students feedback.

### 2.5.3. The roles of teacher and learners

To start with, education not only resides in families but also in schools and a large part of education is due to teachers, who assume great responsibility to establish the main relationships between students and teachers in the classroom. So, teachers play important and vital roles in students’ lives and in the classroom and this is why teachers are well-known for educating students not only in knowledge but also in social values.

The teacher is the main and central figure in a classroom, who establishes the main environment and the social relationships among their students. Widdowson (1990: 184) sees the teacher as “proffesseur (master or mistress) in some sort of social interaction with the pupil”. He calls this an international engagement since there are rules and norms of social attitude in the educational ideology.
In addition, the classroom is an important aspect to take also into account because, according to Widdowson (1990: 184), it has a “transactional purpose”, that is to say, classroom is a place to meet learning aims and to carry out activities to achieve particular goals.

According to the Ministry of Education in the region of Guyana¹ (a country located in the Northeast of South America and part of the South American Caribbean), among the most important teacher’s roles, it can be mentioned the role of setting the tone of the classroom and at the same time, the role of controlling a whole classroom having students of different behaviour. The teacher also establishes a good atmosphere in the classroom.

Apart from these roles, teachers have other important roles, outlined by the Ministry of Education in the region of Guyana and they are going to be summarized:

- **Teaching knowledge.** The teacher, as was mentioned above, is the central figure in a classroom since he/she has a great responsibility and one of the teachers’ functions is to teach children, to transmit to them their knowledge.

  However, education is not only to teach knowledge about the language itself but it is also to teach values such as how to behave in classroom and in social life, how to be empathic with people, to be respectful and many other important values.

- **Creating classroom environment.** The environment of the classroom is a key aspect in the process of learning and teaching. Thus, the teacher is responsible for creating a good and a peaceful environment where students feel motivated and comfortable and at the same time, students mimic teacher’s attitude and actions when teaching. So, the teacher should not transmit their students their negative feelings.

¹ This information was retrieved from: [https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom](https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom). It is a pedagogical resource from the Internet that summarizes perfectly teachers’ roles in the classroom.
• **Role modeling.** The teacher is seen as a role model by students and it can be positive or negative depending on the teacher’s attitude. Moreover, most parents and students respect the teacher and so, he/she becomes a role model.

• **Mentoring.** This role refers to teachers’ attitude to encourage their students to enjoy the lesson when they learn. In addition, the teacher should transmit confidence on their students because he/she has to listen to them and this is something that helps them to be successful in learning.

• **Signs of trouble.** Last but not least, the teacher also has the role of protector because he/she has to protect their students and he/she should have the power to solve students’ conflicts or problems.

Last but not least, there are different ways to assist learners such as allowing them time to think or read, repeating or explaining again the exercises and so on.

### 2.6. Grammar rules/types

To begin with, when teaching grammar, two different approaches based on language use can be used: descriptive and prescriptive and both can be used in the classroom. It is also important to say that grammar contains elements of both approaches. Besides, grammar rules are necessary and important to develop students’ receptive skills.

Hinkel (2016: 1) describes descriptive grammar as “a study of a language, its structure, and its rules as they are used in daily life by its speakers from all walks of life, including standard and nonstandard varieties”. That means that descriptive rules attempt to describe what speakers of a language *do* instead of what they *should do* or, in other words, these rules describe how people normally speak or write instead of the rules that govern the language and how they should be used.
To provide another definition of descriptive grammar, Bakka (2018: 32) remarks that “descriptive grammar sets out to study language categories and various structures and identifies rules based upon how actual language takes place in real life situations”. So, descriptivists are mainly interested in how languages function in human life in society. Besides, second and foreign language teaching in mainly characterized by descriptive rules.

Prescriptive grammar is mainly concerned with rules and with how language should be employed. According to Lynch (2003: 1), “for several hundred years, grammar was synonym with prescriptive grammar” but nowadays, this is a controversial topic since linguists argue if descriptive or prescriptive grammar should be used. Furthermore, prescriptive grammar also tells learners how they should speak, that is to say, thanks to prescriptive grammar, learners are able to use the language because prescriptive grammar deals with language rules.

2.7. Grammar methods

For many years, teaching a second or foreign language has been a concern for teachers and they have always doubted about which grammar methods they should follow in their lessons since English grammar is supposed to be very difficult to learn for both native and second-language speakers.

Besides, as teacher, it is necessary to be aware that methods link thoughts and actions and the term ‘thoughts’ refers to teachers’ attitude, beliefs, values or awareness about teaching since teachers should know which thoughts guide their actions in a classroom to control their students (Larsen-Freeman, 2000: 1). Thus, Larsen-Freeman (2000: 3) defines a method as “a coherent set of such links in the sense that there should be some theoretical or philosophical compatibility among the links”.

Furthermore, this work also summarizes the historical background of language learning methods emphasizing concepts, and some key principles and techniques that can be used
in the classroom to get a better academic output. The different methods are going to be presented chronologically on the basis of the time they were first used.

2.7.1. The Grammar-Translation Method

The Grammar-Translation Method was originally used to teach grammar as a starting point for instruction. In the past, this method was mainly used to teach Latin and Greek and the teachers used it in order to teach learners how to read and to appreciate foreign language literature. Lessons normally began with an explicit statement of the grammatical rule and then students had to do some activities related to translation. “This method was later highly criticized for conceiving grammar as an end, not as a means (Demircan, 1990, cited by Dinçay, 2010: 43). According to Dinçay (2010: 43), “the biggest weakness was that the aesthetics of the language was generally ignored due to its negligence of the functional aspects of the language”.

This method has some relevant principles outlined by Richards and Rodgers (1986: 3-4) which can be summarized as follows:

a. Lessons are mainly taught in students’ mother tongue.

b. The main purpose is to study the language in order to read literature.

c. A lot of vocabulary and grammar are explained.

d. Translation plays an important role in this method and drills are exercises consisting in translating sentences from the target language into students’ mother tongue.

e. Speaking and listening play an insignificant role because this method does not focus on these skills but it is focused on reading and writing.

It is important to focus mainly on grammar, since it is the basis of this master’s dissertation. Thus, Richards and Rodgers (1986: 3-4) also state that within this method, there is a special emphasis on grammar rules and instruction focuses on language form. Besides, grammar is taught following a deductive approach, that is to say, students follow the teacher’s instruction. Following the same idea, Ching-Chung (2014: 23) claims that “the teacher in grammar translation method is directive, with full authority in taking charges of
learners’ activities”. According to Ching-Chung (2014: 24), translation plays an important role in a grammar lesson and for this reason, grammatical rules and matching words are established through translation skills. Moreover, students are evaluated by means of translation and grammar tests.

According to Larsen-Freeman (2000: 17), “Students should be conscious of the grammatical rules of the target language”. Due to this fact, she also states that the basis of this Grammar-Translation method is to read literature that is written in the target language. For this reason, she also claims that students should memorize grammatical structures and vocabulary of the target language.

Last but not least, McLaren, Madrid and Bueno (2005: 160) state that “the knowledge of grammar constitutes the core, and translation is the most important type of exercise”. Therefore, grammar is considered an important aspect within Grammar-Translation Method and, according to these authors (2005: 160), “language is reduced to the grammatical system”. That means that the contents of this method are the morphology of words and their syntax, taking into account simple and complex sentences.

2.7.2. The Direct Method

The Direct Method was totally against the Grammar-Translation Method and it tried to change the methodology into more oral skills rejecting explicit grammar teaching. According to this method, the learners learnt grammar immersing in the language itself. Teachers should be aware of teaching grammar and language in general as a tool for communication since the main goal of this method is instruction, that is to say, how language is used to communicate effectively in real life and learners are supposed to think in the target language, not in their mother tongue. According to Dinçay (2010: 44), “this method generally aims at teaching the language the way we learn our target language” and Kocaman (1983, cited by Dinçay, 2010: 44) notes that “learning a foreign or second language is acquired differently since it takes place after having had the command of the mother tongue”.

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Anyway, this method has some key principles outlined by Richards and Rodgers, (1986: 9-10) and by Dinçay (2010: 44-45) and they are going to be summarized:

a. It includes the four skills (reading, writing, listening and speaking) but speaking is the basis since this method attempts to achieve oral skills.

b. Vocabulary is also emphasized through realia or pictures.

According to Richards and Rodgers (1986: 9-10) and Dinçay (2010: 44-45), grammar is mainly conceived following an inductive approach since teachers present some examples to students and they try to deduce the rules.

According to Larsen-Freeman (2000: 30-31), this method is mainly characterized by questions-answers exercises in the target language, that is to say, students are asked some questions by the teacher and they have to answer them. Therefore, they will have the chance to learn or practice new words or grammatical structures. Apart from this, Larsen-Freeman (2000: 31) speaks about *fill-in-the-blank-exercises*, namely, students have to deduce grammatical rules filling in the blanks with examples and aspects learnt in the previous lessons. Following the same idea, McLaren and Madrid (1996: 167) claim that “the rules of grammar should be taught only after the students have practised the grammar points in context – grammar should be taught inductively”. So, learners have the opportunity to discover rules for themselves, as was mentioned above.

