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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

**USING AUTHENTIC MATERIAL TO TEACH EFL IN THE EIGHTH LEVEL
OF BASIC EDUCATION AT “SIMON BOLIVAR” JUNIOR HIGH SCHOOL**

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RESUMEN

El propósito de este proyecto fue conocer si el uso de materiales auténticos sería eficiente para ser utilizado durante una clase de inglés. Es importante destacar que estos materiales auténticos son creados por nativos hablantes del idioma Inglés, por lo que nuestro objetivo fue aplicarlos en una aula de clase.

Este proyecto se basa en el diseño y aplicación en torno a una planificación clase para involucrar a los estudiantes del octavo año de Educación Básica en la Escuela Simón Bolívar en el aprendizaje del inglés como lengua extranjera con el uso de materiales auténticos. Antes de planificar la lección, fue necesario investigar para obtener información acerca de los beneficios, la importancia, ventajas y desventajas del uso de materiales auténticos en un aula de clase. Esta investigación nos ayudó a encontrar factores importantes con el fin de seleccionar estos materiales auténticos, para así poder satisfacer con las necesidades de los estudiantes de nuestro contexto educativo.

Como resultado, se pudo observar que el uso de materiales auténticos sin duda resultó eficaz a la hora de motivar a los estudiantes a desarrollar habilidades para hablar. Por lo tanto, esperamos contribuir de alguna manera a la práctica docente.

PALABRAS CLAVE: auténticos, materiales, EFL, Narváez, Arcentales, ventajas, desventajas, folletos.



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ABSTRACT

The purpose of this project was to find out whether the use of authentic materials would be efficient when utilized during an English lesson at school. It is important to emphasize that these authentic materials were created by native speakers of English, so our challenge was to adapt them for an EFL classroom.

This project was based on the design and application around an English lesson plan to engage students from the eighth level of basic education at Simon Bolivar School in learning English as a Foreign Language with the use of authentic materials. Before planning the lesson, it was necessary to research for information about the benefits, importance, advantages and disadvantages of using authentic materials in an EFL classroom. This research helped us to find out important and crucial factors in order to select these authentic materials, so that students' needs in our educational context could be satisfied.

As a result, it was observed that students felt motivated with the way the class was carried out. The use of authentic materials certainly resulted efficient at the time of motivating students to develop speaking skills. Therefore, we hope to contribute in some way to our daily teaching practice.

KEY WORDS: authentic, materials, EFL, Narváez, Arcentales, advantages, disadvantages, brochures.



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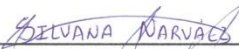


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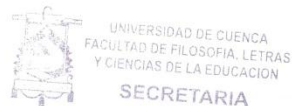
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DEDICATION

This work is dedicated to my parents, who have offered me their unconditional support throughout my life; to my siblings, who have always been by my side giving me good advice; and to my boyfriend, who has been my support and motivation in hard times.

Karina Arcentales.



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DEDICATION

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Silvana Narváez C.



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INTRODUCTION

English is a very important and crucial language nowadays. People that know English have better opportunities to succeed in life. English has become the language of the world, so it is important for us teachers and our students to master it in order to be able to compete with the rest of the world. English teachers must be aware of these facts and encourage students to truly learn the language. Teachers must motivate students to develop their speaking, listening, reading, and writing skills at all levels in a similar way.

However, the speaking skill is the less paid attention to by English teachers when preparing and giving lessons. Therefore, this thesis is dedicated to promote and motivate speaking skills in an attractive way to students of an EFL class by the use of authentic materials.

This project is divided into four chapters. In the first chapter, we explain the problem and the objectives of this project. The principal reason that motivated us to choose this topic was the fact that during our experience as English teachers, we noticed students do not feel motivated enough to speak in English. This fact has been causing huge problems to the whole English learning process.

In the second chapter, we describe the literature review. We looked for information, and we mention some authors' ideas, who explain some basic terms about authentic materials. It also talks about advantages and disadvantages of using authentic materials. It explains that there are many causes for the lack of student's motivation. The main cause for which



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students do not feel motivated enough to speak in English is because it is not their mother tongue. That is why us, teachers, need to understand that we have to motivate our students. We have to provide them with the correct materials and present our lessons in a motivational and authentic way.

In the third chapter, we describe the methodology we used during the lesson. We considered relevant to apply the authentic materials in our educational context because students tend to feel bored when the topics are not related to their daily lives or activities. So, we decided to incorporate authentic materials in our lessons to help our students acquire an effective communicative competence in the target language.

Finally, in the fourth chapter, we explain the results of our project. Our principal objective is not to emphasize how students can overcome these weaknesses and deficiencies themselves. Our main objective is to contribute to the development of speaking skills of the students by the use of authentic materials to teach English in an EFL classroom.



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CHAPTER I

THE PROBLEM

1.1 Purpose

This research will be directed to engage students from the eighth level of basic education at *Simon Bolivar* Junior High School in learning English as a Foreign Language through the use of authentic materials. These authentic materials will allow them to become fluent and proficient in the target language.

1.2 Problem

Based on previous experiences, we can observe that students tend to become bored when topics that teachers present in class are not related to their daily lives or activities. For this reason, students do not express their ideas and opinions since they do not feel akin to these kinds of topics. As a vast consequence, the learning process becomes monotonous and repetitive, not allowing students to be engaged in the learning process of the target language. This situation can positively be overturned through the use of more motivating, pristine, and authentic materials in order to get students' attention in a favorable and unique way.

By using real and natural methods, students will be more aware of the real world, and they will be able to use the language in an ordinary situation. Students will develop an effective fluency and proficiency in the target language. This research is oriented to improve not only students' general



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skills, but also their confidence to apply their knowledge acquired in a common day-to-day situation.

1.3 Justification

Nowadays, different motivating materials exist to teach English in an EFL classroom, such as authentic materials. Authentic materials are those which are created by native speakers. These materials can be used as tools and resources to teach students English, as they may present more interesting topics and themes according to the students' age and proficiency level. These kinds of sources can also be used to develop different kind of skills such as reading, writing, speaking, and listening, helping students become more fluent in the target language.

Students are usually fascinated by the use of authentic materials, especially if they are related to their interests and likes. This way, authentic materials offer students the opportunity to use the English language in their day-to-day activities and lives, allowing them to communicate their feelings, ideas, and opinions with confidence.

The purpose of this research is to show the importance of the use of authentic materials in the classroom and to identify what kind of materials are useful to the students of the eighth level at *Simon Bolivar* Junior High School. It also helps to uncover students' needs, interests and likes which will aid to prepare the lesson plan, including activities using authentic material for the students to develop their different language skills.



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1.4 Research Question

What is the effect of using authentic materials to teach EFL in the eighth level of Basic Education at *Simon Bolivar* Junior High School?

1.5 Objectives

General Objective

- To determine the importance of using authentic materials to teach EFL in the eighth level of Basic Education at “*Simon Bolivar*” Junior High School.

Specific Objectives

- To support the theoretical aspects of the use of authentic materials to teach in an EFL classroom.
- To analyze the advantages and disadvantages of the use of authentic materials with students.
- To apply a lesson plan with communicative activities using authentic materials to teach students in the eighth level of Basic Education at “*Simon Bolivar*” Junior High School.



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CHAPTER II

LITERATURE REVIEW

2.1 Definition of authentic materials:

According to Larry Lynch, authentic materials are “materials produced primarily for the use of native speakers of the target language and are easily available from a number of sources for most of the world” (Lynch 1). These materials created for native speakers can be used as an extensive source of authentic materials for teaching eight level students.

The words authentic materials have been defined in different ways. What is common in these definitions is the exposure to real language and its use in its own community. Nunan (as cited in Adams) refers to authentic materials as any material that has not been specifically produced for the purpose of language teaching.

Bacon and Finnemann define authentic materials as texts produced by native speakers for non-pedagogical purposes.

2.2 Advantages and Disadvantages

Martinez listed the following advantages and disadvantages:

2.2.1 Advantages:

- Students are exposed to real language.
- There is factual acquisition from most of them.
- Textbooks do not include inaccurate language.
- Authentic materials may be inspirational for some students.



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- One piece of text may be used for various activities and tasks.
- There is a wide choice of styles, genres and formality in authentic texts.
- They can motivate students to read for pleasure.

2.2.2 Disadvantages:

- Authentic texts may be difficult to understand because of a culture gap.
- The vocabulary may be not exactly what the students need.
- They are rather difficult for beginners.
- Preparation of the texts and activities is often demanding and time consuming.
- There are many various accents and dialects in listening.
- The materials become outdated quickly (news).

Daniela Tamo defines authentic materials as the sources that we can use in the classroom to make students be aware of the real language (74). Although there are some disadvantages, using authentic materials to teach EFL classroom has many advantages because it allows learners to be motivated, the use of the real language, and a creative approach.

First, when students learn by using authentic materials, they start to feel motivated (Gower, Phillips, and Walters 83). Students have a positive attitude because they tend to feel comfortable with the material. In addition, students feel confident, excited, and willing to interact with their classmates. They have a desire for learning English because they are stimulated since



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the material is related to their interests; for example, students love to learn about their favorite famous people.

Second, the use of authentic materials allows students to use real language (Kilickaya). The use of real language is very useful for students because this way, they are acquiring communicative competence in the target language, and it allows them to use the language in real situations. Another aspect is that students also feel confident to use the new language in their daily routines. This way, they have a sense of achievement every day because they immediately can apply their knowledge outside the classroom.

Finally, as Alex Case points out, using authentic materials allows teachers to develop a creative approach (1). The creative approach has some characteristics that make it original, interactive, and interesting. The real content of authentic materials makes students feel fascinated, and teachers can take advantage of it through the use of creative techniques to teach English. One creative technique that students like the most is group work, which allows them to interact with their classmates. Most authentic materials are interesting because they provide topics that are meaningful for students since those topics often talk about their interests like famous people, fashion, Internet, and so on.

As Alejandro Martinez claims, authentic materials are the ones designed by native speakers of English and can be used in the classroom in a similar way to those ones that are designed for language teaching purposes (1). The use of authentic materials has many advantages that allow



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students to become fluent and proficient in the target language. In conclusion, the use of authentic materials is a useful strategy to make students feel motivated to learn English because they are exposed to the real language.

2.3 Types of authentic materials

As Sam Shepherd says, when people hear about authenticity, they relate it to newspapers and magazines, but there are also other sources like “songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom” which are considered as authentic materials (Shepherd 1). All these materials are available to teachers, and they can be easily accessed, especially on the Internet. The most common authentic materials are newspapers, menus, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, etc.

Since authentic materials are created for native speakers there is a great variety of these materials which are classified into three categories: Audio, visual, and printed materials.

2.3.1 Authentic Audio Materials

- Music
- News



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- TV programming: movies, commercials, quiz shows, cartoons, news, weather
- Radio including ads, music, and sales pitches
- Taped or eavesdropped conversations: one-sided phone conversations, meetings, talks, announcements in airports and stores, professionally audio-taped short stories and novels

2.3.2 Authentic Visual Materials:

- Images and graphs available on the Internet
- Photographs
- Paintings and drawings, children's artwork
- Wordless street signs
- Pictures from magazines, postcards, wordless picture books
- Stamps
- X-rays
- Coins and currency
- Clocks
- Phones
- Halloween masks and other holiday decorations

2.3.3 Authentic Printed materials:

- Newspapers
- Articles



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- Movie reviews
- Advertisements
- Astrology columns
- Sports reports
- Advice columns
- Classified ads
- Lyrics to songs
- Restaurant menus
- Street signs
- Food product labels such as cereal boxes, candy wrappers
- Tourist information brochures
- University catalogs
- Telephone books
- Maps
- Magazines including TV guides, comic books, catalogs.
- Greeting cards
- Letters
- Pins or T-shirts with messages
- Bus schedules
- Prescription labels, over-the-counter medicine labels
- Flyers, posters, billboards
- School notices.



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Different types of authentic materials are created by native speakers every day and teachers can find them easily because of the availability of these materials.

2.4 Effects of Using Authentic Materials

Larry Lynch also states that some teachers prefer to not include authentic materials in their classrooms. Some of the reasons could be the being inappropriate material, being very hard to understand, being too extensive or too short, having irrelevant topics, and not going according to students' styles (Lynch1). In contrast, Sally Ianiro establishes that authentic materials lead students to link language between the classroom and the real world (Ianiro 1). One of the main reasons for using authentic materials is to give students the opportunity to develop their interests through learning a new language. "When teachers know learners' motivations, they can target instruction to meet those goals" (Ianiro 1).

Freda Misha claims that "affective factors" have an impact on the process of learning a language because they modify "learners' accessibility to the target language" (27). So, it is important to consider students' affective filter because the learning process depends on their reaction in the classroom. This means how students feel, relate, and how they respond during the process of learning English. For this reason, teachers should become aware of the interests of their students, especially at the crucial moment of choosing authentic materials. As an example, it would be a good idea for the teacher to know who the students' favorite singers, actors, Karina Arcentales – Silvana Narvaez



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movies, and different interests are, so that the teacher can incorporate useful authentic materials in the classroom to gain their full attention.

It is important that teachers understand that every student is different with unique needs and likes. Freda Misha classifies learning in five styles: by the use of physical senses that are related to vision, hearing and touching, by dealing and interacting with other people: extroverts or introverts, by handling possibilities: spontaneous and concrete; by approach to ask, which means closed and open students and by dealing with ideas: universal and logical (Misha 29-30). There are different ways and styles of learning, but it is difficult to determine which ones are better than others because a specific style could be useful and appropriate in one situation but not in another.

Currently, authentic text could possibly have more connection with the “open”, “global”, and “communicative” students because of the characteristics of their learning style and also due to the authentic materials which are focused on real and day-to-day situations.

As a conclusion, the use of authentic materials helps students to develop different skills. They can be able to express their ideas, opinions, and feelings, making them more proficient and fluent in the target language. Furthermore, the interests that these authentic materials provide to students make them feel motivated to participate actively and enthusiastically in the classroom. Finally, students feel confident and willing to learn the target language in a more proactive way.



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2.5 Factors to choose Authentic Materials

Authentic materials are real-life sources created for native speakers and contain real language. These materials have social purposes in the language community. (Sacha Anthony Berardo 61) Authentic materials are those which are highly motivating and give a sense of achievement. At the moment of choosing authentic materials, experts recommend teachers to keep in mind some important factors such as suitability of content, readability, and presentation. (Sacha 62-3)

The first factor that Sacha mentions is suitability of content. The main characteristics that authentic materials have are texts which are interesting for the students, related to the student's needs, and useful and reliable inside and outside the classroom (62-3). Siao-cing Guo in his journals supports that these materials "complement classroom teaching well. The positive feelings can increase students' interest and intrinsic motivation for learning. Authentic Materials are believed to generate greater interest among teachers, students and even publishers than do traditionally structured materials." (3) This expert highlights Literature, CDs, DVDs, news, movies, TV programs, even brochures and menus as the most interesting, attractive, and significant to students' lives. For that reason, these materials are interesting and relevant to students' needs.