**2.7.3. The Audio-Lingual Method**

The Audio-Lingual Method is oral-based very similar to the Direct Method. As Brooks (1964, cited by Richards and Rodgers, 1986: 49) states, “language is primarily what is spoken and only secondarily what is written”. It was considered that speech and oral abilities were so important when learning the language and so it was the focus on teaching.

Richards and Rodgers (1986: 47) claim that “the combination of structural linguistic theory, contrastive analysis, aural-oral procedures and behaviourist psychology led to the Audiolingual Method”.
Skinner (1957, cited by Dinçay, 2010: 45) states that “most of the principles of behavioural psychology were incorporated into this method”. It means that language is acquired through some conditions that respond to student’s stimulus. Students get over their native habits of language assimilating other new habits so that they can be target language speakers. So, grammar is considered a philosophic and mentalist aspect since languages refer to psychology of learning and to learning theory (Richards and Rodgers, 1986: 48).

Demircan (2002, cited by Dinçay, 2010: 46) says that “dialogue memorization is of great importance” and for this, for instance, students might watch a film in order to memorize dialogues.

Some key principles outlined by Dinçay (2010: 46) could be mentioned:

a. Students use language to communicate.

b. Focus on all skills (reading, writing, listening and writing) but special attention is given to speaking and listening.

c. The language being learnt is used in the classroom, not learners’ native language.

d. Vocabulary is limited and it is learnt in context.

As far as grammar is concerned, Dinçay (2010: 46) claims that it is learnt following an inductive approach. There are few grammatical explanations since grammar and rules are deduced from examples provided by the teacher. Besides, he also states that vocabulary and grammar is mainly acquired practising dialogues which are learnt by means of imitations and repetitions. Just as McLaren and Madrid (1996: 171) outline, a typical lesson could be described and summarized following the following procedures:

i. Students need to heard a dialogue with key grammatical structures of the lesson. After that, they repeat each line memorising them. At the same time, the teacher should pay attention to their pronunciation and fluency and if necessary, he/she correct them in order to improve.

ii. Dialogues are selected depending on learners’ interest or situation.
iii. Some key structures from dialogues are chosen in order to be repeated in groups or even, individually. For instance,

To elicit: There’s (a man watching TV)

Teacher: There’s a policeman. He’s standing near a car.

Student: There’s a policeman standing near a car.

Teacher: There’s a girl. He’s knocking at our door.

Student: There’s a girl knocking at our door.


Concerning this idea, pattern drills are an important feature to take into account since it is crucial to teach grammar following The Audiolingual Method. According to Larsen-Freeman (2000: 45), “drills are conducted based upon the patterns present in the dialog”. Moreover, some examples of drills activities could be: repetition exercises, backward build-up, questions-answers, substitutions, transformations or chains, among other things.

iv. Learners use their textbook, and follow-up activities based on reading and writing skills, as well as on some vocabulary exercises performing dialogues.

Finally, McLaren and Madrid (1996: 171) also state that “the central unit of the lessons resolves around language structures, which are graded and sequenced”.

2.7.4. The Silent Way

It is a method where the teacher is supposed to be in silence in lessons and learners are supposed to produce as much language as possible.
Larsen-Freeman (2000: 53) notes that

Noam Chomsky argued that language acquisition could not possibly take place through habit formation since people create and understand utterances they have never heard before.

It means that language acquisition should be based on rule formation, not on habit formation since this acquisition is possible if people use their own knowledge and thinking or cognition processes so that they can discover the language rules. So, learning is a process acquired by mobilizing our inner resources such as cognition, imagination, intuition, creativity and so on (Larsen-Freeman, 2000: 54).

As was mentioned, the Silent Way method is mainly characterized by discovery, originality, creativity, the use of accompanying materials and problem-solving and Richards and Rodgers (1986: 99) mention three distinctive features of this method:

a. Learning is possible if the learner discovers the language itself because students do not have to remember or repeat it. In this sense, teachers and learners work in a cooperative way and learners are supposed to be active participants in the learning process.

b. Learning could be supported by physical objects (realia) and colourful charts in order to catch students’ attention on what they are going to learn and normally, what is introduced are vocabulary and syntax.

c. Learning is characterized by problem-solving.

In relation to the last feature, it could be stated that, according to Gattegno, (1976, cited by Richards and Rodgers, 1986: 99),

The Silent Way student is expected to become independent, autonomous and responsible – in other words, a good problem solver in language.

There are also important aspects to take into account outlined by Dinçay (2010: 48-49) and these are summarized as follows:
a. The teacher should concentrate on what learners say something and how they say it, paying special attention to pronunciation.

b. Students use the language to express themselves in terms of emotions, feelings, perceptions... and for this, they rely on themselves.

c. All four skills are conceived, although reading and writing are the most important ones.

Providing grammar, the teacher establishes different situations where students are able to pay attention to structures of the language and to perceive their meaning (Dinçay, 2010: 48-49). According to McLaren, Madrid and Bueno (2000: 182), this method has a “very uniform classroom procedure”, since words and sentences in general are taught using coulored rods of different shapes, associated to different grammatical aspects. The teacher pronounces these linguistic items and ask for their repetition. Then, students have to mime them in order to see if they have understood the contents.

McLaren and Madrid (1996: 178) declare that “this method focuses on repetition of words and sentences”. So, this method follows some features of The Audiolingual Method, previously explained.

Finally, it could be said that, in The Silent Way, the teacher proposes different situations whose main aim is to focus students’ attention on grammatical structures and Larsen-Freeman (2000: 65) states that “the situations provide a vehicle for students to perceive meaning”. Doggett (1986: 5) summarizes perfectly what The Silent Way wants to achieve, telling that,

Teaching should be subordinated to learning. Teachers should give students only what they absolutely need to promote their learning. Learners are responsible for their own learning.
2.7.5. Community Language Learning

This method consists in maintaining social and interpersonal relationships between teachers and learners in order to facilitate learning, which is also possible in social interactions. Students tend to maintain interpersonal relationships in their native language and the teacher focuses on learners’ needs.

The approach is patterned upon counselling-learning techniques developed by Charles A. Curran (1977: 9-19) and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages (Dinçay 2010: 52).

According to this method, learners belong to a particular community and they learn interacting with people within that community and the aim of the teacher is to provide them with a comfortable environment where they can learn and grow as students.

Some principles of this method outlined by Dinçay (2010: 53) could be the following ones:

a. The teacher’s function is to be a counsellor for students. Teachers try to help learners to communicate in the target language and, for this, teachers can translate for them something they do not understand.

b. Language is seen as a tool for communication.

c. Concerning preparation of the material, teachers should choose useful and easy material, suitable for students’ level and goals.

Richards and Rodgers (2014: 308) state that

Community language learning is most often used in the teaching of oral proficiency, but with some modifications it may be used in the teaching of writing”

Moreover, this method does not follow a syllabus in order to teach grammar since according to Richards and Rodgers (2014: 308),
Community language learning does not use a conventional language syllabus, which sets out in advance grammar, vocabulary, and other language items to be taught and the order in which they will be covered.

A community language learning syllabus emerges from the interaction between the learner’s expressed communicative intentions and the teacher’s reformulations of these into suitable target-language utterances (Richards and Rodgers, 2014: 309).

This means that the teacher does not focus on either grammatical structures or lexical patterns since the main aim is to communicate and interact with people use the language for different communicative intentions.

Curran (1976, cited by Larsen-Freeman, 2000: 101) perfectly summarizes this method with the following quotation: “language is people; language is persons in contact; language is persons in response).

2.7.6. Total physical response

This is a humanistic method whose purpose is to teach the language through the coordination of action and speech, that is, through physical activity related to memory. Thus, Asher (1996, cited by Dinçay (2010: 54) defines this method as “one that combines information and skills through the use of the kinaesthetic sensory system”. It means that students could have the ability to assimilate and process information and skills in a quick manner and students can feel strongly motivated.

A summary of some key principles of this method (Dinçay, 2010: 54-55) could be the following:

a. Meaning and actions play an important role in the language teaching and so, learners can learn by means of observing actions and performing them.

b. Students must be motivated and successful at all times since learning is more appropriate and efficient when it is funny.
c. Speaking is important and learners’ understanding has to be developed before speaking. Moreover, learners speak when they feel totally ready for it.

d. When they start to speak, they are expected to make mistakes and teachers should be flexible in the correction of mistakes.

Regarding the teaching of grammar, learning is inductive. Larsen-Freeman (2000: 111) states that teachers provide commands in the students’ target language and they perform them by means of actions. So, McLaren and Madrid (1996: 180) claim that the central unit of lessons is the imperative, “which gives this method a direct relationship to a structuralist view of language”. According to Richard and Rodgers (1986, cited by McLaren and Madrid, 1996: 111), “most of the grammatical structures of the target language and hundreds of vocabulary items can be learned from the skilful use of the imperative by the instructor”.

Besides, McLaren and Madrid (1996: 111) also state that lessons are not based on textbooks or materials in order to teach grammar but on the teacher’s voice, commands, gestures or actions. It is also important to take into account that materials and realia are later used. For instance, “use of kits to construct scenes”, as “put the stove in the kitchen” (McLaren and Madrid, 1996: 111).

Finally, a quote taken from Asher (1977, cited by Richards and Rodgers, 1986: 90) is going to be mentioned since it summarizes this Total Physical Response method perfectly:

A reasonable hypothesis is that the brain and nervous system are biologically programmed to acquire language… in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual’s body.

2.7.7. Communicative Language Teaching

Nowadays, communication skills in English are considered as something very important to achieve and this has created a great demand for English teaching. A large number of people want to improve their English. This is why it is important to talk about communicative
language teaching (CLT), were according to Bloor (2004, cited by López and Luque, 2012: 180), “grammar was considered as both semantic and functional”.

Communicative Language Teaching (CLT) helps students use the target language in different contexts and it is based on the four language skills: listening, speaking, reading and writing. In fact, our didactic unit is going to be based on the different skills with a great variety of activities so that students can practice these skills. This method also involves functional and structural aspects of the language and it consists in knowledge of grammar rules since this method does not reject grammar aspects at all and according to this method, learners work through tasks, but without formal grammar instruction.

Moreover, function, meaning and communication play an important role within this communicative method and so teachers should focus on the use of language rather than on language forms. Spada (2007, cited by López and Luque, 2012: 181) states that “Communicative Language Teaching means an exclusive focus on meaning”. That means that grammatical structures or rules are not presented in an explicit way but it is considered a tool for communicative purposes since the main goal of this method is an effective communication. This does not mean that grammar is not taught but that it is taught in order to develop the communicative competence of each student.

Regarding communicative competence, we should bear in mind some things (Richards, 2006: 3) that can be summarized as follows:

a. To know how to use language in different contexts and situations and for different purposes.

b. To know how to use the language according to different settings and participants (to distinguish between formal and informal contexts, between spoken and written communication...).

c. To know how produce and interpret a range variety of texts.

d. To know how to carry out and maintain a communication effectively.

As far as the roles of teachers and learners in the classroom are concerned, activities are mainly carried out in a cooperative way rather than individually since students have to
get used to listening to their classmates and not seeing their teacher as a role model. The teacher acts as a monitor and facilitator for students and he/she tries to help them when they need.

Furthermore, Breen and Candlin (1980, cited by Richards and Rodgers, 1986: 77) describe the roles of the teacher perfectly with the following quotation:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organization capacities.

As a summary, some important principles are going to be mentioned (Dinçay, 2010: 56-57) and (Richards and Rodgers, 1986: 67-68):

a. Everything done in the classroom is carried out with a communicative purpose.

b. All skills are included (reading, writing, speaking and listening).

c. Dialogues are not memorised in this method.

Last but not least, with respect to grammar, Richards and Rodgers (1986: 67-68) and Dinçay (2010: 56-57) state that it is presented in an inductive manner and grammar acquisition is an unconscious process. According to Richards and Rodgers (2014: 89), “the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse”. According to Larsen-Freeman (2000: 128-129), students need to know linguistic forms, meaning and functions but activities proposed in the classroom are communicative since the main goal of this method is to communicate in real contexts.
2.7.8. Cooperative Learning

According to Johnson and Johnson (2018), cooperative learning is based on cooperative principles in which students are supposed to work in pairs or in groups in order to help each other. However, as Johnson, Johnson and Smith (1998, cited by El-Saghir, 2003: 2) state, “Not all that glitters is gold, of course, and not all group efforts are cooperative. Simply assigning students to groups and telling them to work together does not, in and of itself, result in cooperative efforts”.

Johnson and Johnson (2018) also claim that the main goal of this approach is to promote competitive, cooperative, or individualistic efforts. Learners have to exchange information and for this, they have to communicate. Moreover, teachers should teach learners collaborative and social abilities in order to communicate effectively. So, we could say that cooperative learning is also a communicative approach.

Moreover, cooperative learning has some advantages and benefits (El-Saghir 2003: 2-4), which can be summarized as follows:

a. **Social benefits.** Cooperative learning helps students to maintain social interactions with others since they have to work together. So, this method gives students a sense of independence and responsibility.

b. **Academic benefits.** According to Cohen (1994, cited by El-Saghir, 2003: 3), “cooperative learning is now an accepted instructional strategy that promotes learning and achievement across curriculum”.

c. **Linguistic benefits.** Having different languages in a classroom is so good for students because they can interact with each other and, especially, having a foreign language in the classroom helps students to have a more comprehensible input.

d. **Affective benefits.** Cooperative learning has positive cognitive and affective aspects since it makes students feel motivated, improve self-esteem and have social interactions with other people.

Finally, Ghorbani (2012: 1465) claims that “there is some support for the idea of grammar instruction, which implies focus on form”. It means that grammar is necessary to
language acquisition but focusing on form, on linguistic units. He also states that “as teaching grammar is useful and necessary, there should be a search for the most appropriate way of performing it”.

The last part of the theoretical framework is going to deal with some resources and techniques to carry out a grammar lesson. These resources and techniques are going to be pretty useful to design my didactic unit since some of them are going to be used when dealing with the four different skills.

2.8. **Resources and techniques**

First of all, it is important to say that children learn and process a new foreign language by cooperating and interacting with people in a meaningful context within a community of language learners. Children need to foster the four different skills: reading, writing, listening and writing. So, they need to learn how to read, write, listen and write. Some techniques and resources could be used in the learning-teaching process in order to be familiar with grammar but it is important to choose enjoyable activities and techniques where students can feel motivated while they are learning. These techniques and resources require to combine structures with meanings and they can be used in the different stages of a grammar lesson, mentioned above (presentation, isolation and explanation, practice and production). So, some techniques and resources are going to be mentioned and explained.

2.8.1. **Storytelling**

Stories are an original way to teach a language since they are very funny and motivating. They can help learners develop a positive and motivating attitude towards learning a new language and they also help to develop students’ imagination.

According to Celce-Murcia & Hilles (1988: 51), “stories are used in contemporary ESL materials to promote communication and expressions in the classroom”.

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Stories could be useful to illustrate and teach grammar in the classroom and they are activities that can be carried out orally or written. At the same time, they can be real or imaginary. For instance, stories can be useful when teaching verb tenses since students can tell students stories in past, in present or in future about their own lives or event, they might invent them.

Finally, stories provide realistic contexts to teach grammar and they can maintain students active in the lesson since they might be motivated if the teacher uses this kind of technique.

2.8.2. Dramatic activities and roleplays

To start with, vocabulary is considered a key aspect for students’ understanding so that they can communicate effectively but this is not enough because students have to know how to use that vocabulary in different situational contexts. Therefore, teachers should teach students words and their different meanings as well as their grammatical and social usages. All this could be achieved by means of some activities which enable students to use vocabulary in an appropriate and effective way in real life situations.

As Alabsi (2016: 227) argues, “role-play is a well-known strategy that helps students to familiarize themselves with new social environments”.

What Chesler and Fox (1966: 15) think about role plays is that “role playing can be seen as one technique in an educational procedure that is directed toward the scientific improvement of classroom learning and social behaviour”. It means that classroom is considered a place for solving and identifying problems, for drawing conclusions, for learning how to behave in other situations and so on.

Finally, dramatic activities and role-plays make students feel more motivated and they could have a better self-esteem about themselves apart from interacting spontaneously. Also, they could be very useful activities to teach grammatical aspects. Role
plays are also used to practice speaking in different contexts since they help students build confidence and fluency.

2.8.3. Pictures

Pictures have been used for a long time to help students to understand and assimilate different aspects in a foreign language. Pictures are very useful and effective to teach English grammar, especially for those who require a match between structures and meanings. They can be used in all stages of a grammar lesson (presentation, practice, production or test) and at any level but it is more recommendable for beginning and low-intermediate learners because they are the students who could find more difficulties in long or complex structures.

Teachers should draw some pictures on the board in order to make class more dynamic and motivating and this could encourage learners to participate actively in the lesson and what is more, if teachers choose attractive and funny pictures, students are even more involved in the grammar teaching.

Special attention is given to pictures when trying to improve listening and reading skills since pictures play an important role in the students’ development of these skills since students can perceive the general idea clearer by means of pictures (Wright, 1990: 136).

2.8.4. Realia

Realia is another source that allows learners to have a meaningful learning experience because they can associate different real world things with their classroom. Soames (2010, cited by Bably and Nusrat, 2017: 1) states that, “in the TEFL classroom, the word realia means using real items found in everyday life as an aid to teaching English”.

Besides, using realia in classroom could foster an active teaching-learning environment since it gives students the opportunity to associate classroom activities with
real life and students are able to perceive things in real meaningful contexts. Also, students might have a memorable learning and they could apply it in real life situations.

### 2.8.5. Songs

Songs could be very effective in an English lesson because students could be motivated and at the same time, they are learning grammar, apart from being something that breaks routine in classroom. Thus, Dubin (1974, cited by Celce-Murcia & Hilles, 1988, 116) discusses that

Songs can be utilized as presentation contexts, as reinforcement material, as vehicles through which to teach all language skills, and as a medium through which to present some of the most important cultural themes which pervade modern life.

Shen (2009: 88) states that

A song possesses many intrinsic merits, such as a kaleidoscope of culture, expressiveness, recitability and therapeutic functions, which render it an invaluable source for language teaching.