The second factor is readability. Teachers should be very careful at the moment of choosing these materials with features such as the difficulty of the text, the complexity of the grammar structures, and the number of new



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vocabulary that is going to be introduced because these aspects should be appropriate to the students' level. (Sacha 62) Also Siao-cing Guo mentions in his article about the Panniah's experimental study using authentic materials which was done with undergraduate students, and the positive results confirm that the use of authentic materials is an effective way to acquire vocabulary easier than learning in a conscious learning. (198-9)

Finally, the presentation. Experts recommend teachers to analyze some characteristics which show if that material has a good presentation. First, teachers should examine if that material looks authentic. Pictures, graphics, photographs, and diagrams, everything which characterize that this material is real. (Sacha 62) Second, these materials should be attractive. These materials should motivate students to continue using them because of the connection with real life and not just something which is artificial. For example students prefer to read books in a series instead of reading a single book. (ChoKyung-Sook et al. 3) Also, Sacha says that these materials should "grab the students' attention." (63). It is something which is related to their interest, needs, and likes. The last characteristic is that these materials should get students' attention, something which encourages students to not stop using these materials.

The use of authentic materials exposes students to real language in a real context. These materials are highly motivating, give a sense of accomplishment, and inspire further reading because they are attractive and interesting for students. It is important to keep in mind factors like suitability



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of content, readability, and presentation at the moment of selecting authentic materials.



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CHAPTER III

METHODOLOGY

A second language learner needs to have a good management of the four communicational skills - speaking, listening, reading, and writing - in order to acquire an effective communicative competence in the target language. All of these skills are very important and necessary for a correct English learning process. For this project, we were only focused on the speaking skill. However, this does not mean that the other three skills are less important.

For this reason, we based our work on how to motivate students to speak through the use of authentic materials because in our experience as teachers of English, we have realized that the speaking assignments are the ones that students show more unwillingness to do in class. They do not like these kinds of activities for many reasons. One of the main reasons is that students do not feel interested in the material being used to practice the speaking skill since English is not their mother tongue. Another reason is that students do not relate the materials being used in their English classes to their daily lives and activities. And last, the students' lack of vocabulary.

During the process of speaking in English, students not only learn how to speak in a foreign language, but also they practice the other communicative skills (listening, reading, writing) when they exchange and share information and ideas with their classmates.



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Based on our experience, we have considered suitable the application of a questionnaire to the students of Eighth Level of Basic Education at Simon Bolivar Junior High School (see Appendix 1) in order to identify the topics that students like the most. The final results of the questionnaire are also shown (see Appendix 2).

Nowadays, teachers are starting to use authentic materials to teach English in an EFL classroom. Our research shows that 78% of students like to read information about famous people. It also shows that students like to watch movies during their English classes, especially horror and comedy movies. So, teachers should keep in mind that these kinds of materials are interesting and useful to teach their students.

In our country, it is very common to find posters around, for example, in supermarkets, amusement parks, malls, stores, travel agencies, etc. English music also plays a significant role in our young people's lives. Our research shows that 94% of eight graders like to learn English through songs.

Other interesting materials for students could be magazines. Students can find different articles related to their favorite sports, famous people, weather, and the most attractive ones, travelling articles. As we mentioned in our research, through the use of authentic materials students developed the reading, listening, writing, and speaking skills. The speaking skill being the most developed one as students like to talk about topics that truly interest them because they can express their ideas and opinions without any fear.



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Almost all students enjoy using authentic materials to learn English. They mainly like to use authentic materials because they can relate them to real life situations. By using authentic materials, teachers cannot only get their students' attention, but also motivate them.

As a conclusion, we strongly believe that this project will contribute to students' learning. The results of the questionnaire have shown that students are very interested in the use of authentic materials such as magazines, brochures, songs, and videos. One important thing for teachers to keep in mind is that authentic materials need to be related to their age, likes and level.

We also considered appropriate to interview a colleague with the purpose of getting inside information according to her experience with the use of authentic materials (see Appendix 3). The interviewed person was Lic. Lucia Otorongo, a teacher who had been working with students of eighth level in a high school of Cuenca for about ten years.

She always used authentic materials in her English classes. She considers that authentic materials are those created and made by native speakers such as magazines, videos, songs, and computer programs. She strongly believes that these kinds of materials are used by teachers specially to develop communicative skills and also to motivate students. Authentic materials help students to learn in a real way. Her recommendation was to motivate students by starting the class with a warm up activity because it helps students to be ready to learn a new topic.



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She has also noticed that her students like to work with authentic materials because they feel interested in the topics presented, making it easier for her students to talk about their favorite music and feelings. She also mentioned that they enjoy working with technology.

The use of authentic materials helps students to develop the four skills. A strategy that she uses is to make students work in groups. Her students enjoy it because it helps them to feel confident and not ashamed when speaking.

Another important aspect was that teachers should keep in mind that the topics have to be related to the students' interests and contain easy vocabulary in order to get their attention.

Finally, she also explained that since students from eight level have a low level of English, it is necessary to motivate them at the beginning and try to use materials according to their skill level, for example through videos.

3.1. Planning the lesson

We decided to design a lesson with authentic materials to develop some appropriate activities, so our students would be able to accomplish these tasks in a successful way, avoiding their unwillingness to speak a foreign language in class.

The lesson plan (see Appendix 4) and the class in general were a compilation of authentic materials which helped students to develop any kind of speaking tasks. This lesson was planned especially for 12 to 13-year-old students with a beginner level of English. Thirty-two students participated



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(fourteen boys and eighteen girls) who are currently attending the eighth level at Simon Bolivar School.

The entire lesson was centered on the use of brochures for travelling, because according to the questionnaire applied to the students, it is the most interesting topic to them. The lesson also focused on practicing the simple present tense because it is the most suitable and easiest verb tense to describe places.

The lesson was timed according to the level of difficulty and the time each activity required to be completed successfully. This let us keep control of the stages we set when we planned the activities.

3.2. The application of brochures as authentic materials

3.2.1. Preparation

When we planned our lesson, we kept in mind the suggestions that our colleague, Lic. Lucia Otorongo, gave us before starting every class. She told us that every time teachers intend to motivate and encourage students to interact in class, the sessions must begin with a short but efficient warm up. Thus, the first activity of the lesson was based on this recommendation.

The first activity, which took us about five minutes, consisted of a warm-up game, called the guessing game. The students were asked to listen to the description of a tourist attraction, and then to guess which one it was. With this preliminary activity we tried to get our students relaxed and comfortable in the classroom for the upcoming activities of the lesson. To do



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this activity we used a picture of a famous place, Disneyland (see Appendix 5).

We used a calm and paused voice to describe Disneyland. The narration was full of useful new vocabulary to them, which could be inferred by the students according to the context. Most important, they were able to remember the new vocabulary easily. The vocabulary we used was appropriate and useful for them in order to use it in the next steps.

3.2.2. Presentation and Practice

After we presented the description of a place, students were asked to stand up and walk around the class as the class was decorated with different posters of tourist attractions (see Appendix 6). These posters contained information about the place like location, accommodation, transportation, food, prices, and the activities that tourists could do there. The purpose of this activity was to immerse the learners into the central theme of the lesson.

The next activity that students were asked to do was to talk about what they saw. They were also asked to choose a place that they would like to visit. The purpose of this activity was to encourage them to speak, without worrying too much about grammar, but emphasizing on the correct pronunciation of the simple present tense form. With this, we tried to develop the students' fluency rather than go over the analysis of grammatical forms. This activity was planned to be finished in twenty-five minutes.

Then, the students were asked to make groups of five to look at a poster with different tourist attractions around the world. First, we described



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one of the places and then asked students to work in groups to describe and explain the place that they had chosen. This activity was very beneficial because it increased students' participation and encouraged them to speak. This activity was planned to be finished in thirty-five minutes.

This clearly proved what is mentioned by Martinez in the previous chapter, who says that the introduction of authentic materials was really helpful to increase the students' participation in the classroom.

3.2.3. Performance

Once the students had been motivated enough and after a satisfactory preparation process, they were ready to create a new brochure about their favorite tourist attraction. For this activity, students had to work in the same groups. They were required to use their creativity to present a place in order to convince their classmates to go to that place. Students had about twenty minutes to create their own brochure. First, students were asked to choose a place and write an idea map with some key words about the aspects they wanted to write about that place. Then students had to form sentences with the ideas they had in the idea map. After that, they had to structure their brochures with the sentences they wrote in the last activity. Finally, they had to decorate each brochure using their creativity. During this activity, we could realize that they had a wonderful imagination because they tried to do brochures of different little well-known places of the world.

After the students finished creating the brochures, they had to present them to the class (see Appendix 7). The rest of the class had to pay attention



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as they had to choose the best one. During each presentation, students were allowed to ask questions about what they did not understand. This second part of the activity lasted twenty minutes as well. Each presentation was evaluated by the teacher based on the students' imagination, creativity, grammar, and the oral presentation (vocabulary, pronunciation, fluency, and grammar)

As a conclusion, based on the results we got, we thought that the lesson plan was very successful. The students' motivation and participation was great, and all the activities were fulfilled as expected.



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CHAPTER IV

RESULTS: ANALYSIS AND INTERPRETATION

Our research question was: What is the effect of using authentic materials to teach EFL in the eighth level of Basic Education at *Simon Bolivar* School? We used different techniques for gathering data that would help us to verify or contradict the hypothesis in a realistic way.

The first of these techniques was observation. It consisted of observing a case study, getting information and registering it for later analysis. The observation was performed in a direct way (participative observation), which means that we, as investigators, were in direct contact with the reality being studied, and also intervened in the activities of the group, so that accurate data was obtained.

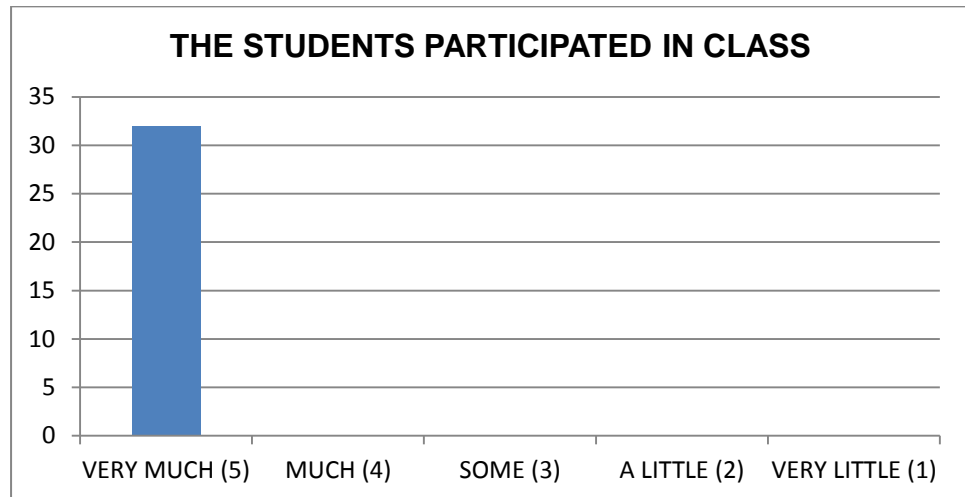
This data was collected by using real time observation, which consisted of an analysis during the teaching learning process. In order to register the results of the observation, we used a marking checklist. The marking checklist contained ranks of response and interaction in the students with their grading equivalence from one to five. The equivalences helped us classify in a very accurate way the resultant data from the observation process we performed when the planned activities were being carried out by the students in the classroom (see Appendix 8). Below, the results of the observation are presented:



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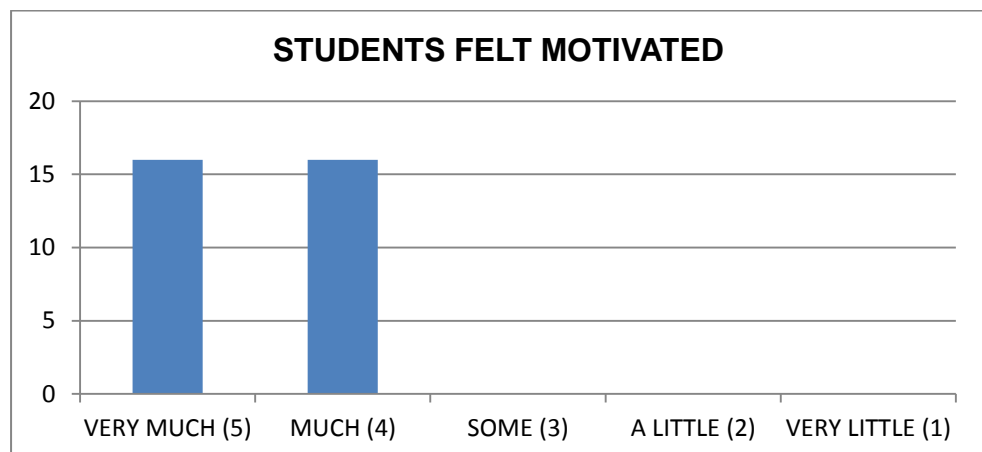
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Chart # 1



1. The students participated in class (using authentic materials): Chart 1 shows us that the students participated very much (5) in each activity.

Chart # 2



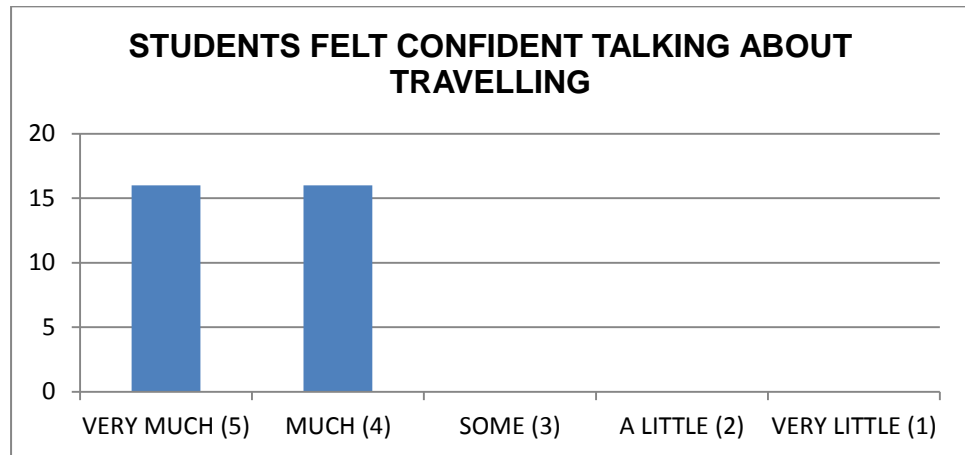
2. The students felt motivated: Chart 2 shows that 50% of students were highly motivated (5) with the use of authentic materials related to travelling, while the other 50% were not very motivated (4).



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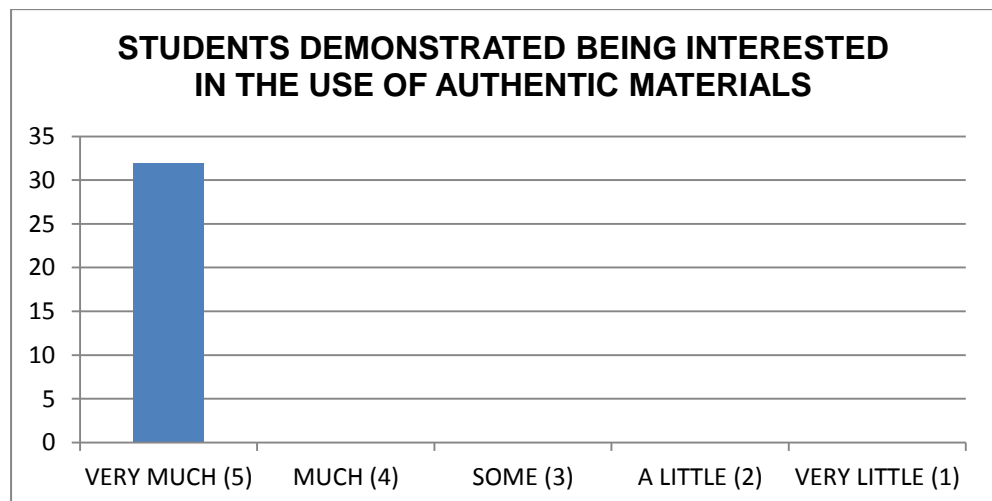
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Chart # 3



3. The students felt confident talking about travelling: As we can see in chart 3, 50% of the students felt really confident at the time of speaking about travelling (5); however, the other 50% felt much confident(4).

Chart # 4



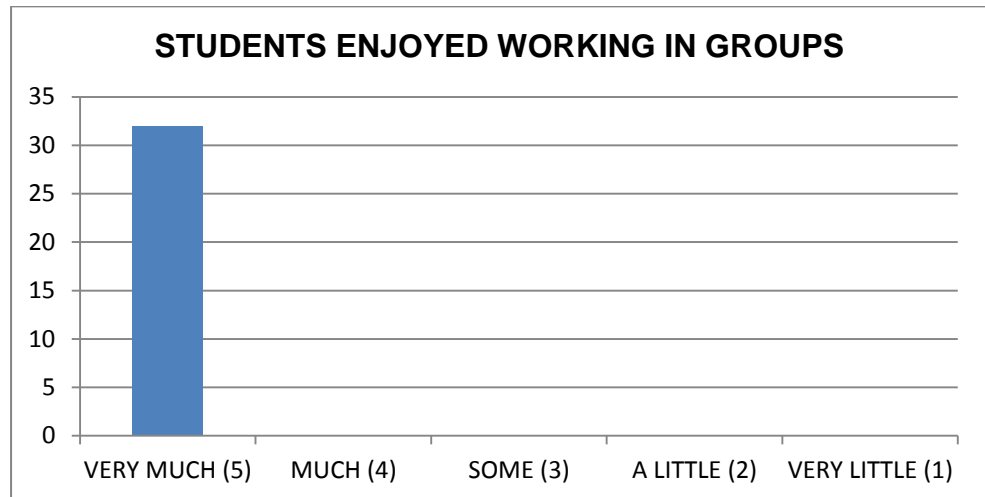
4. The students demonstrated being interested in the use of authentic materials: Chart 5 shows that all the students were greatly interested in the use of brochures as authentic materials (5).



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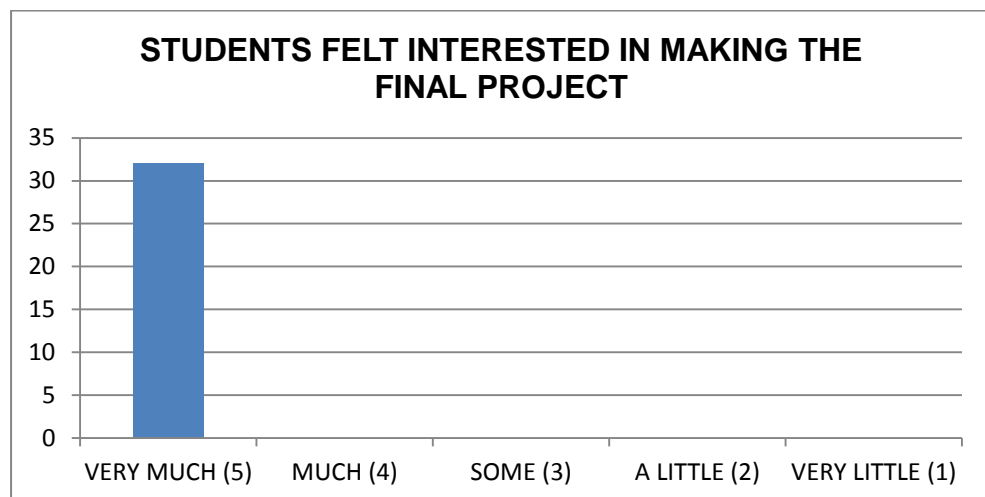
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Chart # 5



5. The students enjoyed working in groups: This chart shows that 100% of the students enjoyed very much working and sharing ideas with their classmates (5).

Chart # 6



6. The students felt interested in making the final project: Our perception is that all the students liked very much to create a brochure about tourist attractions around their city (5).



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CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Our viewpoints before the implementation of this project were based on the experiences and difficulties we had gone through our teaching career. At the beginning, we assumed that students were unwilling to do tasks at school by nature, but after completing the activities we planned for our lesson, we could realize that students did not want to complete their assignments because they were not properly or sufficiently motivated. For that reason, it is very important to consider motivation in order to change their attitude.

We were pleasantly surprised when we perceived the positive response of the students who participated in the class taught by us. It was also clear that their level of participation increased thanks to the integration of authentic materials into the lesson, in this case the brochure of tourist attractions.

Additionally, the results of the survey were also very useful for us, since we used the information to make our lesson plan according to students' interests. This way, it helped us have a successful lesson. This lesson also helped students to improve their skills, as they were exposed to real language.

The experience of this application led us to think of a further improvement in the designing of a lesson in order to overcome the difficulties presented in our project. There were so many activities planned that we



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needed to set specific timing for each one. We believe that this did not allow the students to develop their creativity well because they felt attached to a certain period of time for completing an activity.

We can also say that the use of authentic materials to teach EFL are in fact useful and can be applied in our classroom. It is worth emphasizing, though, that we need to have the necessary implements and materials for the accomplishment of the activities we want to use, and also we need a careful timing, so they can be completed in a proper and effective manner.



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Recommendations

Upon completion of this research, we analyze some of the difficulties we had during the application of our project “Using Authentic Materials to Teach EFL in the Eighth Level of Basic Education at *Simon Bolivar* Junior High School.” Therefore, we should make the following recommendations.

Our first suggestion for next investigations about the use of authentic materials to teach EFL is to apply different kinds of authentic materials. There is great variety of these materials, which can be used by teachers in different ways. It is very important that teachers use diverse materials and vary them in each class in order to find out which one is better, or what kind of materials offer better results for students.

Another recommendation has to do with planning the activities. We should keep in mind our time since it is limited, and it can sometimes work against us. If we organize and control our time for each activity, we can be successful and carry out the lesson plan satisfactorily. The number of students in a class will also affect our time, since a larger class will take more time for completing the activities than a shorter one.

Finally, we recommend to apply authentic materials with students of other levels. We believe that these materials can be more valuable and give better results to students of higher levels. We have noticed that some authentic materials have complex vocabulary or grammar structures, which makes it difficult to work appropriately with students with a low level of English, therefore we recommend working with juniors or seniors.



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We hope that these recommendations will be taken into account for the next research and will help researchers to complete a new project successfully.



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APPENDICES

APPENDIX 1. QUESTIONNAIRE

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ENGLISH LANGUAGE LITERATURE

- This survey is developed in order to get information about the interests of students of Eighth Level of Basic Education at “Simon Bolivar” Junior High School.
 - Instructions: Please check on your answer according to your personal experience.
1. Does your teacher use authentic material (magazines, advertisements, songs, and videos) in your class?
Yes No
 2. Do you like to read information about your favorite singer?
Yes No
 3. Do you like to watch movies in your English class?
Yes No
 4. What kind of movies do you like?
Romantic Horror Comedy Others
 5. How often do you find advertisements in English around your city?
Always Sometimes Never
 6. Do you like to learn through songs?
Yes No
 7. How often do you check fashion magazines?



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Always

Sometimes

Never

8. Which topic do you prefer when you are speaking with your classmates?

Sports

Fashion

Weather

Others

9. Which activities do you enjoy the most?

Speaking

Reading

Writing

Listening

10. Do you enjoy learning through authentic materials?

Yes

No

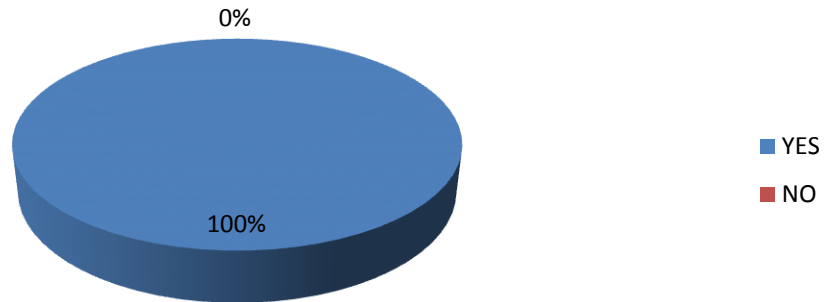
APPENDIX 2. GRAPHS



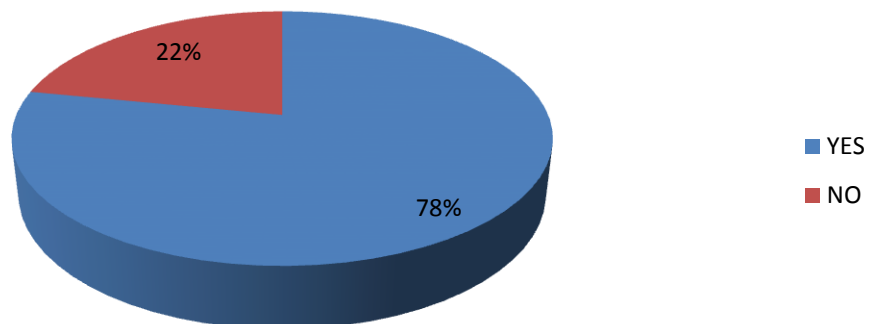
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1. Does your teacher use authentic material (magazines, advertisements, songs, and videos) in your class?



2. Do you like to read information about your favorite singer?

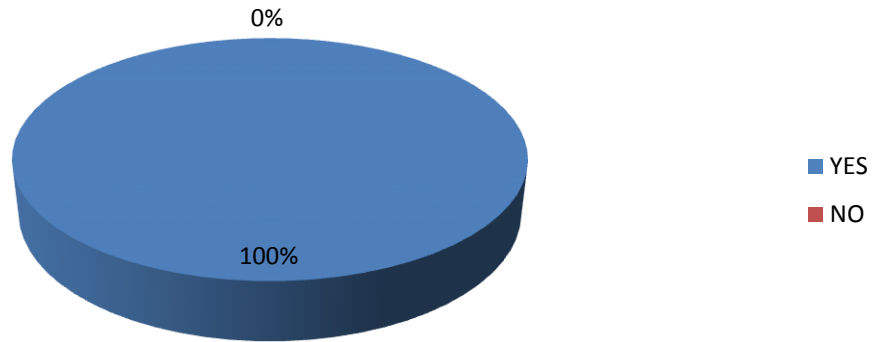




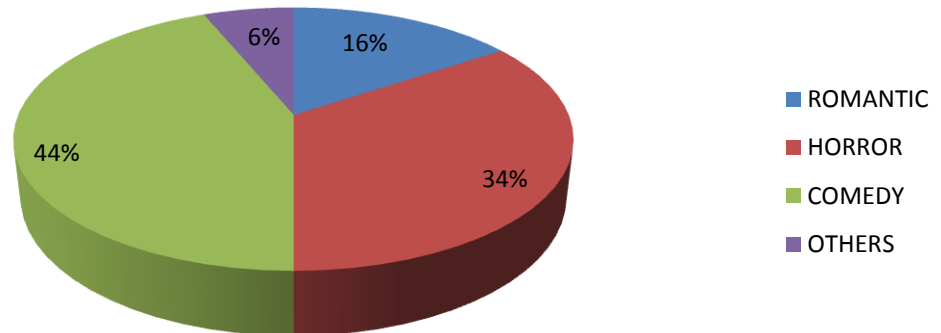
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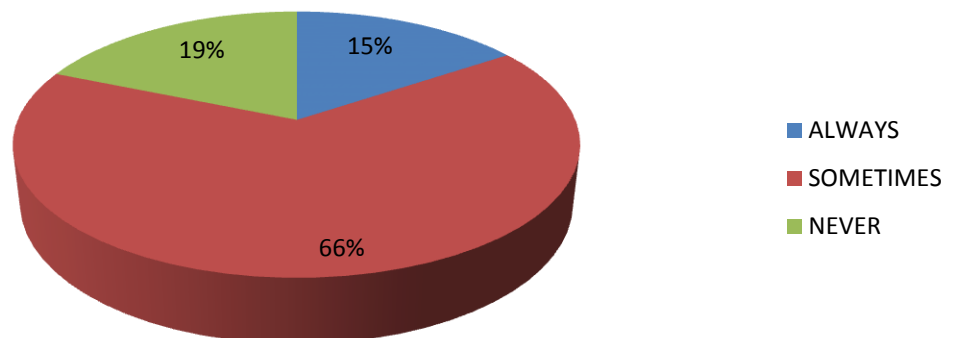
3. Do you like to watch movies in your English class?