So, if teachers follow Shen’s ideas, songs could be used in a classroom due to their relevant features (Shen, 2009: 89), which are summarized as follows:

a. *A kaleidoscope of culture.* Language and music are connected in a particular way because songs express different cultural things, that is to say, songs communicate cultural things of reality and so, learners might learn these cultural things with songs.

b. *Expressiveness.* Songs are very expressive because they express emotions and feelings and they express different topics so that students could have songs in mind and for this, they also learn.

c. *Recitability.* Songs are particular in the use of rhythms and poetry language.
Songs have some relevant features, such as:

i. All skills (reading, writing, listening and speaking) could be developed.

ii. They can be used depending on the students’ level, interest, age and so on.

iii. They are motivating for students and they provide original texts.

iv. They also provide a great variety of topics.

v. Songs might be used with some techniques such as filling the gaps, questions, dictation, exercises about antonyms and synonyms, true or false exercises, order sentences, ...

2.8.6. Games

Games could be a good instrument to teach English grammar and to achieve a better improvement of learning since they are the most motivating resources for teaching grammar because students are more involved in the lesson and they could be more active if teachers decide to play games. However, teachers should adapt games to student’s level, age and proficiency and, with this, grammar aspects can be reinforced successfully.

Moreover, games can help students build social relationships in the classroom and to work in a cooperative way since one of the most important things in a classroom is to achieve a good environment and atmosphere between teachers and students.

As we know, students need to put in practice language, that is to say, learners need to use language in different contexts and they need to communicate and games are good for this because they can be used in order to achieve students’ fluency and proficiency in the language. In addition, games are also useful for timid students and for students who are not confident at all because games provide the opportunity to speak in smaller groups instead of speaking in front of public or bigger groups (Cam and Thu Than, 2017: 56-59).

Last but not least, in order to summarize games in general, a definition provided by Hadfield (1999, cited by Trong, 2010: 61) is going to be mentioned:
A game is an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.

With this quote, Hadfield states that games are important or even necessary for learning but learning should not be seen only as an amusing and motivating activity but also as a technique to do different activities in an amusing way where students can learn by means of entertainment and motivation.
3. **DIDACTIC UNIT**: “Summer jobs and money”

3.1. **Introduction**

<table>
<thead>
<tr>
<th>DIDACTIC UNIT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Grade of Compulsory Second Education</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>“Summer jobs and money”</td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; term</td>
</tr>
<tr>
<td><strong>Number of sessions</strong></td>
<td>6 sessions + 1 session for evaluation</td>
</tr>
<tr>
<td><strong>Timing of each session</strong></td>
<td>50-55 minutes</td>
</tr>
<tr>
<td><strong>Students in each class</strong></td>
<td>30 students</td>
</tr>
<tr>
<td><strong>Final task</strong></td>
<td>Video about job and money (speaking skill)</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Speaking video + progress check (grammar, vocabulary and reading).</td>
</tr>
</tbody>
</table>

Table 1

3.2. **Justification**

“Summer jobs and money” is the title of this didactic unit and the reason why this name was chosen was because it could be a useful topic to carry out in a classroom since it may be used in real life situations. It is pretty important to raise learners’ awareness of how to be independent to find a job and earn extra money or how to be autonomous in some real life situations.

To find a job could be a useful or even essential alternative among teenagers in order to get some extra money to pay for their hobbies or even, their studies, among other things.
Nowadays, there are a lot of teenagers that want to find a part-time job or a full-time job in summer, when they don’t have to study more because the academic course is finished. This is why this topic could be interesting for students. As a result, students may be fully involved and motivated in the learning process and they could be able to learn more easily. Moreover, in this didactic unit, they have the opportunity to participate in different activities contributing their own ideas and opinion about the topic itself.

Finally, it is necessary to say that this didactic unit “summer jobs and money” is adapted to students in the four year of Compulsory Secondary Education, since the vocabulary and grammar that is going to be taught is adapted to this level.

3.3. Background information and contextualization

Firstly, this lesson plan is going to be designed for students of 4th grade of Compulsory Second Education in a private school located in Martos (Jaen). It is called “Calasancio Hijas de la Divina Pastora”, more known as “Divina Pastora”. It was born in response to the educational needs of women at the end of the 19th century. One man was able to see the lack of formation of women at that time and he and a group of young people founded this educational institution. Moreover, the high school is oriented towards the integral formation of the person.

The high school has a wide educational offer: children’s education, primary education and compulsory secondary education and at the same time, this educational institution offers after-school activities in the afternoon as children choirs, English or Maths, among many others.

Apart from this, it is necessary to mention that the class is composed mainly of 30 students (thirteen boys and seventeen girls) and the students’ level is high since many of them already have B2 level but, apart from this, the high school itself also has a high level.

Every classroom is well-equipped since they have a digital board with a projector and a computer. Apart from this, they also have a blackboard. The high school has a great variety of facilities such as a computer and a technology room with wireless internet access,
two libraries, a gallery to celebrate events, a laboratory, an indoor gym used as a school canteen, a psychomotor room and two patios, among other things.

The different classrooms have a vertical distribution of seats and desks. In other words, students sit down in rows with another partner. Sometimes, students have to join with other students to carry out tasks in teams. The teacher’s desk is on the left, in a part of the classroom where the teacher has eye contact with the whole class.

3.4. Timing

This didactic unit is going to be carried out in the 3rd term of 4th Grade of Compulsory Education and each class lasts approximately 55 minutes and the end of each lesson is going to be normally dedicated for questions, doubts or other aspects students might have.

3.5. Competences

It is important to mention that citizens need to acquire some key competences in order to achieve a full personal, social and professional development. These competences are necessary for the well-being of European societies, economic growth and innovation as well as for skills and attitudes.

There are seven key competences in the Spanish Educational System, according to Royal Decree 1105/2014 of 26th December and the Order ECD/65/2015 of 21st January (article 2) but in our didactic unit, the following competences are going to be developed:

- **Linguistic communication.** It is defined as the result of communicative actions with particular social practices where individuals interact with others in oral and written contexts.
- **Digital competence.** Individuals use creative, critical and safe information and communication technologies.
- **Learning to learn competence.** This is the ability to start, organize, persist and progress in the learning and it involves motivation.
- Social and civic competence. These competences involve using individuals’ skills and abilities or to adopt some attitudes towards society in order to solve some problems, take decisions, and so on.
- **Initiative and entrepreneurship competence.** It refers to the ability to transforms ideas into actions.
- **Cultural expressions and artistic awareness.** It is the ability to know, understand, appreciate and evaluate different cultural and artistic things.

### 3.6. General objectives\(^2\)

In order to carry out this didactic unit, it is necessary to concentrate on general objectives which are chosen in agreement with Royal Decree 1105/2014, corresponding to the general objectives for Compulsory Secondary Education and at the same time, we have to take also into account the subsequent Decree 110/2016, that is, the Order of July 14\(^{th}\) 2016, corresponding to the general objectives in Andalusia.

Concerning general objectives of Compulsory Secondary Education, according to Royal Decree 1105/2014, in this didactic unit, we are going to focus on:

a. To consolidate a personal and social maturity that allows them to act in a responsible and autonomous way and develop their critical spirit. Predict and resolve peacefully personal, family and social conflicts.

b. To strengthen the habits of reading, study and discipline, as necessary conditions for effective use of learning, and as a means of personal development.

b. To dominate, both orally and in writing, the English language.

d. To express oneself fluently and correctly in one or more foreign languages.

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\(^2\) These general objectives are directly translated from the Organic Law on the Improvement of the Quality of Education since they appear in Spanish as can be seen in the official and legal document: [https://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf]
e. To use with solvency and responsibility the information and communication technologies.

f. To strengthen the entrepreneurial spirit with attitudes of creativity, flexibility, initiative, teamwork, self-confidence and critical sense.

g. To develop artistic and literary sensibility, as well as aesthetic criteria, as sources of training and cultural enrichment.

h. To develop basic skills regarding the use of information sources in order to acquire new knowledge critically.

i. To understand and express themselves in a foreign language properly.

The foreign language objectives that are going to be achieved according to the Order of July 14th, 2016 are the following:

1. To listen with attention and understand oral texts in the foreign language of themes, genres and diverse registers emitted directly by the human voice or reproduced by resources of storage and reproduction of traditional audio or in digital support.

2. To emit oral productions of the foreign language with grammatical correctness, text coherence and social adequacy on subjects, genres and diverse registers using their own voice or resources of storage and reproduction of it.

3. To read and understand written texts of the foreign language of subjects, genres and diverse records in paper or digital format.

4. To write varied written texts with grammatical correctness, text coherence and social adequacy on topics, genres and diverse records in paper and digital formats.

5. To be interested in the lexicon of the foreign language and learn it organized by semantic fields and registers of formality as a means to produce oral and written expressions of formal quality, text coherence and social adequacy.

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3 These foreign language objectives are also directly translated from the Spanish official document retrieved from: [https://www.juntadeandalucia.es/boja/2016/144/BOJA16-144-00289-13500-01_00095875.pdf]
6. To recognize the importance of the morphosyntactic structures of the language, learn them and apply them consciously to self-monitor and contribute with increasing autonomy to formal correction in oral or written texts.