4. What kind of movies do you like?



5. How often do you find advertisements in English around your city?

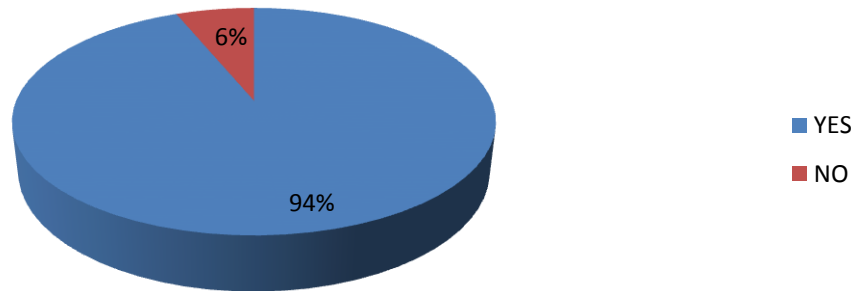




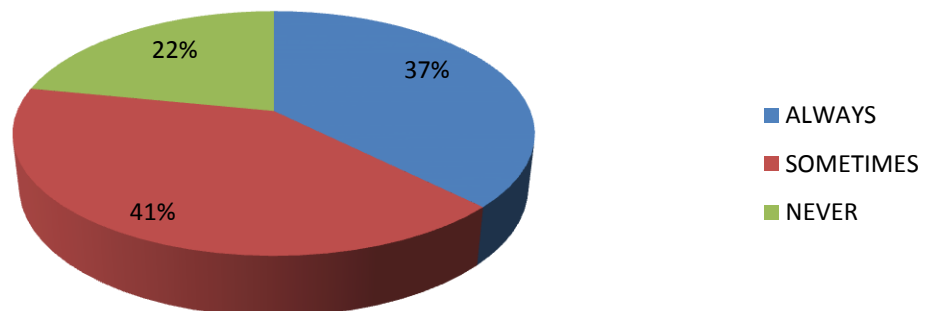
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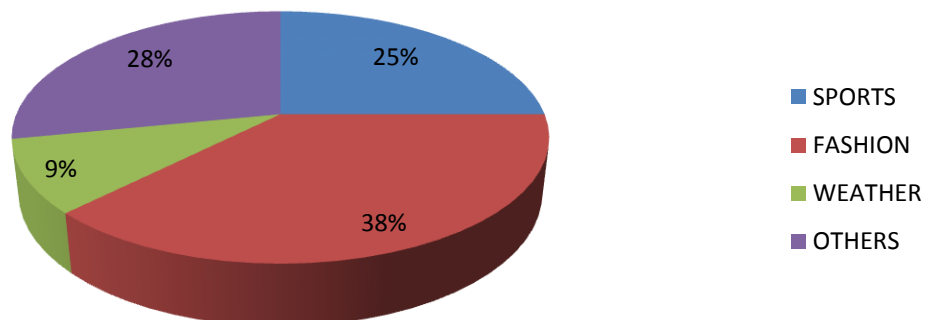
6. Do you like to learn through songs?



7. How often do you check fashion magazines?



8. Which topic do you prefer when you are speaking with your classmates?

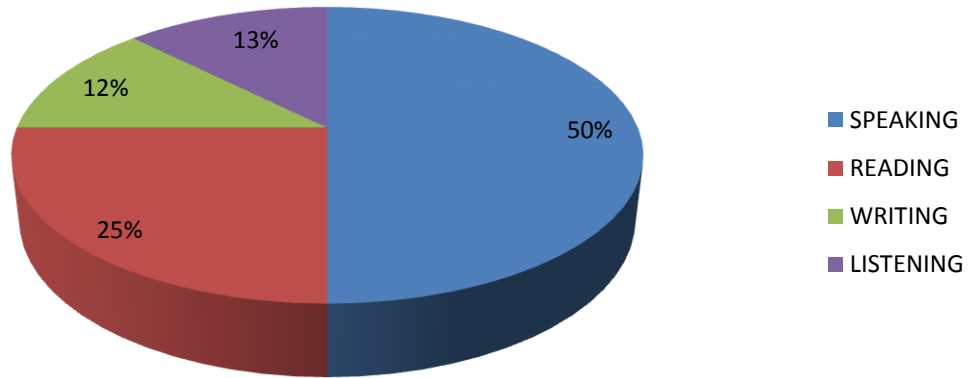




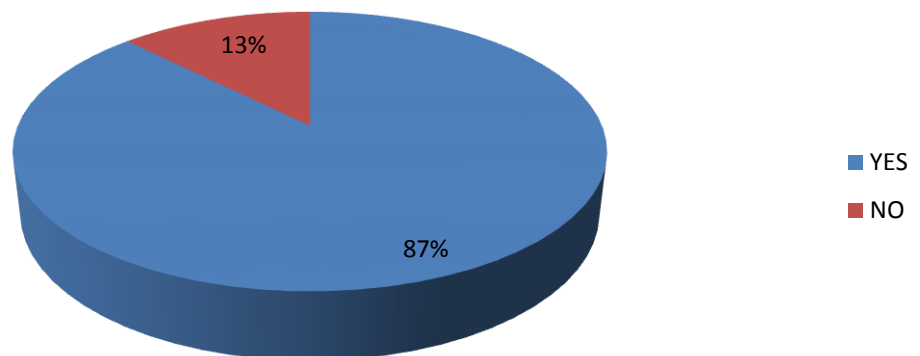
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9. Which activities do you enjoy the most?



10. Do you enjoy learning through authentic materials?





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APPENDIX 3. INTERVIEW TRANSCRIPTION

Interviewer: Karina Arcentales and Silvana Narvaez

Interviewee: Lic. Lucia Otorongo

Date: 12 April 2013

Good afternoon dear Lucy. We are glad you have agreed to be interviewed. Well, as we told you we are working on a project for our thesis, and the topic is Using Authentic Material to Teach EFL in the Eighth Level of Basic Education at “Simon Bolivar” Junior High School. So, we need your help because we trust in your experience as a teacher, and now we are going to ask you some questions.

1. Can you tell me what you understand by authentic materials?

Ok. I understand by authentic materials that are materials created and made by native speakers like magazines, videos, songs, and computer programs. These kinds of materials are used by teachers to develop especially communicative skills and also to motivate students. Authentic materials help students to learn in a real way.

2. How often do you use authentic materials in your classes?

In my classes, I always use authentic materials because these materials bring teachers a lot of activities to work with students.

3. Can you name the materials do you use in your classes?

Ok. In my classes, I use different materials like videos, flashcards, radio, CDs, and worksheets.

4. How do you motivate students to learn English?



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Ok. I motivate my students for example starting my class with a warm up. It helps students to be ready to start the class. I do some dynamics and games that are related with the topic of the class. Students love warm ups.

5. What are the most interesting topics for your students?

My students like topics related with music, famous people, and internet. Also they like to watch romantic and comedy movies. They love to talk about all the topics that are fashion as they told.

6. Do your students enjoy working with these materials? Why?

Yes, my students love to work with authentic materials because they are interested on those topics and they like to talk about that. For example, when I teach through songs, they like to sing they like the lyrics, especially when the songs are about feelings.

7. How did students integrate the materials to their routines?

Ok. For students it is very interesting to talk about real life, all that means real things. For example, when I ask students to talk about their schedule that is an authentic material they like it, or for example, when I ask them to send me an e-mail they are using technology that is also authentic.

8. Which skills can students develop through authentic materials?

Ok. When teachers teach students any topic with authentic materials they develop the four skills. For example, when the topic is about famous people, they read information, they listen for the information, they speak about that, and also they can write about it. So, they develop the four skills.

9. Which activities do students enjoy the most? Why?



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Students like activities that are very fun; for example, they like to move, they like to work in groups because in that way they enjoy the activities. Also, working in groups help students to be braver because students used to be ashamed of speaking but when they work in groups they feel more confident.

10. How do authentic materials increase students' language?

Ok. Authentic materials help students to have more knowledge about vocabulary, writing, listening, reading and speaking. So, they increase their language to develop in a real situation.

11. Can you explain me about some advantages of using authentic materials?

Ok. Some advantages of using authentic materials are that students are exposed to real language; they may be stimulating for some students, one piece of text may be used for different activities, and they can motivate students to read for pleasure.

12. Which are some disadvantages of using authentic materials?

These authentic materials sometimes contain difficult vocabulary, complex structure, preparation of the texts and activities are often demanding and time consuming, and there are different accents and dialects in listening.

13. What do you think teachers have to keep in mind at the moment of selecting the material?

Teachers should keep in mind that the topics are according to the students' interests in order to get their attention, and also material that has easy vocabulary.



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14. Can you tell me some sources that you use to find authentic materials?

Ok. Some sources that I use are readings from magazines, videos, articles from newspapers for example New York Times, and computer programs, and as you know you can find a lot of authentic material on the internet.

15. How many activities you can do with just one material? Which ones?

Well, I can do many activities with only one material, for example if I bring an interesting reading for them, with this reading they can develop the different skills reading, listening, writing and speaking.

16. As a conclusion, can you tell me some advice to apply authentic materials with students from eighth level?

Ok. First, it is important to remember that students from eighth level have a low level of English, in this way it is necessary to motivate students at the beginning and try to use material according to their level, for example use videos for teenagers that allow them to use in real situations.

Thank you for your time. You have helped us a lot. We are sure that all the information you give us is going to be very useful. Thank you so much.



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APPENDIX 4. LESSON PLAN

Lesson topic: Travelling

Grade/Age/Language Level: 12-13 year olds – beginners

Time/Date/Length: 130 mins.

Overall Objectives: Students will be able to talk about tourist attractions.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Prepare	5'	Whole class	- Begin the class with a warm-up activity that is called guessing game. The teacher describes a tourist attraction, and the students have to guess which one it is.	- Picture	Introduce the topic. Get students motivated.
Present	25'	Whole class	- Ask the students if they like to travel. - Teacher decorates the class with different brochures of tourist attractions. -These tourist attractions contain information like location, hotel, transportation, food, prices, and the activities that tourists can do there.	-Brochures	Students look for information of different places.
Practice	25'	Group work	-Students are asked to tell different places they looked for and would like to visit. - Write the different answers the students give on the whiteboard.	-Whiteboard - Markers	Students will use the present tense to name the places.



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Practice	35'	Group work	<ul style="list-style-type: none"> - Ask students to make groups of five people. - Teacher shows students a brochure with different tourist attractions around the world. - Teacher describes one of the tourist attractions, and then she asks students to work in groups to describe and explain the place they choose. 	<ul style="list-style-type: none"> - Brochure - Student's notebook 	Students will practice and review the present tense form of verbs.
Perform	40'	Group work	<ul style="list-style-type: none"> - Students are motivated to create a new brochure about their favorite tourist attraction. - Students have to use their creativity to present a place in order to convince their classmates to go to that place. - Students share their brochures in front of the class. The rest of the class will pay attention to choose the best one. 	<ul style="list-style-type: none"> - Created brochure 	Students will practice speaking skills to present their creative work.



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APPENDIX 5. TOURIST ATTRACTION PICTURES





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APPENDIX 6. TOURIST ATTRACTION BROCHURES

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FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Royale Deluxe Lagoon-View Room at Le Blanc Spa Resort
- Gourmet cuisine, premium wine and spirits
- \$750 resort credit (per room, per stay)
- 24-hour in-room dining
- Wireless Internet access
- Dedicated butler service on every floor
- Poolside concierge service
- Access to the spa's hydrotherapy area
- Nightly entertainment
- Unlimited phone calls to the continental U.S.
- Hotel taxes and hotel gratuities

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

MEXICO

CANCUN: Omni Cancun Package

FROM **\$439** PER PERSON* INCLUDES SAVINGS & VALUES OF **\$190** PER PERSON

Valid for travel 4/9/13 - 8/18/13 and 11/1/13 - 12/20/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Lagoon-View Room at Omni Cancun Hotel & Villas
- All meals, snacks and beverages
- \$50 resort credit (per room, per stay)
- Up to two children 12 and younger stay and eat free
- Kids' club
- 24-hour room service
- Daily activities and nightly entertainment
- Hotel taxes and hotel gratuities
- Executive Member Benefit: Daily wireless Internet access (per room)

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

MEXICO

CANCUN: Crown Paradise Club Package

FROM **\$435** PER PERSON* INCLUDES SAVINGS & VALUES OF **\$255** PER PERSON

Valid for travel 6/23/13 - 8/18/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Standard Ocean-View Room at Crown Paradise Club Cancun
- All meals, snacks and beverages
- Up to two children 12 and younger stay and eat free
- Baby club
- Kids' club with mini water park and pirate ship
- Teen's lounge
- Hotel taxes and hotel gratuities

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

MEXICO

LOS CABOS: Royal Solaris Package

FROM **\$329** PER PERSON* INCLUDES SAVINGS & VALUES OF **\$235** PER PERSON

Valid for travel 4/7/13 - 12/20/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Deluxe Room at Royal Solaris
- All meals, snacks and beverages
- Up to two children 12 and younger stay and eat free
- Kids' club with mini water park
- Hotel taxes and hotel gratuities

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

To book, click Travel at Costco.com or call 1-877-849-2730.

To book, click Travel at Costco.com or call 1-877-849-2730.



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MEXICO

RIVIERA NAYARIT:
Villa La Estancia Package

FROM
\$345
PER PERSON*

INCLUDES SAVINGS & VALUES OF
\$289
PER PERSON

\$50 SPA CREDIT
Valid for travel 4/1/13 - 12/19/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Deluxe Room at Villa La Estancia Beach Resort & Spa
- \$50 spa credit (per room, per stay)
- Hotel taxes

Executive Member Benefit:
\$75 resort credit (per room, per stay)

Airfare and other travel dates and room categories are available. Prices and inclusions will vary. An all-inclusive plan is available for purchase.

MEXICO

PUERTO VALLARTA:
Golden Crown Paradise Package

FROM
\$299
PER PERSON*

INCLUDES SAVINGS & VALUES OF
\$140
PER PERSON

ALL-INCLUSIVE RESORT • ADULTS ONLY
Valid for travel 4/7/13 - 7/6/13 and 8/18/13 - 12/21/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Ocean-View Room at Golden Crown Paradise Adults Resort & Spa
- All meals, snacks and beverages
- Tropical and City Tour (once per stay)
- Dine-around coupon: one set-menu lunch or dinner at a select Puerto Vallarta restaurant (per person, per stay)
- Hospitality suite for early arrivals and late departures
- Hotel taxes and hotel gratuities

Executive Member Benefit:
\$65 resort credit (per room, per stay)

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

KAUAI
OAHU
MOLOKAI
LANAI
MAUI

Living in the moment on the Island of Hawai'i

The HAWAIIAN ISLANDS

This year, create your *own* perfect moment.

CHOOSE THE COSTCO TRAVEL PACKAGE YOU WANT WITH THE VALUE YOU EXPECT ON THE ISLAND OF YOUR DREAMS:

O'AHU – Waikiki Beach, Diamond Head, Pearl Harbor and the Arizona Memorial, and the North Shore are just a few of the celebrated reasons to visit.

MAUI – Kapalua, Ka'anapali, Wailea, Haleakala, Hana, Lahaina and other iconic names make Maui one of the world's most popular islands.

KAUAI – From the Napali Coast to Waimea Canyon to Hanalei Bay and beyond, the scenic adventures and breathtaking vistas beg to be discovered and explored.

HAWAII ISLAND – Awesome, massive and impressive, the wow-factor natural wonders of this mega-island include Kilauea, Maunakea and Maunaloa.

HAWAII

MAUI:
Ka'anapali Beach Hotel Package with Breakfast

FROM
\$655
PER PERSON*

INCLUDES SAVINGS & VALUES OF
\$115
PER PERSON

OCEANFRONT ON KAANAPALI BEACH
Valid for travel through 6/28/13.

FIVE-NIGHT PACKAGE:

- Five-day full-size rental car
- Partial-Ocean-View Room at Ka'anapali Beach Hotel
- Daily buffet breakfast for all guests in the room
- Hotel and car taxes

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

HAWAII

MAUI:
Aston at The Whaler on Kaanapali Beach Package

FOR PRICES, CLICK TRAVEL AT COSTCO.COM. ADDITIONAL GUESTS STAY FREE.*

CENTRALLY LOCATED ON KAANAPALI BEACH
Valid for travel through 12/31/13.