Apart from general objectives, didactic objectives should be considered.

<table>
<thead>
<tr>
<th>Didactic objectives</th>
<th>Evaluation criteria</th>
<th>Assessable Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>-To understand and learn grammatical structures regarding reported speech statements and questions as well as simple reporting verbs (say, tell, insist...) or other more complex reporting verbs (apologize for, invite somebody to, offer to, suggest that...).</td>
<td>-If they are able to understand and learn new grammatical structures in relation with reported speech statements and questions as well as with simple and complex reporting verbs.</td>
<td>They understand and learn some grammatical structures about reported speech statements and questions and also, about some simple and complex reporting verbs used to carry out reported speech in general.</td>
</tr>
<tr>
<td>-To learn and use vocabulary related to work and money.</td>
<td>-If they can use new vocabulary related to work and money.</td>
<td>They understand and use vocabulary related to job and money properly.</td>
</tr>
<tr>
<td>-To understand written texts about job and money.</td>
<td>-If they are able to understand written texts related to job and money.</td>
<td>They understand written texts about job and money.</td>
</tr>
<tr>
<td>-To be able to understand and produce a letter of application to apply for a job.</td>
<td>-If they can understand and produce a letter of application to apply for a job.</td>
<td>They are able to write a letter of application in order to apply for a job.</td>
</tr>
</tbody>
</table>

Table 2
3.7. Contents

The contents we are going to focus on are selected in accordance with the previous objectives.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Speaking and interaction</th>
<th>Listening</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>-To read and understand some short texts about jobs.</td>
<td>-A brainstorming about the title of the didactic unit.</td>
<td>-To listen to a recording about a “job interview”.</td>
<td>-To write a letter of application about a given topic.</td>
</tr>
<tr>
<td>-To read a text about summer jobs (‘The key to summer success’).</td>
<td>-Kahoot carried out orally to remember vocabulary previously learnt.</td>
<td>-To listen to a famous song called ‘Somebody that I used to know’, by Gotye and complete an activity.</td>
<td>-Reported speech statements and reporting verbs (say, tell, explain...).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Reporting verbs (apologize for, invite to, offer to, suggest that...).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Reported speech questions.</td>
</tr>
<tr>
<td>-To read a letter of application and to deduce the conventions of a formal letter writing.</td>
<td>-To ask questions related to money and jobs in circles in the classroom.</td>
<td></td>
<td>-Vocabulary about job and money.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Compound adjectives related to job and money.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-To perform a role play related to a job situation.</td>
</tr>
</tbody>
</table>

Table 3
3.8. Material

Concerning materials used to carry out this didactic unit, it is essential to mention the interactive digital whiteboard since it is the key element where the teacher explains everything: grammatical structures, vocabulary... and where the teacher could also show videos to students. Apart from this, it is also necessary to mention that each class is composed of a blackboard and a digital board with loudspeakers to listen to different recordings to practice listening skill. There is also a projector to show different things to students. Last but not least, students might use monolingual and bilingual dictionaries found in the classroom and they will have extra worksheet provided by the teacher.

3.9. Educational values and cross-cultural issues

- Moral and Civic Education
- Entrepreneurship
- Coeducation

3.10. Interdisciplinary elements

As we know, teaching is an important part in the process of learning but teachers should teach other things such as attitudes, values and ways of life, something which could be essential in their lives. For this, in this didactic unit, students are going to learn English obviously but, at the same time, they will be able to learn how to be independent in life or, in other words, how to find a job if they need to earn some extra money. Thus, English is connected to Citizenship (Moral and Civic Education).

Moreover, there are also contents related to music because two listening activities are included within this didactic unit. For this reason, English is also connected to music.
Finally, *computing* is also present because students have to use technology (their mobile phones, tablets...) to use *Kahoot* and other activities to carry out the lesson.

### 3.11. Methodology

In this didactic unit, Communicative Language Teaching is going to be fostered since the main aim is to teach students how to communicate using a foreign language and to use it inside and outside the class. In other words, students are supposed to use the foreign language in real situations (in our didactic unit, in the situation of how to find a job to earn some extra money). In this case, students are going to develop their communicative competence by means of English so that they are able to use English in life situations and for some different purposes.

In addition, Cooperative Learning is also fostered in this didactic unit because students are supposed to work in pairs or in groups, especially in speaking activities in order to foster their communicative competence.

Last but not least, all this can be complemented with some grammar and vocabulary activities as well as with some exercises in order to foster the four different skills (reading, writing, listening and writing).

Finally, the teacher’s role is to guide students to get a great learning and at the same time, he/she should facilitate their learning and their communication without making students feel intimidated by correcting mistakes all the time. Mistakes could be checked at the end when they finish speaking in order to learn from their own mistakes.

### 3.12. Attention to diversity

Regarding attention to diversity, all teaching centres should take into account the different paces of learning of students because, in every class, there are some students
who learn faster than others and others who need more time to process and assimilate information.

Besides, every teacher should promote cooperative learning to get students to work together helping each other. He/she should form heterogeneous and mixed groups so that faster and slower students can work together helping and learning each other and with the teacher’s support and attention when necessary.

Last but not least, special education needs’ students are also taken into account. In this sense, they could be given a proper adaptation of the activities according to the disability they could show. If personal support is required, teachers should be active in order to help them.

3.12.1. Reinforcement activities

Faster students are taken into account, as was mentioned above. They would be given supplementary activities according to their academic level. This will make them not be bored and more motivated in the lesson.

3.12.2. Extension activities

Regarding lower students, they would also be given supplementary activities in which they would cover just the core contents of our sessions in order to understand and assimilate them better. These activities should also be developed in class.

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4 These activities could be seen in annexes at the end of this didactic unit. They are two reinforcement activities regarding grammar and reading

5 These activities can be also seen in the annexes that appear at the end of this didactic unit. Two expansion activities with respect to grammar and reading were also designed.
### 3.13. Step-by-step planning

<table>
<thead>
<tr>
<th>Words</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher – student</td>
<td>T – S</td>
</tr>
<tr>
<td>Student – student</td>
<td>S – S</td>
</tr>
<tr>
<td>Student</td>
<td>S</td>
</tr>
<tr>
<td>Individual work</td>
<td>IW</td>
</tr>
<tr>
<td>Pair work</td>
<td>PW</td>
</tr>
<tr>
<td>Group work</td>
<td>GW</td>
</tr>
<tr>
<td>Whole class</td>
<td>WC</td>
</tr>
<tr>
<td>Activities &amp; material</td>
<td>Competences</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Warm up:</strong> Read the title of the unit (“Summer jobs and money”) and guess what it is about.</td>
<td>1, 4, 5, 6</td>
</tr>
<tr>
<td><strong>To answer some questions proposed by the teacher in order to introduce the topic.</strong></td>
<td>1, 5, 6, 7</td>
</tr>
<tr>
<td><strong>Topic Vocabulary:</strong> Work and employment. Matching exercise: Students have to match each word with its definition.</td>
<td>1, 6, 7</td>
</tr>
<tr>
<td><strong>Once students finish doing the previous activity, they check it with the teacher’s help.</strong></td>
<td>1, 6, 7</td>
</tr>
<tr>
<td><strong>Listening about a “Job interview”. Students must listen to it twice. The first one, in order to get a general idea and the second one, to complete a ‘resume’. Finally, they listen it again in order to check</strong></td>
<td>1, 5, 6</td>
</tr>
</tbody>
</table>

6 The different activities mentioned in each of the sessions of the didactic unit will be developed in depth in the annexes that appear at the end of this work.
if they have understood properly.
<table>
<thead>
<tr>
<th>Activities &amp; material</th>
<th>Competences</th>
<th>Objectives of the activity</th>
<th>Interactive patterns</th>
<th>Timing</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up:</strong> <em>Kahoot</em> – To carry out a <em>Kahoot</em> activity to remember the vocabulary learnt in the previous lesson (work and employment).</td>
<td>1, 3, 4</td>
<td>To remember and revise what students learnt in the previous lesson.</td>
<td>T-S</td>
<td>5’</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>Reading</strong>&lt;br&gt;Read some short texts about jobs and do two exercises (one about matching and another one about answering true or false.)</td>
<td>1, 5, 6</td>
<td>-To familiarize students with new vocabulary found in a reading text. -To obtain specific information about the text and showing its own comprehension</td>
<td>S T-S (when checking exercises)</td>
<td>15’</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>Grammar: Reported statements.</strong>&lt;br&gt;First of all, the teacher provides students with some examples on the blackboard (inductive approach) and students have to try to guess the rule.</td>
<td>1, 6</td>
<td>To give students the opportunity to play with language and to see how language works in context.</td>
<td>T-S</td>
<td>5’</td>
<td>Speaking</td>
</tr>
<tr>
<td>Once students have tried to deduce the rule, the teacher explains reported statements. First of all, he/she will explain reporting verbs</td>
<td>1, 6</td>
<td>To learn new grammatical structures.</td>
<td>T-S</td>
<td>20’</td>
<td>Speaking</td>
</tr>
</tbody>
</table>
(say, tell, explain, insist...) and then, he/she will explain the structure to change a direct statement into a reported one.