PACKAGE INCLUDES:

- Full-size rental car
- Accommodations at Aston at The Whaler on Kaanapali Beach
- Kids Stay, Play and Eat Free
- Aston Aloha Coupon Book
- Hotel and car taxes

Airfare and other travel dates and room categories are available. Prices and inclusions will vary. Additional guests stay free or based on applicable room occupancy.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

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HAWAII

KAUAI:
Outrigger Kiahuna Plantation Package

FOR PRICES, CLICK TRAVEL AT COSTCO.COM.

CONDOMINIUM

ADDITIONAL GUESTS STAY FREE
Valid for travel through 12/31/13.

PACKAGE INCLUDES:

- Full-size rental car
- Accommodations at Outrigger Kiahuna Plantation
- Hotel and car taxes

Airfare and other travel dates and room categories are available. Prices and inclusions will vary. Additional guests stay free or based on applicable room occupancy.

HAWAII

MAUI:
The Ritz-Carlton, Kapalua Luxury Package

FROM
\$1,389
PER PERSON*

INCLUDES SAVINGS & VALUES OF
\$499
PER PERSON

\$500 RESORT CREDIT
Valid for travel through 6/24/13 and 8/15/13 - 12/14/13.

FIVE-NIGHT PACKAGE:

- Five-day full-size rental car
- Residential Garden-View One-Bedroom Suite at The Ritz-Carlton, Kapalua
- \$500 resort credit (per room, per stay)
- Hotel and car taxes

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

12 || To book, click Travel at Costco.com or call 1-877-849-2730.



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HAWAII

BIG ISLAND: Hilton Waikoloa Village® Value Package

FOR PRICES, CLICK TRAVEL AT COSTCO.COM. ALOHA PASSPORT INCLUDES VALUES OF \$100 PER DAY.

ALOHA PASSPORT
Valid for travel through 12/31/13.

FIVE-NIGHT PACKAGE:

- Five-day full-size rental car
- Accommodations at Hilton Waikoloa Village®
- Daily breakfast buffet for two
- Aloha Passport (per room, per day), which includes:
 - Fitness access for two at Kohala Spa (ages 16 and older)
 - One complimentary Mai Tai, beer, house wine or select nonalcoholic beverage at Malolo Lounge, Boat Landing Cantina or Lagoon Grill (per person, for two)
 - 50% discount on nonmotorized lagoon beach equipment
 - Complimentary round of golf for two at Seaside Putting Course (includes Glow Putt)
- Resort charge (per room, per day)
- Hotel and car taxes

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

CARIBBEAN

DOMINICAN REPUBLIC: Hard Rock Package

FROM \$1,029 PER PERSON. INCLUDES SAVINGS & VALUES OF \$159 PER PERSON.

ALL-INCLUSIVE RESORT • EXCLUSIVE MEMBER OFFER
Valid for travel 6/1/13 - 8/24/13. Book by 6/28/13.

FIVE-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Caribbean Suite at Hard Rock Hotel & Casino Punta Cana
- Unlimited meals, snacks, and domestic and international beverages
- Up to two children ages 12 and younger stay and eat free
- \$1,500 resort credit (per room, per stay)
- Exclusive \$250 Costco Travel spa/beauty salon credit (per room, per stay)
- In-room liquor dispenser featuring whiskey, tequila, rum and vodka
- Fine dining and 24-hour room service
- Unlimited phone calls from Punta Cana to the continental U.S.
- 30-minute Internet service at the business center computers (per room, per stay)
- Daily activities and nightly entertainment
- Hotel taxes and hotel gratuities

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

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CARIBBEAN

DOMINICAN REPUBLIC: Dreams Punta Cana Package

FROM \$699 PER PERSON. INCLUDES SAVINGS & VALUES OF \$239 PER PERSON.

ALL-INCLUSIVE RESORT
Valid for travel 8/24/13 - 10/25/13. Book by 6/28/13.

FIVE-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Deluxe Room at Dreams Punta Cana Resort & Spa
- Guaranteed upgrade at time of check-in
- Unlimited meals, snacks, and domestic and international beverages
- \$100 resort credit (per room, per stay)
- 24-hour room service and daily refreshed mini-bar
- Explorer's Club for Kids (ages 9 - 12)
- Core Zone Teens' Club (ages 13 - 17)
- Daily activities and nightly entertainment
- Hotelbeds tour credit (per booking, value \$100)
- Hotel taxes and hotel gratuities

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

MEXICO

COZUMEL: Cozumel Palace Package

FROM \$819 PER PERSON. INCLUDES SAVINGS & VALUES OF \$375 PER PERSON.

ALL-INCLUSIVE RESORT • \$750 RESORT CREDIT
Valid for travel 4/7/13 - 8/24/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Junior Suite at Cozumel Palace
- All meals, snacks and beverages
- \$750 resort credit (per room, per stay)
- 24-hour room service
- Kids' club
- Wireless Internet access
- Unlimited phone calls to the continental U.S.
- Daily activities and entertainment
- Hotel taxes and hotel gratuities

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

CARIBBEAN

PUERTO RICO: El Conquistador Package

FROM \$549 PER PERSON. INCLUDES SAVINGS & VALUES OF \$185 PER PERSON.

NO PASSPORT REQUIRED
Valid for travel 6/1/13 - 8/11/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Partial-Ocean-View Room at El Conquistador Resort, The Waldorf Astoria Resort (upgrade from Garden View Room)
- Daily access to Coqui water park
- Elegant Steering tour credit (per booking, value \$100)
- Hotel taxes and daily resort fee

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

MEXICO

RIVIERA MAYA: Playacar Palace Package

FROM \$869 PER PERSON. INCLUDES SAVINGS & VALUES OF \$375 PER PERSON.

ALL-INCLUSIVE RESORT • \$750 RESORT CREDIT
Valid for travel 4/7/13 - 8/24/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Deluxe Room at Playacar Palace
- All meals, snacks and beverages
- \$750 resort credit (per room, per stay)
- 24-hour room service
- Kids' club
- Wireless Internet access
- Unlimited phone calls to the continental U.S.
- Daily activities and entertainment
- Hotel taxes and hotel gratuities

Airfare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGES 37 AND 38 FOR COMPLETE TERMS AND CONDITIONS.

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To book, click Travel at Costco.com or call 1-877-849-2730. || 5



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MEXICO




LOS CABOS: Villa del Arco Buyer's Choice Package

FROM **\$345** PER PERSON { INCLUDES COUNTRIES OF VALUE OF \$350 PER PERSON

\$100 RESORT CREDIT

Valid for travel 4/8/13 - 10/21/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Deluxe Suite at Villa del Arco Beach Resort & Spa
- \$100 resort credit (per room, per stay)
- Up to two children 12 and younger stay and eat free
- Hotel taxes

Air fare and other travel dates and room categories are available. Prices and inclusions will vary. An air inclusion plan is available for purchase.

MEXICO




LOS CABOS: Pueblo Bonito Pacifica Package

FROM **\$689** PER PERSON* { INCLUDES COUNTRIES OF VALUE OF \$550 PER PERSON

ALL-INCLUSIVE RESORT • ADULTS ONLY

Valid for travel 2/28/13 - 10/28/13. Book by 6/30/13.

FOUR-NIGHT PACKAGE:

- Ground transportation to and from hotel
- Deluxe Room at Pueblo Bonito Pacifica Resort & Spa
- All meals, snacks and beverages
- \$50 spa credit (per room, per stay)
- 24-hour room service
- Wireless Internet access
- All-inclusive privileges at the restaurants/bars at Pueblo Bonito Los Cabos, Pueblo Bonito Rose and Pueblo Bonito Sunset Beach
- Hotel taxes and hotel gratuities

Air fare and other travel dates and room categories are available. Prices and inclusions will vary.

*SEE PAGE 21 AND 26 FOR COMPLETE TERMS AND CONDITIONS.

8 | To book, click Travel at Costco.com or call 1-877-849-2730.



APPENDIX 7. STUDENTS PICTURES



Img 1. The students were analyzing the brochure.



Img 2. The students were working on their project.



Img 3. The students were presenting their projects.



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Img 4. The students were showing their projects.



Img 5. This picture was taken at the end of the class.



Img 6. This picture was taken at the end of the class.



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APPENDIX 8. NUMERICAL RATING SCALE

NUMERICAL RATING SCALE

GRADING EQUIVALENCIES: 5= *Very Much*

4= *Much*

3= *Some*

2= *A Little*

1= *Very Little*

	1	2	3	4	5
1.-THE STUDENTS PARTICIPATED IN CLASS					
2.- THE STUDENTS FELT MOTIVATED					
3.- THE STUDENTS FELT CONFIDENT TALKING ABOUT TRAVELLING					
4.- THE STUDENTS DEMONSTRATED BEING INTERESTED IN THE USE OF AUTHENTIC MATERIALS					
5.- THE STUDENTS ENJOYED WORKING IN GROUPS					
6.- THE STUDENTS FELT INTERESTED IN MAKING THE FINAL PROJECT					



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APPENDIX 9. BOOKLET





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INTRODUCTION

English has become the language of the world, so it is important for us teachers and our students to master it in order to be able to compete with the rest of the world. English teachers must be aware of these facts and encourage students to truly learn the language. Teachers must motivate students to develop their speaking, listening, reading, and writing skills at all levels in a similar way.

One way of doing so is to incorporate the use of authentic materials. The use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. The present booklet was designed to be used in the FL classroom.

This booklet contains different kinds of authentic materials like articles from magazines, articles from newspapers, advertisements, video transcriptions, songs, etc. All this material has a great variety of activities to be worked with the students. Also, this booklet provides some teacher's notes to facilitate the use of the material.

In addition, this booklet provides a list of sources where teachers can find different authentic materials to be used in an EFL classroom.



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ACTIVITY

1



SNAPSHOTS PAGE 1

ARE YOU STILL IN THE SAME FIELD THAT YOU WORKED IN AT YOUR FIRST FULL-TIME JOB?

yes: 48% **CAREER CHANGE AHEAD** no: 52%

Over half of workers have changed career since their first job.

Are you still in the same field that you worked in at your first full-time job?

WHAT ITEMS HAVE YOU TAKEN WITH YOU WHEN LEAVING A JOB?

Supplies	21%
Plants / Flowers	5%
Furniture / Paintings	4%
Clients / Associates	3%

About 20% of adults have taken something that did not belong to them when leaving a job.

Have you ever taken something that did not belong to you when leaving a job?

CAN YOU EVER REALLY RETIRE? (percent saying yes)

AGE	
18-26	32%
27-42	22%
43-64	26%
65 and older	61%

In 2009, more than half of adults aged 27 to 42 say they have saved less than \$25,000 for retirement compared to 40% who said the same last year.

When do you expect to retire?

CAREER FIELD CHOICES FOR HIGH SCHOOL STUDENTS

Information technology	25%
Business / Management	16%
Health care	15%
Education	10%

Information technology is the most popular goal for today's high school students.

Which are the most popular careers for today's students in your country?

THE MOST FUN WAY TO FLIRT

In person	55%
By text messaging	15%
By email	6%
By IM	24%

Nearly a third of adults say they flirt with their partner or love interest via instant messenger every day.

What do you think is the best way to flirt?

THE MOST IMPORTANT ISSUES FACING YOUNG ADULTS

Making better money management choices	52%
Strengthening family relationships	18%
Protecting the environment	11%
Balancing work and personal life	10%

Most Americans aged 22 to 28 say their most important issue is money management .

What do you think is the most important issue for people of this age group in your country?



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SNAPSHOTS PAGE 2

Teacher's notes

Total pages 2 / student pages 1 of cut-up pieces / week of 18.05.09 / low-intermediate+ (A2+)

Give each student a news statistic. They should report back to the class, using the figures to help them. They should then ask relevant questions starting with the one provided. The exercise is intended to provoke short discussion points.



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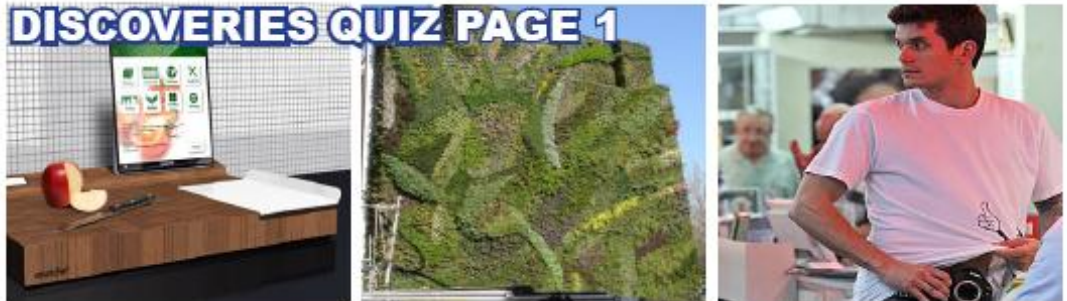
ACTIVITY

2



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Do you know of any new discoveries or inventions? See if you can answer these questions from current news.

1 How have stem cell researchers restored sight to nearly blind people?

- A by removing their eyelids
B by placing stem cells in eyelashes
C by placing stem cells in contact lenses
D by bleaching the iris

2 What kind of new vehicle is ideal for large and small cargo loads?

- A a vehicle that changes shape depending on the cargo
B a vehicle made from stretchy material
C a vehicle that holds various container sizes using lasers

3 Who can benefit from a new drug that takes the thrill out of illicit activities?

- A drug and alcohol addicts
B drug and alcohol addicts and kleptomaniacs
C reckless drivers
D shopping addicts

4 Where can a garden grow now without any soil?

- A vertically, on walls
B on clothing
C in outer space
D on skin

5 Why would a computerised kitchen cutting board be useful?

- A to provide self cleaning and self repair of knife marks
B to monitor cooking times and convert measurements
C to communicate with local farmers' markets, share recipes and follow diet plans
D to watch television while preparing food

6 Where are new foam cars available and especially beneficial for the safety of pedestrians, bicyclists and motorcyclists that swarm the roads?

- A USA
B India
C Mexico
D Thailand

7 What are newly invented unbreakable sunglasses made of?

- A plant based plastics
B surgical steel and metal injection
C bone
D aloe vera gel





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DISCOVERIES QUIZ PAGE 2

Teacher's notes: Total pages 2 / student pages 1 / week of 08.06.09 / intermediate+ (B1+)

ANSWERS: 1C 2A 3B 4A 5C 6D 7B

Cut up and share out the information among the students. They should read them and report back to the rest of the class and then check their quiz answers.

1 Researchers have restored sight in patients suffering eye damage using a groundbreaking technique where contact lenses are cultured with stem cells. Stem cells from the eye cornea stick to contact lenses. Employing three patients who were blind in one eye, the researchers obtained stem cells from their healthy eyes and cultured them in extended wear contact lenses. The surfaces of the patients' eye corneas were cleaned and the contact lenses inserted. Within 10 to 14 days the stem cells began to recolonize and repair the cornea. Of the three patients, two were legally blind but can now read the big letters on an eye chart, while the third, who could previously read the top few rows of the chart, is now able to pass the vision test for a driver's license.

2 To tackle inner city deliveries this innovative, battery powered, transforming cargo vehicle can be configured into track, wheelbase and load carrying variations. It features a Compact Mode, Narrow Mode and Pick-up Truck Mode. The Compact Mode sees the Pick-up section flushed to the back of the cabin. It's an ideal situation for small deliveries. The Narrow mode gives reduced width and higher maneuverability and as the name suggests, the Pick-up Truck Mode allows you to carry larger payloads.

3 Scientists have discovered that a drug which is used to treat drug and alcohol addiction can help kleptomaniacs from stealing. The drug, naltrexone, works by removing the thrill that the shoplifter experiences when stealing. This considerably reduces the compulsion to steal.

4 After many years of research and testing around the world, Patrick Blanc has created, developed and copyrighted the Vertical Garden, an amazing way to build vertical gardens without any soil. These vertical gardens are self-sustained. With little maintenance they grow and the owner is carefree, because the whole system takes care of itself. At the same time, these wonderful vegetal wonders are a smart way to have thermal and sound isolation. Blanc, a botanist and landscaping and gardening expert, chooses carefully the vegetal species utilized in each one of his projects, according to the local species.

5 Another new invention is an intelligent cutting board with an integrated computer and scale. The device can connect with local farmers and farmers' markets to help you procure the seasonal produce. The Smartchef can even help you share recipes and formulate diet plans. The unit is made up of a bamboo surfaced cutting board element containing the SmartChef's computing and food scanning hardware, while a portable touch-screen tablet provides a kitchen-safe interface that can travel throughout the kitchen and home.

6 A new three-wheel, two-seater car weighs only 300-odd pounds and uses a super-lightweight reinforced foam for 90 percent of the bodywork. It gets well over 100mpg from its 110cc engine, it's light enough to lift by hand, and the foam shell has huge safety benefits, both for the occupants and for the legions of pedestrians, bicyclists and motorcyclists that swarm the roads of Thailand. Oh, and it floats. The Spira is an economical, fuel-friendly way to increase safety.

7 The Fisk sunglasses have a number of innovative elements. First, they have a completely adjustable nose bridge. Second, the hinge is made of surgical stainless steel and built with a metal injection molding process which makes it essentially unbreakable.



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ACTIVITY

3




NEW LIGHT ON OLD CHESTNUTS PAGE 1

The age-old battle of the sexes is debated every day by men and women, but science is beginning to help put the record straight.

Do you think these statements are true or false ?

- Fathers-to-be gain a stone when their partners are pregnant.
- Men have biological clocks too and they start ticking around 30.

Read the first part of the article and check your ideas.

<p>The Mirror May 2009</p> <p>Science helps put the record straight</p> <p>Finally, some concrete answers to key questions in the age-old battle of the sexes.</p> <p>Research now shows the</p>	<p>average father-to-be gains a stone when his partner is expecting – laying to rest the myth that only women's bodies change.</p> <p>Another study found men also have a biological clock and it starts ticking around 30.</p> <p>Inspired by these discoveries, we looked for other studies that shed new light on some</p>	<p>old chestnuts.</p> <p>The findings may astonish you...</p> 
--	---	--

Vocabulary focus What do these words and expressions from the text above mean?

- | | | |
|--------------------|-----------------------|----------------|
| 1 age-old | 2 father-to-be | 3 lay to rest |
| 4 biological clock | 5 shed (new) light on | 6 old chestnut |

Now match them to these definitions:

- ___ an innate mechanism of the body that regulates sleeping, etc.
- ___ having existed for a very long time
- ___ to clarify
- ___ a joke, story, etc. that has been repeated many times
- ___ to solve or end something
- ___ a man who is going to be a father

Discuss with your teacher and the other members of the class whether you think men or women are better at the following:

- | | | |
|--|--------------------|---------------|
| driving | car repairs | dieting |
| identifying infidelity in their partners | fighting infection | D.I.Y. |
| functioning in the world of work | shopping | multi-tasking |
| telling jokes | | |

Read the second part of the article, check your ideas and find out what studies shed light on the old chestnuts and what the origins of the differences are.



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NEW LIGHT ON OLD CHESTNUTS PAGE 2

Driving

Women really are worse drivers than men. A computer-based study at the University of London found they rely on landmarks to get around and are slower to take in spatial information. It backs earlier studies supporting the stereotype that women are poor navigators.



Car repairs

Blokes may be better drivers, but women are less likely to break down because they are better at basic car maintenance. They are less likely to drive on low-pressure tyres and are better at remembering to put in antifreeze. Men are more likely to break the windscreen wipers while replacing them or to overfill engine fluids, according to oil maker Castrol.

Infidelity

When it comes to spotting infidelity, both sexes probably claim they have the upper hand. But a study by Virginia Commonwealth University found men were right 94 per cent of the time when their other halves were playing away. Women were right only 80 per cent of the time.

Dieting

It might have become a national female obsession, but men are actually better at dieting than women. A study earlier this

year by Brookhaven National Laboratory in New York found that women struggle more to avoid eating to excess when hungry, while men are better at suppressing their appetites.

At work

The world of work is an ongoing, never-ending battle of the sexes. Women are better at working in teams and making deals, according to a study conducted by Rolf Kuemmerli and colleagues at Edinburgh and Lausanne universities. Men are more likely to excel at scheming, back-stabbing and cheating.

Fighting Infection

Men are often accused of being overly dramatic about their coughs and colds – but before you condemn them with the words “man flu”, bear in mind that their immune systems are inferior. A Canadian study published this month found that the female hormone oestrogen gives women’s immune systems added bite at fighting off infections.



D.I.Y.

Assembling flat-pack furniture is a ready-made way of sparking a row. But now women can point out they are definitely better at it, according to an Ikea study. The furniture chain found that most women approach the task calmly and follow instructions from start

to end – whereas blokes never look at the directions and try to show off their construction skills.

Shopping

Surprise, surprise – women are better at shopping than men. Researchers at the University of California found that women excelled at finding their way around stores. They were able to locate products and remember the location of fruit, vegetables and high calorie treats. This is down to caveman days when Ug and his mates went off on long hunting trips while the women stayed at home and gathered fruits and berries. The women had to remember where the best trees were – and they still know where to find those goodies.

Multi-tasking

It has always been women’s best shot in the battle of the sexes. But a 2007 report shattered the myth that women can multi-task while men can only concentrate on one thing at a time. A study by Right Guard said that the average man performs 13.4 roles and keeps up with his partner by doing everything from cleaning to chauffeuring children on top of holding down a full-time job.

Telling jokes

Did you hear the one about men being better than women at telling jokes? In a 2003 poll, 98 per cent of males and 68 per cent of females said men were the best at cracking gags. Prof Christie Davies, from Reading University, said blokes became better joke tellers because they needed humour as cavemen.



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NEW LIGHT ON OLD CHESTNUTS PAGE 3

Discussion Which of the conclusions do you find most surprising? Do you know anyone who goes against the science? For example, is your husband a bad driver or is your wife good at telling jokes?



Language focus You saw the expression 'old chestnut' in the vocabulary focus. There are other food idioms in English. Complete the gaps to make the idioms defined. Use the images above as clues.

- 1 to be full of _____ to be lively; in high spirits
- 2 to have one's _____ and eat it to try to do or have two things which cannot both be done or had
- 3 in a _____ in brief
- 4 to have a finger in every _____ to be involved in many different things
- 5 to be a big _____ to be an important person
- 6 to cry over spilt _____ to complain about something that has already happened
- 7 a bad _____ a bad person
- 8 a hot _____ a controversial or difficult subject

Practice Rewrite these statements using the idioms above.

- 1 I'll explain it to you briefly John, because I know you're busy.
- 2 The woman who arrived in the limousine is very influential in local government.
- 3 You shouldn't worry about it any more. It's happened, now you have to move on.
- 4 The government knows that high unemployment is a sensitive subject for the voters.
- 5 She was very excited and happy after meeting her childhood hero.
- 6 James has many business interests, from retail outlets to discotheques.



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NEW LIGHT ON OLD CHESTNUTS PAGE 4

Teacher's notes

Total pages 4 / student pages 3 / week of 04.05.09 / intermediate+ (B2+)

Vocabulary focus

- 4 an innate mechanism of the body that regulates sleeping, etc.
- 1 having existed for a very long time
- 5 to clarify
- 6 a joke, story, etc. that has been repeated many times
- 3 to solve or end something
- 2 a man who is going to be a father

Language focus

- 1 beans
- 2 cake
- 3 nutshell
- 4 pie
- 5 cheese
- 6 milk
- 7 egg
- 8 potato

Practice Suggested answers:

- 1 I'll explain it in a nutshell John, because I know you're busy.
- 2 The woman who arrived in the limousine is a big cheese in local government.
- 3 Don't cry over spilt milk. It's happened, now you have to move on.
- 4 The government knows that high unemployment is a hot potato for the voters.
- 5 She was full of beans after meeting her childhood hero.
- 6 James has a finger in every pie, from retail outlets to discotheques.



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ACTIVITY

4



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THIS IS WHY YOU'RE BROKE PAGE 1

Read the first part of the article below.

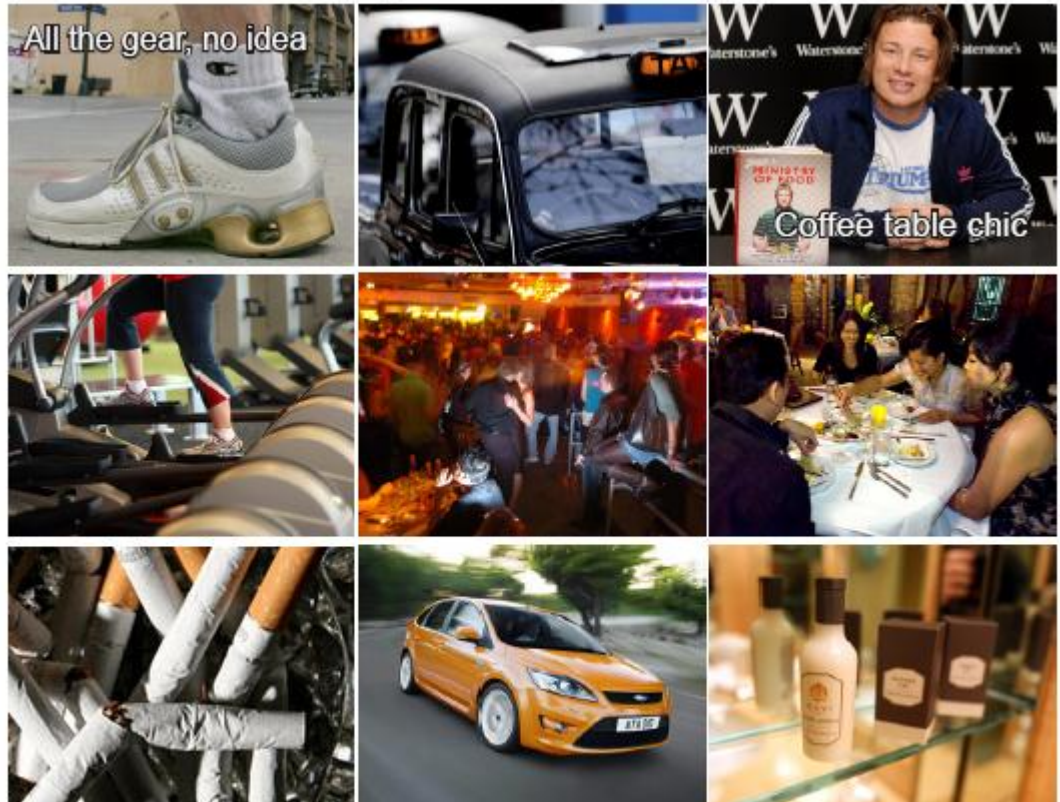
MSN Money
May 2009

This is why you're broke

Looking at your bank balance should carry a health warning these days. But while many of us are struggling to pay for the basics such as food, fuel, housing and transport, there are an awful lot of expenses that aren't essential but chip away at our bank balance regardless. Here are some reasons you're broke.



In which areas of your life could you cut back on spending? Look at these pictures and guess what areas the article suggests we cut back on.





THIS IS WHY YOU'RE BROKE PAGE 2

Read the rest of the article and check your ideas.

All the gear, no idea

The very latest footwear and your professional-standard racquet / bat / clubs / bike will not make you better at your sport. The same goes for DIY addicts: a laser spirit level is no better at getting a shelf level than a can on its side (does it roll off? No. Then it's level). Stop spending hard-earned cash on gear that won't make any difference.

Taxi for one

You're tired, it's raining, you have a heavy bag. Suddenly, you have a great excuse to phone or hail a cab. I'm not saying cabs don't have a place, but try this simple rule: if you didn't need a cab to get there, then you don't need one back.

Coffee table chic

The latest, glossy, £40 cookbook from the TV chef du jour; a £30 hardback photo book of China's splendour; you may think these look good on your coffee table but, seriously, who are you trying to impress? If your visitors don't like you, then that book won't change their minds.

Gym fees

It's January. You decide to get in shape, so you sign up

to a gym. Five months later and you've been once. There is no point paying a monthly subscription in the hope you change your ways. If nothing else, your bank balance will be healthier.

Nights out

A night out on the town is great fun, but if you're not careful your head won't be the only thing suffering in the morning. Drinks, club entry, the inevitable taxi home, possibly a stop off for your takeaway of choice on the way back, painkillers and isotonic drinks in the morning: £50, easily. Try that once a week and we're talking thousands over the year. Is it really worth it?

Eating out

Not having to cook or wash up, table service, a sense of occasion ... there are dozens of reasons that dining out is great. And almost every one of them equally applies to dinner parties. Think about it: is £40 a head a better use of your money than a £10 bottle of wine for the host?

Cigarettes

A 20-a-day habit will cost you about £2,200 a year. Still okay with that? Well, £1,600

of that money is tax. You just paid £1,600 to the Treasury for no good reason. Oh, and you're less likely to die of lung cancer if you give up.

Posh toiletries

Real honey and jojoba with sandalwood extract, not to mention the pro-vitamin soothing and hydration formula. That clearly means 200ml of bath gel is worth £22. Or you could buy 11 litres of soothing bath gel from a major supermarket or pharmacy brand for the same price. It will get you just as clean, promise.

New car

That new Ford Focus might look lovely on the forecourt. But even in today's discounted times, you are paying £3,000 more for exactly the same car as a one-year-old vehicle. That's an awfully large amount of cash to spend on a single letter in the number plate.



Discussion Which of the advice do you think is good? Which do you think would be a good idea for you to follow?