| To do an exercise about reporting verbs: to associate some reporting verbs with their definition. This activity can be done in pairs in order to practise cooperative learning. | 1, 6 | To check if students have understood what a reporting verb is and if they know their meanings. | PW T-S (when correcting the exercise) | 10’ | Writing |
### SESSION 3: “Summer jobs and money”

<table>
<thead>
<tr>
<th>Activities &amp; material</th>
<th>Competences</th>
<th>Objectives of the activity</th>
<th>Interactive patterns</th>
<th>Timing</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up:</strong></td>
<td>1, 4, 6</td>
<td>To remember and revise what students learnt in the previous lesson.</td>
<td>T-S</td>
<td>5’</td>
<td>Speaking</td>
</tr>
<tr>
<td>Oral review about the grammatical structures learnt in the previous lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Grammar:** | 1, 6 | To learn other new and useful grammatical structures when using reported statements. | T-S | 25’ | Speaking and writing |
| To explain other reporting verbs to report what people have said. -Apologize for + -ing -Invite (somebody) to + infinitive -Offer to + infinitive -Suggest that + pronoun + infinitive | | | |
| To explain reported speech questions (yes/no questions and wh-questions) | | | |

| To do an exercise about the previous content (reporting verbs): to rewrite the sentences in reported speech using verbs in brackets. | 1, 6 | To practice new grammatical structures to check if students have understood them. | S T-S (when correcting the activity) | 10’ | Writing |

| To do another exercise using reported speech statements and statements: to rewrite sentences in reported | 1, 6 | To practice new grammatical structures to check if students have understood them. | S T-S (when checking the activity) | 10’ | Writing |
speech. Replace the time expression with one of the expressions given in a box.

<table>
<thead>
<tr>
<th>SESSION 4: “Summer jobs and money”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities &amp; material</strong></td>
</tr>
<tr>
<td><strong>Reading:</strong> Students have to read another text about summer jobs (‘The key to summer success’) and they have to identify some compound adjectives related to money and jobs. This activity can be done in pairs in order to help each other.</td>
</tr>
<tr>
<td>Once they have found compound adjectives related to money and jobs, they comment with the teacher.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong> Compound adjectives: money and jobs. Students have to match some compound adjectives with their correct definition.</td>
</tr>
</tbody>
</table>
### Reading:
Students have to read again the text about summer jobs (‘The key to summer success’) and they have to do two different exercises:

1. To choose the correct answer.

2. Word search:
   Students have to search for words that match some definitions.

<table>
<thead>
<tr>
<th>To practice comprehensible texts.</th>
<th>5’</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-S (when correcting the activity)</td>
<td></td>
<td>---------</td>
</tr>
</tbody>
</table>

### Speaking:
Students sit in groups of 6 people in circles in the classroom and they ask each other questions related to money and jobs. One student asks something and the other answers and so on until everyone asks and answers.

<table>
<thead>
<tr>
<th>To foster communicative language teaching and cooperative learning by means of speaking.</th>
<th>5’</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>GW</td>
<td></td>
<td>---------</td>
</tr>
<tr>
<td>15’</td>
<td></td>
<td>---------</td>
</tr>
<tr>
<td>Activities &amp; material</td>
<td>Competences</td>
<td>Objectives of the activity</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Warm-up:</strong> Quick review on reported speech statements and questions.</td>
<td>1, 6</td>
<td>To remember some contents previously learnt in order to practise more activities.</td>
</tr>
<tr>
<td><strong>Listening:</strong> Students listen twice to a famous song called ‘Somebody That I Used to Know’ by Gotye. The first time, they have to underline reported speech sentences and the second time, they have to fill in the gaps. Finally, students could listen to the song again to check their answers.</td>
<td>1, 5, 6</td>
<td>To obtain specific information from an oral text.</td>
</tr>
<tr>
<td><strong>Writing:</strong> First of all, students have to read a letter of application and they have to find on their own the conventions of a formal letter writing and some components of a formal letter. This activity can be done in pairs in other to help each other. Then, they check with the teacher’s help.</td>
<td>1, 4, 5, 6</td>
<td>To give students the opportunity to recognize formal conventions of an application letter on their own.</td>
</tr>
</tbody>
</table>
Once students have done the previous activity, the teacher explains how to carry out a letter of application (structure, linkers, which language they should use...).

<table>
<thead>
<tr>
<th>1, 4, 5, 6</th>
<th>To help them to plan and organize what they are going to write, insisting on the use of the written expression skills and vocabulary seen throughout the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-WC</td>
<td>25’</td>
</tr>
</tbody>
</table>

| Writing |

*Possible homework: to write a letter of application.
### SESSION 6: “Summer jobs and money”

<table>
<thead>
<tr>
<th>Activities &amp; material</th>
<th>Competences</th>
<th>Objectives of the activity</th>
<th>Interactive patterns</th>
<th>Timing</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students give to the teachers their compositions so that the teacher can correct them at home.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Progress Check:
Different exercises related to vocabulary, grammar and writing.

- **Objectives:** To check if students have understood the different contents of the unit before the evaluation.
- **Patterns:** T-S (when correcting the activities)
- **Time:** 30’
- **Skills:** Writing

#### Speaking:
Students have to perform a role play in pairs, related to a job situation. So, each student plays a role and they decide who the interviewer is and who the applicant is and they have to imagine and perform a job situation asking and answering typical questions of an interview. Then, students could change the groups and speak with different students performing another different role.

- **Objectives:** To be able to use different vocabulary previously learnt in a real context.
- **Time:** PW
- **Skills:** Speaking and listening

#### Game.
**Vocabulary bingo: jobs and money.**
Students will play a bingo related to

- **Objectives:** To consolidate vocabulary previously learnt.
- **Time:** PW
- **Skills:**
vocabulary previously learnt. First of all, the teacher writes a lot of words related to jobs and money on the blackboard and the students have to choose 5 words. Secondly, the teacher says words and the student who has the five words said by the teacher is the winner.
### SESSION 7: “Summer jobs and money”

**EVALUATION SESSION.**

<table>
<thead>
<tr>
<th>Activities &amp; material</th>
<th>Competences</th>
<th>Objectives of the activity</th>
<th>Interactive patterns</th>
<th>Timing</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking evaluation (final project): Students have to record individually a video under the topic: “JOB AND MONEY”. In this case, each student chooses a particular job and plays the role of the boss. Moreover, they have to decide, if they were the boss, what would be their requirements to hire a person applying for the job and what monthly salary they would pay this person. Finally, the video is performed in the class during some lessons so that all students can practice speaking skill.</td>
<td>1, 3, 4, 5, 6, 7</td>
<td>To be able to use vocabulary previously learnt in the unit. To be able to record a video playing a job role.</td>
<td>S</td>
<td>5’ per student (a maximum of 10 students in a lesson).</td>
<td>Speaking</td>
</tr>
</tbody>
</table>
3.14. Evaluation criteria:

In this didactic unit, the evaluation tools are going to the following:

- Active participation in classroom: **15%**
- Behaviour: **5%**
- Portfolio with class worksheets: **20%**
- Progress check about grammar, vocabulary and writing carried out in session 6: **30%**
- Final project – speaking video: **30%**
References


Pedagogical resources borrowed from the Internet


http://www.wordsworthelt.com/blog/importance-of-teaching-english-grammar/

https://oupeltglobalblog.com/2012/03/19/why-teach-grammar/

http://www.cambridge.org/elt/blog/2017/10/04/accurate-fluent-and-complex-grammar/


https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson
https://www.teyl-j.org/service/course_E/modules/2/s3_tast10_6_TheTeachingOfGrammar.htm

Annexes:

SESSION 1:
Questions:

Have you ever had a job? What was it?
Did you like it? Why / why not?
What are typical summer jobs where you live?

Matching words with their definitions:

<table>
<thead>
<tr>
<th>WORDS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Employment</td>
<td>1. Something who applies for a job</td>
</tr>
<tr>
<td>b. Job</td>
<td>2. Curriculum vitae</td>
</tr>
<tr>
<td>c. To work</td>
<td>3. The person who is in charge of you at work</td>
</tr>
<tr>
<td>d. Part-time job</td>
<td>4. Spend time doing something and receiving money</td>
</tr>
<tr>
<td>e. Applicant</td>
<td>5. To receive money for work</td>
</tr>
<tr>
<td>f. Application form</td>
<td>6. To work 35 or 40 hours per week.</td>
</tr>
<tr>
<td>g. Curriculum vitae</td>
<td>7. To work fewer hours per week.</td>
</tr>
<tr>
<td>h. Employee</td>
<td>8. Work that you are paid regularly to do for a person or company</td>
</tr>
<tr>
<td>i. Employer</td>
<td>9. A fixed amount of money a person receives because of work</td>
</tr>
</tbody>
</table>

7 The activities proposed for each session are entirely designed by me. Those activities taken from a specific pedagogical resource or Web page are followed by an indication of their origin.
<table>
<thead>
<tr>
<th>j. Boss</th>
<th>10. to give money to someone who does a job for you</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. Interview</td>
<td>11. Something such as a degree or diploma a person obtains when finishing the studies or courses</td>
</tr>
<tr>
<td>l. Interviewee</td>
<td>12. Work a person does regularly to get money</td>
</tr>
<tr>
<td>m. To apply for a job</td>
<td>13. a printed list of questions that you answer in order to try to get a job</td>
</tr>
<tr>
<td>n. Qualifications</td>
<td>14. Someone who is being interviewed</td>
</tr>
<tr>
<td>o. Salary</td>
<td>15. A meeting where a person attends to answer some questions in order to achieve a job</td>
</tr>
<tr>
<td>p. Pay</td>
<td>16. To Request a job</td>
</tr>
<tr>
<td>q. Earn</td>
<td>17. a person, company, or organization that pays someone to work for them as a member of their staff</td>
</tr>
<tr>
<td>r. Full-time job</td>
<td>18. Someone who is paid regularly to carry out for them some work</td>
</tr>
</tbody>
</table>

**Listening activity:**


Listen to Pia’s job interview to try and get a new job. Then, complete the following ‘resume’: 
Resume

**Name:** Pia Marcotti

**Place of Birth:** (1), Italy.

**Age:** (2)

**Post-University Experience**

October (3) - September 2002
Worked for mother's company, Meals On Wheels. Main responsibilities: webmaster and advertising.