Vocabulary focus Make word partnerships from these words and match them to the definitions below. They were all in the article.

party level balance plate table warning bank health



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THIS IS WHY YOU'RE BROKE PAGE 3

gel spirit coffee monthly dinner bath number subscription

- _____ the amount of money you have in your bank account
- _____ a statement explaining how something can affect your physical condition
- _____ a device used to check to see if something is perfectly horizontal
- _____ a small, low table
- _____ money paid every month for a service or product
- _____ a social gathering based around an evening meal
- _____ a substance used to wash oneself
- _____ a sign on a vehicle displaying its registration number

Language focus Look at this extract from the article:

'Suddenly, you have a great excuse to phone or hail a cab.'

What does 'to hail a cab' mean? Certain nouns are accompanied by a specific verb as in this expression. Underline the verbs that go best with the nouns below.

- | | |
|----------------------|--------------|
| 1 catch / get / find | a cold |
| 2 tell / say / speak | a lie |
| 3 say / put / give | an example |
| 4 make / take / do | a photograph |
| 5 have / take / eat | medicine |
| 6 sit / make / do | an exam |

Practice Describe what is happening in these pictures using the expressions above:





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THIS IS WHY YOU'RE BROKE PAGE 4

Teacher's notes

Total pages 4 / student pages 3 / week of 25.05.09 / low-intermediate+ (A2+)

Vocabulary focus

bank balance the amount of money you have in your bank account

health warning statement explaining how something can affect your physical condition

spirit level a device used to check to see if something is perfectly horizontal

coffee table a small, low table

monthly subscription money paid every month for a service or product

dinner party a social gathering based around an evening meal

bath gel a substance used to wash oneself

number plate a sign on a vehicle displaying its registration number

Language focus

What does 'to hail a cab' mean? = to signal for a taxi

- | | |
|-----------------------------|--------------|
| 1 <u>catch</u> / get / find | a cold |
| 2 <u>tell</u> / say / speak | a lie |
| 3 say / put / <u>give</u> | an example |
| 4 make / <u>take</u> / do | a photograph |
| 5 have / <u>take</u> / eat | medicine |
| 6 <u>sit</u> / make / do | an exam |



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ACTIVITY

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Think of an important event from recent business news in your country and tell your teacher about it.

Listening 1 Listen to the news and note down what these figures refer to:

fourth
\$400 to \$800
\$210 billion
0.3%
43 million
70%
\$550 million
95%
500,000
22%

Listening 2 Before listening, complete the gaps in the first story using the initial letters to help you. Then listen and check your ideas.

It could be a sign that the darkest days of the r_____ are behind us. A key m_____ index is up more than expected for the month and it's the fourth consecutive increase. Manufacturing is considered to be the leading i_____ and we should continue to see good r_____ coming out following this on what's happening in the overall e_____. Norbert Orr with the Institute for Supply Management.

Listening 3 Before listening, rearrange the letters in brackets to make words for the gaps. Then listen and check your ideas.

And you know some of that extra money that's in your _____ (ycpeckah), well it may have to go back to Uncle Sam explains our Carter Evans. The Obama administration's Making Work Pay tax credit is designed to _____ (sotbo) the economy by pumping an extra \$400 to \$800 into paychecks this year but apparently there's a quirk in the _____ (temsyz) that may be giving too much _____ (oeymn) to people with more than one job or to married couples who both work and that means at _____ (xat) time they'll have to pay that money back. From the floor of the New York Stock Exchange, Carter Evans, CNN.

Listening 4 Before listening, add vowels to the consonants in brackets to make words for the gaps. Then listen and check your ideas.

President Obama announcing his plans to close _____ (lphls) for overseas tax havens. CNN's Dick Juliano reports the president says his plan is to create new US jobs and make the tax code _____ (frr). The president says US companies doing business overseas pay lower _____ (txs) if they create a job overseas rather than in the United States. The president says he plans to close that and other loopholes in the tax _____ (cd). It's a tax code full of _____ (crprt) loopholes that makes it perfectly legal for companies



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BUSINESS NEWS PAGE 2



to avoid _____ (pyng) their fair share. But the National Association of _____ (Mnfcrrs) says the United States currently has the second highest corporate tax rate in the world behind Japan, and the president's plan would make US companies less _____ (cmpttv) globally. President Obama says his plan will raise \$210 billion over the next ten years. Dick Juliano, CNN, Washington. However, there are some _____ (bsnsss) that say this is just a plan to get more money from them.

Listening 5 Before listening, try to complete the gaps with the appropriate prepositions. Then listen and check your ideas.

Construction spending rising unexpectedly ____ March which is bringing some optimism ____ the housing industry, explains the National Association ____ Homebuilders chief economist, David Crowe. The spending stream, the report we're talking _____ today, will take a little longer to see a turnaround but we are beginning to see a few bright spots ____ housing. Government figures showing spending edged ____ three tenths ____ a per cent.

More people are growing their own food to save money _____ the recession, just like Lifetime Products' Phil Mickey and his family. Even if the recession ends I don't foresee us going back ____ the way it was, it's too much fun. _____ 43 million Americans are growing their own food this year.

Listening 6 Before listening, try to complete the gaps with the appropriate words. Then listen and check your ideas.

And the coffee _____ is brewing as to who makes the best. MacDonald's is beginning a major advertising _____ today to promote its line of specialty McCoffee. Seventy per cent of MacDonald's _____ now carry espresso drinks but selling specialty coffee at a _____ is a direct threat to Starbucks. CNN's Carter Evans.

A major transformation at Ford. CNN's Bill Caiaccio reports the plant that once made SUVs will soon be _____ electric vehicles. Ford president and CEO Alan Mulally says this is a major investment. We are _____ more than \$550 million right now in the new Michigan assembly _____. Mulally says this is the next generation Focus. We are going to make our newest car, it's going to be everywhere around the world, the finest quality, safety, fuel _____, and we're going to make it right here in Michigan. The new Focus will begin rolling off the _____ next year, and the battery electric version debuts in 2011. Bill Caiaccio, CNN.

Listening 7 Look at these words from the next story and predict what it is going to be about:

bankruptcy assets stakeholders lenders debt workers

Now listen and check your ideas.

Listening 8 Listen to the next story and summarise it for your teacher using these words:

less gloomy job front analysts champagne corks jobs lost

Listening 9 Write the final story as a dictation on the back of this page.



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BUSINESS NEWS PAGE 3

Teacher's notes

Total pages 3 / student pages 2 / week of 18.05.09 / CD track 4 / intermediate+ (B1+)

Transcript

It could be a sign that the darkest days of the recession are behind us. A key manufacturing index is up more than expected for the month and it's the fourth consecutive increase. Manufacturing is considered to be the leading indicator and we should continue to see good reports coming out following this on what's happening in the overall economy. Norbert Orr with the Institute for Supply Management.

And you know some of that extra money that's in your paycheck, well it may have to go back to Uncle Sam explains our Carter Evans. The Obama administration's Making Work Pay tax credit is designed to boost the economy by pumping an extra \$400 to \$800 into paychecks this year but apparently there's a quirk in the system that may be giving too much money to people with more than one job or to married couples who both work and that means at tax time they'll have to pay that money back. From the floor of the New York Stock Exchange, Carter Evans, CNN.

President Obama announcing his plans to close loopholes for overseas tax havens. CNN's Dick Juliano reports the president says his plan is to create new US jobs and make the tax code fairer. The president says US companies doing business overseas pay lower taxes if they create a job overseas rather than in the United States. The president says he plans to close that and other loopholes in the tax code. It's a tax code full of corporate loopholes that makes it perfectly legal for companies to avoid paying their fair share. But the National Association of Manufacturers says the United States currently has the second highest corporate tax rate in the world behind Japan, and the president's plan would make US companies less competitive globally. President Obama says his plan will raise \$210 billion over the next ten years. Dick Juliano, CNN, Washington. However, there are some businesses that say this is just a plan to get more money from them.

Construction spending rising unexpectedly in March which is bringing some optimism to the housing industry, explains the National Association of Homebuilders chief economist, David Crowe. The spending stream, the report we're talking about today, will take a little longer to see a turnaround but we are beginning to see a few bright spots in housing. Government figures showing spending edged up three tenths of a per cent.

More people are growing their own food to save money during the recession, just like Lifetime Products' Phil Mickey and his family. Even if the recession ends I don't foresee us going back to the way it was, it's too much fun. About 43 million Americans are growing their own food this year.

And the coffee competition is brewing as to who makes the best. MacDonald's is beginning a major advertising campaign today to promote its line of specialty McCoffee. Seventy per cent of MacDonald's locations now carry espresso drinks but selling specialty coffee at a discount is a direct threat to Starbucks. CNN's Carter Evans.

A major transformation at Ford. CNN's Bill Caiaccio reports the plant that once made SUVs will soon be building electric vehicles. Ford president and CEO Alan Mulally says this is a major investment. We are investing more than \$550 million right now in the new Michigan assembly plant. Mulally says this is the next generation Focus. We are going to make our newest car, it's going to be everywhere around the world, the finest quality, safety, fuel efficiency, and we're going to make it right here in Michigan. The new Focus will begin rolling off the line next year, and the battery electric version debuts in 2011. Bill Caiaccio, CNN.

A bankruptcy judge has given Chrysler the okay to start the process of selling its good assets to Fiat, which the White House thinks is good news. This is good news for Chrysler's major stakeholders, including the secured lenders and the UAW, representing 95% of Chrysler's outstanding debt, along with the communities and workers that rely on this iconic American company. Press secretary Robert Gibbs.

A little less gloomy on the job front, payroll firm ADP says fewer than half a million Americans lost their jobs in April. It's still a huge number but a lot less than analysts were predicting. But don't go popping those champagne corks yet. You've got to be a little bit careful about celebrating too hard about those numbers this morning, they were better than expected but it was still almost 600,000 jobs lost. Rick Pendergraft with Investor's Daily Edge.

A number of American homeowners are underwater, and that's causing home values to fall. But that's all part of the cycle says Amy Bohutinsky with real estate marketing reporting company Zillow.com. For someone who's in a situation where they to fall behind on a mortgage payment, say because of a job loss or a death in the family, these are the people that go into foreclosures and the more foreclosures there are in the market, the further downward pressure it puts on pricing. Bohutinsky says nearly 22% of American homeowners are underwater. With CNN Radio in the Marketplace I'm Michele Wright.



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ACTIVITY

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What do you know about the music company Motown? Circle the options which you think are correct in these statements:

- 1 Berry Gordy Junior started Motown 50 / 60 / 70 years ago.
- 2 The company's headquarters are in Detroit / New York City / Chicago.
- 3 The Jacksons / The Miracles / The Temptations had Motown's first big hit in 1960.

Listen to the first part of the report and check your ideas.

Listen to the next part of the report and say whether these statements are true or false .

- Berry Gordy got his idea for the 'hit factory' from working for the Ford Motor Company.
- The name "Motown" is a form of New York's nickname the "Motor City".
- Gordy's quality control system at Motown was like a similar system used in car factories.
- Motown taught artists how to sing, dance, walk, talk and dress.
- Motown's sound was influenced by rock, pop and jazz.
- The Supremes had a huge hit with "Where Did Our Love Go?" in 1974.

Listen to the next part of the report and make notes on what made Motown so successful.

Listen to the next part of the report and make notes on some of the problems Motown had.

Listen to the final part of the report and answer these questions:

- 1 Where were Motown's headquarters moved to in 1972?
- 2 When did The Jackson Five have their first number one?
- 3 How long did Marvin Gaye work for Motown?
- 4 How old was Stevie Wonder when he first signed for Motown?
- 5 What did Berry Gordy say Motown had lost when he sold the company?

Try to complete these lyrics from the songs heard in the programme. Then listen again and check your ideas.

Akon - Freedom

Everything I have, everything I own
All my _____ man you already know
I wanna be free, I wanna be free
From Senegal West Africa
To St. Louis, Missouri
Thanks to Catherine Dana
For giving my pops his glory
He came down with his drum
And a dream to change the _____

In a free uplifting world
And that's all he ever wanted
Mom came a little after
Gave birth to my _____
Then all of the pressure
Made them fight one another
See, the pain would never last
Did the _____ with what they had
He knew the world was up for grabs
And he searched to find his freedom, freedom...



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THE HISTORY OF MOTOWN PAGE 2



Miracles – Shop Around

And then she said
Just because you've become a young man now
There's still some things that you don't
_____ now
Before you ask some girl for her hand now
Keep your freedom for as long as you can now
My mama told me you better _____ around
You better shop around
There's some things that I want you to know
now
As just as sure as the wind's gonna blow now
The _____ come and the women
gonna go now
Before you tell them that you love them so now
My mama told me you better shop around



Supremes - Where Did Our Love Go?

Baby, baby, baby don't leave me
Oh, please don't _____ me all by myself
I've got this burning, burning, yearning feeling
inside me
Ooh, deep inside me and it hurts so bad
You came into my _____ (baby, baby)
so tenderly
With a burning love (baby, baby) that stings like
a bee (baby, baby)

Now that I surrender (baby, baby) so helplessly
You now wanna leave (baby, baby) ooh, you
wanna leave me (baby, baby)
Ooh, baby, baby, where did our _____ go?

Temptations - Ain't Too Proud to Beg

I know you wanna leave me but I refuse to let
you go
If I have to beg and plead for your _____
I don't mind cause you mean that much to me
Ain't too _____ to beg and you know it
Please don't leave me girl, don't you go
Ain't too proud to plead, baby, baby
Please don't _____ me, girl, don't you go



Gladys Knight - I Heard It through the Grapevine

I bet you're _____ how I knew
Baby, baby, baby about your plans to make me
blue
With some other girl you knew before
Between the two of us girls you know I love you
more
It took me by _____ I must say
When I found out yesterday
Don't you know that I heard it through the
grapevine
Not much longer would you be mine
Don't you know that I heard it through the
grapevine
And I'm just about, just about, just about to lose
my _____
Oh yes, I am, Oh yes, I am, Oh yes, I am

The Jackson Five - I Want You Back

When I had you to myself
I didn't want you around
Those pretty _____ always made you
Stand out in a crowd



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THE HISTORY OF MOTOWN PAGE 3

Then someone picked you from the bunch
One glance was all it took
Now it's much too late for me
To take a second look
Oh baby give me one more _____
To show you that I love you
Won't you please take me back in your heart
Oh darling I was blind to let you go
But now since I see you in his _____
I want you back
Yes I do now
I want you back
Oo oo baby
I want you back
Yeah, yeah, yeah



Marvin Gaye - What's Going On?
Mother, mother
There's too many of you _____
Brother, brother, brother
There's far too many of you _____
You know we've got to find a way
To bring some loving here today
Father, father
We don't need to escalate
You see, war is not the _____
For only love can conquer hate



Stevie Wonder - Superstition
Very superstitious, _____ on the wall
Very superstitious, ladders about to fall
Thirteen-month-old baby, broke the looking
glass
Seven years of bad luck, the good things in your
past
When you _____ in things that you
don't understand,
Then you _____
Superstition ain't the way



Martha and the Vandellas - Dancing in the Street
Calling out around the _____
Are you ready for a brand new beat?
Summer's here and the time is right
For dancing in the street
Oh, it doesn't matter what you _____
Just as long as you are there
So come on, every guy grab a girl
Everywhere around the world
There'll be _____
They're dancing in the street
This is an _____
Across the nation
A chance for folks to meet
There'll be laughing and singing and music
swinging
And dancing in the street
Philadelphia, P.A.
Baltimore and DC now
Can't forget the Motor City
All we need is music, sweet music
There'll be music _____

Discussion Which is your favourite Motown artist?