September 2002 - February 2003
Travelled mostly in Europe but also a month in (5).

March 2003 - July 2005
Worked for (6) **Footwear,** shoe company near hometown. Worked in (7) department for most of this time.

**Languages Spoken:**

(8) - fluent

(9) - good after (10) years study.
SESSION 2.

Reading: ‘Job offers’.

A) URGENT! BABYSITTER NEEDED

We need a babysitter to take care of two little boys and a girl aged between 3 and 6 years old.

From Monday to Friday in the mornings from 9 a.m. to 14 p.m.

*50 euros per week.

B) ‘Do you need extra money’?

It’s your opportunity.

A HOLIDAY JOB!

We are carrying out some interviews to people who speak more than two languages (at least, English, German and French) to work in the famous hotel ‘Bankbeach’.

*You could earn extra money weekly.

Send your CV to: bankbeach1@outlook.es

C) DELIVERY BROCHURES

We need young people to deliver publicity brochures for a well-known English academy in Jaen. They must be delivered before 9 a.m. on Mondays and Fridays.

*Ask for information in: Englishland academy or in 953705800

D) IRISH PUB ST. PATRICK

We need young people aged between 20 and 30 years old to work in an Irish pub.

*Only weekends and with previous experience.
Exercises:

1. Matching

1. ADVERT A: a. advertising distribution
2. ADVERT B: b. taking care children
3. ADVERT C: c. To work with drinks and loud music.
4. ADVERT D: d. To work in a touristic area.

2. True or false exercise. If sentences are false, correct them.

a. If you work as a babysitter, you will be able to earn more than 50 euros weekly.
b. If you like dancing and listening to music, working in the Irish Pub St. Patrick could be a good option.
c. You do not need to have knowledge of languages to work in a hotel like ‘Bankbeach’.
d. You should deliver brochures every day before 9 a.m.
e. Any person could work in the Irish pub St. Patrick.

Exercise about reporting verbs:

1. Match every reporting verb with its \(^8\) definition. Then, choose two verbs and make a sentence using reported statements.

<table>
<thead>
<tr>
<th>REPORTED VERB</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Say/ tell</td>
<td>a. to tell someone that you will definitely do something</td>
</tr>
</tbody>
</table>

\(^8\) These definitions are taken from McMillan Dictionary: [https://www.macmillandictionary.com/](https://www.macmillandictionary.com/)
SESSION 3:

Exercise about reporting verbs.

1. Rewrite the sentences in reported speech using the verb in brackets.

   a. ‘I am very sorry I forgot your birthday’, say Mary. (apologize)
   b. ‘I’ll prepare the meal tonight’, said Mark. (offer)
   c. ‘You should start looking for a job’, said my parents.
   d. ‘Do you want to have a coffee with me this afternoon?’, said Peter. (invite)

Exercise about reported speech statements.

1. Rewrite the sentences in reported speech. Replace the time expression with one of the expressions below.
That night  the day before  the next day
That evening  the week before  the year before

a. ‘Am I going to ring you tomorrow?’
She asked...

b. ‘I saw you in the park yesterday’
He told his friend...

c. ‘Where are we going to watch a comedy film this evening?’
They asked....

d. ‘Did Paul passed his driving test last week?’
He asked to his classmates....

e. ‘They built a new house a year ago’.
She said...

SESSION 4:

Reading:

1. Read the following text and identify compound adjectives related to money and jobs.
Selling ice cream, helping in an office or working in the local shopping centre. Instead of passing their time on the beach, thousands of young people take advantage of the summer months to make extra money and, in many cases, improve their curriculum vitae. Others prefer doing voluntary work, helping people in their local community or travel to other countries to improve their level of languages.

Sixteen-year-old Mary Spenter wanted to earn some extra money this summer, so she got a part-time job in the local shopping centre. ‘I’m working at a very trendy clothes shop every day’, says Mary. It’s not a well-paid job, but I get experience and I get enough to go out with my friends. I also get a great discount at clothes, so I spend a lot of money on them!’ Mary really loves her job.

She thinks it is a very rewarding experience. ‘One customer said that I’d got a great fashion sense’, says Mary. ‘That’s good for your self-confidence. You have to make decisions and take responsibility for what you do. In the future, I would love to start my own clothing business when I get more experience. So this job experience in this shop could be very important for me in the future.

John Stick also got a job for the summer. ‘My parents told me to find some work, so I started looking for a job’, says John. ‘To be honest, I didn’t really want to work, but my father said that it was important to get work experience before finishing school. Then, I

---

9 The words in bold are the answers of exercise 2 of vocabulary section (finding compound adjectives related to job and money).
10 The words in red are the answers of exercise 2 of reading section (matching words in the text with their definitions).
saw an advertising about summer job, which really appealed to me. It asked for volunteers to help children with learning disabilities. I had an interview and I got the job’. 

John loves it, even though he didn’t want to work. ‘I help out in a day centre’, he explains. ‘I help kids learn by playing games and having fun, something which is so important to be motivated. You really feel that you’re doing something useful. The kids are very loving. And my boss told me that they like me. She said that I looked very shy at the beginning, but that I am more outgoing now. I think she’s probably right because I consider myself a shy person at the very beginning. I have to say that I’ve learnt a lot about myself here’.

**Vocabulary. Compound adjectives: money and jobs.**

2. Students have to be able to find in the text two compound adjectives related to money and jobs.

3. Match some compound adjectives related to money and jobs with their correct definition.

<table>
<thead>
<tr>
<th>Well-paid</th>
<th>part-time</th>
<th>hard-working</th>
<th>overpriced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-employed</td>
<td>well-off</td>
<td>full-time</td>
<td></td>
</tr>
</tbody>
</table>

**Definitions:**
a. Receiving a lot of money
b. Working for only some of the time
c. Having enough money to live well
d. To be worth less than the price charged
e. Working a complete week
f. A person who puts a lot of effort into their work
g. Working for yourself.

Reading exercises:

1. Choose the correct answer.
   
   • Why do teenagers take summer jobs?
     a. Most of them want to earn extra money and improve their curriculum vitae for a future.
     b. Some of them want to earn extra money and others want to help children.
     c. Most of them want to help children.

   • What does Mary do?
     a. She’s an employer.
     b. She’s an employee.
     c. She’s an entrepreneur.

   • What does Mary like about her work?
     a. It’s a well-paid job.
     b. She really loves the people with whom she works.
     c. Going out with her friends.
• What would Mary like to do in the future?
  a. She would like to make money.
  b. She wants to be a volunteer helping people.
  c. She would like to start a business.

• Why did Michael apply for this job?
  a. He wanted to be a volunteer.
  b. He wanted to have fun.
  c. He wanted to get work experience before finishing education.

2. Find words in the text that match the following definitions.

  a. A place with many shops (two words)
  b. Modern and influenced by fashion
  c. Making you feel satisfied
  d. Enjoying yourself (two words)
  e. A place for people who need special help, open during the day (two words)

Speaking:

1. Some questions that student might formulate to other students could be the following:
  a. Do you think it is important for young people to work during the summer? Why/why not?
  b. What are the advantages and disadvantages of a summer job?
  c. What would be your perfect summer job?
  d. Would you mind traveling to other countries to work in summer?
  e. Do you prefer working in Spain or going abroad? Why?
SESSION 5:

Listening: ‘Somebody that I used to know’, by Gotye

1. Firstly, students listen to the song in order to identify reported speech sentences.

**Lyrics:**

[Verse 1: Gotye]

Now and then I think of when we were together

Like when you said you felt so happy you could die

**Told myself that you were right for me**

But felt so lonely in your company

But that was love and it's an ache I still remember

You can get addicted to a certain kind of sadness

Like resignation to the end, always the end

So when we found that we could not make sense

**Well, you said that we would still be friends**

But I'll admit that I was glad it was over

[Chorus: Gotye]

But you didn't have to cut me off

Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need that though
Now you're just somebody that I used to know
Now you're just somebody that I used to know
Now you're just somebody that I used to know

[Verse 2: Kimbra]
Now and then I think of all the times you screwed me over
But had me believing it was always something that I'd done
But I don't wanna live that way
Reading into every word you say
You said that you could let it go
And I wouldn't catch you hung up on somebody that you used to know

2. Secondly, students listen again to the ¹¹song and they have to fill in the gaps with the correct words that appear in the box.

¹¹ This worksheet is retrieved from: <https://www.cristinacabal.com/music/gotye.pdf>
SOMEBODY THAT I USED TO KNOW
by Gotye (feat. Kimbra)

TASK 1. Put the infinitives in the box in the past tense

<table>
<thead>
<tr>
<th>Be</th>
<th>tell</th>
<th>not have</th>
<th>say</th>
<th>happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel</td>
<td>can</td>
<td>find</td>
<td>screw</td>
<td>hang</td>
</tr>
</tbody>
</table>

Task 2. Listen to the song and fill in the blanks (.............) with the past tense of the verbs above

TASK 3. Listen again and now fill in the rest of the blanks (_______)

Now and then I think of when we .......... together
Like when you ..................... you ........................ so happy you ........... die
........................ myself that you ........................ right for me
But ................................... so lonely in your company
But that .............................. love and it's an ache I still remember

You can get ....................... to a certain kind of sadness
Like resignation to the end
Always the end
So when we .......................... that we could not make sense
Well you .......................... that we would still be ......................
But I'll admit that I was glad it ........................... over

CHORUS
But you ............................. to cut me off
Make out like it never ..........................
And that we .......................... nothing
And I don't even need your ..........
But you treat me like a
And that feels so rough
No you ............................. to stoop so low
Have your friends collect your records
And then change your ..........
I guess that I don't need that though
Now you're just somebody that I used to know
Now you're just somebody that I used to know
Now you're just somebody that I used to know

Now and then I think of all the times you ....................... me over
Part of me ___________________ it was always something that I'd ___________________
But I don't wanna I ___________________ that way
Reading into every word you ___________________
You ___________________ that you ___________________ let it go
And I wouldn't catch you ___________________ up on somebody that you used to know...

CHORUS
But you ___________________ to cut me off
Make out like it never ___________________

I used to know
That I used to know
I used to know
Somebody

USEFUL VOCABULARY
Now and then = occasionally
An ache = a persistent pain
To be over = to be finished
To cut off = remove as if by cutting/ amputate
Rough = unkind or cruel
To stoop = to act in an undignified, dishonorable way
To screw someone over = to lie or to cheat causing someone harm
To let it go = forget it
To hang up on sb = in love with someone in a foolish way

www.cristinacabal.com
Writing:

1. Read the letter. Find the conventions of the formal letter writing in Ellis’s letter.

12C/ Santiponcer, 45 B
41001 Seville
7th July 2019

Carnaby Street
89 Brook Lane
London
England

Dear Sir or Madam,

I am writing in order to apply for a job as an au pair with your agency. I am totally available to work at any time from August to June.

I am a Spanish student in my third year of degree and I am studying English Studies. This is why I want to work as an au pair in another country, to improve my level of English and to get experience working. I will be 23 years in three months and I have already got my driving licence. I have a good level of English and I am quite familiar with the British lifestyle, as I have been to England some summers.

Although I am studying full-time, I have had some experience of working with children because I have worked with children since I was a child because I also love them. Besides, I regularly babysit for my neighbours at weekends, as well as in some evenings during the whole week. As personal qualities, I am both reliable and honest and I would like to work for a British family with children both little or older, I do not mind.

1 Words or text that appear in colored letters are the answers of exercises 1 and 2 of writing section: the conventions of a formal letter and its different components.
I would welcome the opportunity to talk to you further about my application. I am available for an interview at any time you can contact me on 680589700.

I look forward to hearing from you if you are interested in my profile.

Thanks in advance. I am looking forward to hearing from you.

Yours faithfully,

Ellis

---

2. Find the following components in the letter:

a. A paragraph giving reasons for writing
b. A paragraph giving details of skills and qualifications
c. A paragraph giving details of working experience
d. A paragraph giving details of how to contact the applicant

Possible homework. Write a letter of application for this summer job. Use 100-120 words.
ENTERTAINERS:

We are looking for young and outgoing people willing to work. People should have a pleasant personality and the ability to deal with children, to work during the summer months in summer schools and holiday resorts on the Costa del Sol, in Malaga.

Knowledge of English is also required. If you have other languages, it is welcome too.

Apply in writing to: Apdo. Correos 38, 29730 Malaga.

SESSION 6:

Progress check:

VOCABULARY:

1. Complete the sentences with the correct form of a word or expression from the Vocabulary Bank.

Vocabulary Bank

- over-priced
- part-time
- lend
- Well-paid
- hard-working
- make money
- Self-employed
- well-off
- apply
- Take advantage
- borrow
- have fun
- Earn
- make money
a. My friends only work ..................... so they have a lot of free time to go out.
b. ‘Can you ......................... me 50 euros? I need it to buy.
c. When I am older I want to have a .................... job so that I can spend a lot of money enjoying my life.
d. At the moment, his sister is unemployed, but he is .......................for jobs.
e. Peter has a lot of free time in the summer so he wants to ......................... Of it and earn some money.

2. Complete the sentences with the compound adjectives.

<table>
<thead>
<tr>
<th>Self-employed</th>
<th>part-time</th>
<th>hard-working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-priced</td>
<td>well-off</td>
<td></td>
</tr>
</tbody>
</table>

a. He’s got a .................... job. He is working at a library in the mornings.
b. Mary always does her homework on time. She is very ......................
c. My friend couldn’t afford the dress she wanted because it was ......................
d. John has his own computer business. He is ......................
e. Robert won’t have any more problems. He is very ......................

GRAMMAR:

3. Rewrite the sentences in reported speech.

a. ‘My grandparents will see me tomorrow morning’, Mary said.
b. ‘Why didn’t you come to the football match?’, John wanted to know.
c. ‘You were studying English when your parents entered into the room’, Steve told his sister.
d. ‘Are you going to buy the ticket for the concert?’, Peter asked.

WRITING:

4. Choose the correct expressions to complete the formal letter.

Dear Mr. Smith,

I am writing to apply for a position as an au pair with your agency. I would like/want to work in England this summer to improve my level of English. Could you please/Can you tell me if it is possible?

I have sent my curriculum vitae and I would welcome the opportunity of talking/want to chat about my application.

Anyway, thanks for your help. / Thank you very much for your help.

I look forward to receiving your reply. / Please write back soon.

Yours sincerely, / Lots of love,

Sandra Mists.
1. Multiple choice activity: choose the correct option for reported speech.

✓ “Did you like the cake?”, Mary asked him.

Mary asked him __________ the cake.

a. If he liked
b. If I like

✓ “Your mother is always happy”, the teacher told me.

The teacher told me ________________ happy.

a. That my mother was always happy
b. That your mother is always happy.

✓ “Why are you studying German?”, my friend asked Mary.

My friend asked Mary ________________ German.

a. Why I was studying
b. Why she was studying

✓ “I am not going to work tomorrow”, Peter said.
Peter said __________ ________.

a. He was not going to work / the next day
b. He was not going to work / tomorrow
c. He is not going to work / the next day

✓ “Are you an English teacher?” one man asked me.

One man asked me _____________ an English teacher.

a. If I was
b. If she was
c. If I have been

Reading: “Finding a job”

1. Students have to read the following short text and complete some statements:

Peter is a music student in Oxford. He studies the piano and the guitar. He also works as a school football coach and he teaches the piano to children at weekends to get some extra money. He speaks some languages: English, Spanish and French. He drives and he has his own car because he bought it last year when he got his driving license. He can work from 9–6 at the weekend. In his free time, he likes doing sports apart from playing music. What he likes the most is to travel around the world.

Statements:

a. Peter studies __________ and play the __________.

b. He teaches the piano to ________________.

c. He knows three languages: English, __________ and French.
d. He likes ______________ the most.

EXPANSION EXERCISES:

Grammar:

1. Decide if the following sentences are direct or reported speech and change:

   a. The teacher said that your parents were in Paris last year.
   b. “Have you ever gone to London?”, Smith asked her.
   c. He asked me if I could give him a glass of water.
   d. They asked where Mary had travel to.
   e. “Should he study more?”, his mother asked to the teacher.

Reading: Job application.

2. Read the following 13text and decide if some statements are true or false:

   I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines.

13 The reading text was taken from: <https://www.examenglish.com/B1/b1_reading_job_application.htm>
and working under pressure. Although this was sometimes stressful, I always completed my work on time.

Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.

Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.

14 Statements:

   a. The candidate has a qualification in accounting.
   b. The candidate has a university degree in accounting.
   c. The candidate has worked as an accountant before.
   d. The candidate worked with an accounting firm as a receptionist.
   e. The candidate is familiar with some accounting software.
   f. The candidate has worked as part of a team in an office environment.
   g. The candidate has experience of record-keeping.
   h. The candidate wants to learn on the job.
   i. The candidate has a maths qualification.

14 The statements were also taken from: 
<https://www.examenglish.com/B1/b1_reading_job_application.htm>
j. The candidate can work by herself.
k. The candidate intends to study a further accounting course.
l. The candidate believes herself to be a careful worker.
m. Deadlines do not stress the candidate.