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THE HISTORY OF MOTOWN PAGE 4

Teacher's notes

Total pages 5 / student pages 3 / week of 08.06.09 / CD track 1 / low-intermediate+ (A2+)

Transcript

Part 1 American popular music changed forever 50 years ago when Berry Gordy Junior started a record company in Detroit, Michigan. It grew to become one of the most successful black-owned businesses in the United States. This week on our program, we explore the music of Motown. That was Universal Motown artist Akon singing the title song from his latest album, "Freedom." The company is now part of the Universal Music Group with headquarters in New York City. It observed Motown's 50th anniversary in January with ceremonies at the Motown Historical Museum in Detroit. The museum includes the original apartment and recording studio that Berry Gordy called "Hitsville, USA." The Rock and Roll Hall of Fame in Cleveland, Ohio is celebrating the record company's anniversary all year with a new exhibit "Motown: The Sound of Young America Turns Fifty." It is displaying instruments, clothing, programs, recordings and other objects from Motown's many successful singers and groups. One of these was the Miracles, led by singer Smokey Robinson. The group had Motown's first big hit in 1960, "Shop Around."

Part 2 Berry Gordy had worked in many jobs before starting Motown Records. He had written and sold a few songs. But he wanted more control over his product. He also wanted to create what he called a hit factory, an idea he got from working for the Ford Motor Company. He took other ideas from the American auto industry, too. The name "Motown," for example, is another form of Detroit's nickname, the "Motor City". And his quality control system at Motown was like a similar system in car factories. It included weekly meetings where company officials worked together to make recordings and marketing decisions. But Motown created more than records. It also designed the artists' live performances. And it taught them how to sing, dance, walk, talk and dress. Motown is known for its special sound that was influenced by jazz, gospel and rhythm and blues. It also used different sound effects. Motown's first recording studio included an echo chamber. This echo effect can be heard on the recording of this huge hit for the Supremes in 1964, "Where Did Our Love Go?"

Part 3 Motown was at the height of its success in the 1960s. One reason was because the company permitted people to be creative. They were not afraid to make mistakes. The songs were simple and easy to understand. They were recorded with excellent backup singers and musicians. One of the most successful Motown groups of the 1960s was the Temptations. Here they sing one of their hits, "Ain't Too Proud to Beg."

Part 4 Many of Motown's hit records were written and produced by a team of three men - Brian Holland, Lamont Dozier and Eddie Holland. The three were known as HDH. Holland, Dozier and Holland left Motown in 1968. The three men were not satisfied with their earnings. Motown took legal action, accusing them of violating songwriting agreements. The three then accused Motown of dishonesty and violating their business relationship. This legal battle continued for years before being settled out of court. It was just one example of problems at the company. Some artists questioned what they were being paid. For example, Gladys Knight and the Pips left Motown in 1973 because they never felt completely accepted by the company. One of their big Motown hits was "I Heard It through the Grapevine."

Part 5 Berry Gordy moved Motown headquarters to Los Angeles, California in 1972. The company started producing television shows and movies. At the same time, Motown was developing new acts. One of the most successful was the family group called The Jackson Five. Their first single record reached number one in 1970. Here it is, "I Want You Back." Another extremely successful Motown singer was Marvin Gaye. He recorded and wrote music for Motown artists for 20 years. In 1971, his album "What's Going On?" used jazz and classical music to create songs that explored social issues. Here is Marvin Gaye singing the title song. Another important long-time Motown artist is Stevie Wonder. Motown signed him to his first contract at the age of twelve. One of Stevie Wonder's big hits was "Superstition." In the 1980s, Motown was in financial trouble. Berry Gordy finally sold the company in 1988. He reportedly said at the time that Motown had lost the spirit it had during its time in Detroit. But he and others say Motown will always be remembered for its historic influence on American popular music.

Lyrics for the songs as they are played.

Akon - Freedom

Everything I have, everything I own
All my mistakes man you already know
I wanna be free, I wanna be free
From Senegal West Africa
To St. Louis, Missouri
Thanks to Catherine Dana
For giving my pops his glory
He came down with his drum
And a dream to change the world
In a free uplifting world
And that's all he ever wanted

Mom came a little after
Gave birth to my brother
Then all of the pressure
Made them fight one another
See, the pain would never last
Did the best with what they had
He knew the world was up for grabs
And he searched to find his freedom, freedom...

Miracles – Shop Around

And then she said
Just because you've become a young man now



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THE HISTORY OF MOTOWN PAGE 5

There's still some things that you don't understand now
Before you ask some girl for her hand now
Keep your freedom for as long as you can now
My mama told me you better shop around
You better shop around
There's some things that I want you to know now
As just as sure as the wind's gonna blow now
The women come and the women gonna go now
Before you tell them that you love them so now
My mama told me you better shop around

Supremes - Where Did Our Love Go?

Baby, baby, baby don't leave me
Oh, please don't leave me all by myself
I've got this burning, burning, yearning feeling inside me
Ooh, deep inside me and it hurts so bad
You came into my heart (baby, baby) so tenderly
With a burning love (baby, baby) that stings like a bee
(baby, baby)
Now that I surrender (baby, baby) so helplessly
You now wanna leave (baby, baby) ooh, you wanna leave
me (baby, baby)
Ooh, baby, baby, where did our love go?

Temptations - Ain't Too Proud to Beg

I know you wanna leave me but I refuse to let you go
If I have to beg and plead for your sympathy
I don't mind cause you mean that much to me
Ain't too proud to beg and you know it
Please don't leave me girl, don't you go
Ain't too proud to plead, baby, baby
Please don't leave me, girl, don't you go

Gladys Knight - I Heard It through the Grapevine

I bet you're wondering how I knew
Baby, baby, baby about your plans to make me blue
With some other girl you knew before
Between the two of us girls you know I love you more
It took me by surprise I must say
When I found out yesterday
Don't you know that I heard it through the grapevine
Not much longer would you be mine
Don't you know that I heard it through the grapevine
And I'm just about, just about, just about to lose my mind
Oh yes, I am, Oh yes, I am, Oh yes, I am

Jackson Five - I Want You Back

When I had you to myself
I didn't want you around
Those pretty faces always made you
Stand out in a crowd
Then someone picked you from the bunch
One glance was all it took
Now it's much too late for me
To take a second look
Oh baby give me one more chance
To show you that I love you
Won't you please take me back in your heart
Oh darling I was blind to let you go
But now since I see you in his arms
I want you back

Yes I do now
I want you back
Oo oo baby
I want you back
Yeah, yeah, yeah

Marvin Gaye - What's Going On?

Mother, mother
There's too many of you crying
Brother, brother, brother
There's far too many of you dying
You know we've got to find a way
To bring some loving here today
Father, father
We don't need to escalate
You see, war is not the answer
For only love can conquer hate

Stevie Wonder - Superstition

Very superstitious, writings on the wall
Very superstitious, ladders about to fall
Thirteen-month-old baby, broke the looking glass
Seven years of bad luck, the good things in your past
When you believe in things that you don't understand,
Then you suffer
Superstition ain't the way

Martha and the Vandellas - Dancing in the Street

Calling out around the world
Are you ready for a brand new beat?
Summer's here and the time is right
For dancing in the street
Oh, it doesn't matter what you wear
Just as long as you are there
So come on, every guy grab a girl
Everywhere around the world
There'll be dancing
They're dancing in the street
This is an invitation
Across the nation
A chance for folks to meet
There'll be laughing and singing and music swinging
And dancing in the street
Philadelphia, P.A.
Baltimore and DC now
Can't forget the Motor City
All we need is music, sweet music
There'll be music everywhere



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ACTIVITY

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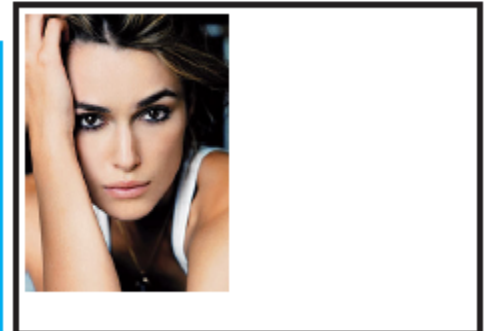
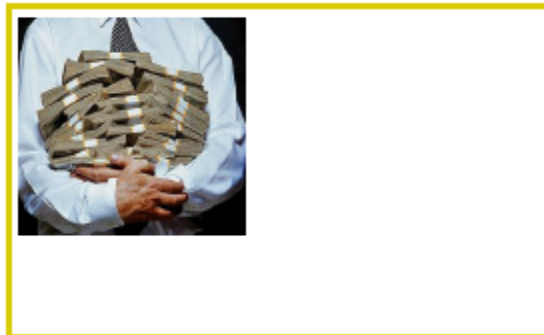
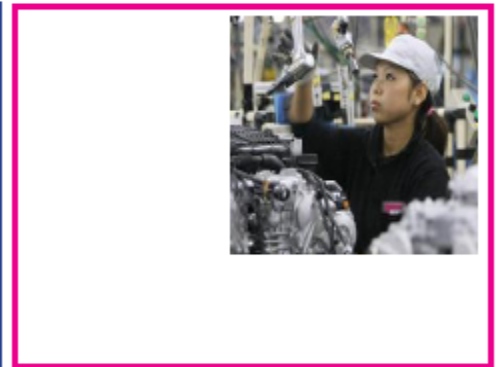
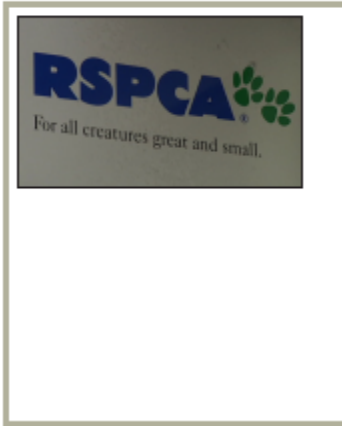
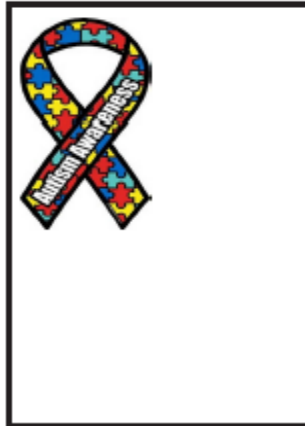


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BBC NEWS PAGE 1

Listen to the news and make notes on each story next to the picture to which it corresponds.





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BBG NEWS PAGE 2

Teacher's notes

Total pages 2 / student pages 1 / week of 11.05.09 / CD track 2 / intermediate+ (B1+)

Post-listening discussion Discuss these questions with the students:

Has your country ever had troops in Iraq? If so, are they still there? If not, when did they leave?

Who do you think should decide what bonuses a company gives its staff?

What are politicians doing in your country to combat the recession? Is it working?

With industrial production in Japan rising, do you think the world is coming out of the recession?

How do you think we can increase food production?

How much does it cost to get a university degree in your country? How easy is it for graduates in your country to find work after graduation?

Which is the most popular pet where you live?

Transcript

The British mission in Iraq is drawing to a close. Over the next few months most of the 4,000 troops will be withdrawn. Just 400 will be left by the end of July to continue training Iraqi forces.

The European Commission has published draft rules to try to curb excessive bank bonuses and impose tighter regulation on hedge funds and private equity groups. Hedge funds use complex investment strategies to return profits, even when markets are falling. They've been criticised for their role in the financial crisis, but managers in the City say the Commission's proposals could be deeply damaging.

President Obama has assured the American people there will be an unyielding effort to restore the nation to prosperity soon. He said he was pleased, but not satisfied, with his performance after 100 days in office.

Scientists in Britain and the United States say they've found the first convincing evidence that autism can have a genetic component. They liken the development to that achieved when the first cancer causing genes were discovered.

Industrial production in Japan has risen for the first time in six months. Output was up in March by more than 1.5 per cent, partly because of a stronger performance by the electronics industry.

The head of Britain's agricultural research body has warned of riots in the developing world unless much more is done to find new ways of increasing food production. Professor Douglas Kell of the Biology and Biotechnology Research Council says funding in the UK alone needs to rise by £100 million.

Many final year students say they face a future of unemployment and debt. More than 16,000 from 30 universities around the United Kingdom were interviewed by a graduate recruitment agency last month. Fewer than one in eight had secured a graduate level job, and a third said that in the current economic climate they would have to accept any work that was offered.

The RSPCA is warning that pets are becoming victims of the economic downturn. It says more than 30 animals were dumped every day in England and Wales in 2008, a 57 per cent increase on the previous year. The charity is expecting fewer donations because of the recession, and is going to consider cutting jobs.

Two of Hollywood's biggest talent agencies are to merge. The William Morris Agency and Endeavor represent some of the best known names in entertainment, including Denzel Washington, Mel Gibson and Keira Knightley.



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ACTIVITY

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GRUMPY OLD HOLIDAYS PAGE 1



Where do you plan to go on holiday this summer? What are the best and worst things about going on holiday?

Watch the first part of the programme (to: minute 01:44) and note down some of the complaints the commentators have about holidays.



Watch the next part of the programme (to: minute 02:33) and make notes on what is said about going on holiday with other people.



Discussion What do you think about going on holiday with friends?

Watch the next part of the programme (to: minute 05:30) and make notes on the difference between men and women when it comes to packing.



Discussion When do you start packing for a holiday? What do you think the difference between the way men and women pack is?



Watch the next part of the programme (to: minute 11:39) and make notes on the problems involved in getting to the airport, checking in and departing.



Discussion Which part of the airport process do you like the least?

GRUMPY OLD HOLIDAYS PAGE 2



Watch the next part of the programme (to: minute 14:47) and answer these questions:

- 1 According to the narrator, what is the worst thing about holidays?
- 2 What do the commentators say about fat people?
- 3 What are the complaints about armrests?



Discussion Who do you think are the worst when it comes to armrests, men or women?

Watch the next part of the programme (to: minute 17:52) and make notes on the different things the commentators do during the security announcement.



Discussion What do you do during the security announcement?



Watch the next part of the programme (to: minute 19:27) and make notes on what makes the commentators nervous on a plane.



Discussion What makes you nervous when flying?

Watch the final part of the programme and answer these questions:

- 1 What was flying like in the early days of air travel?
- 2 According to the narrator, what is the best you can say about airplane food?
- 3 How do rich people avoid the stress of air travel?
- 4 What do the commentators say about first class travel?



Discussion The narrator finishes by saying: "Holidays, who needs them?" How often do you need a holiday? Do you usually come back from holidays refreshed or tired?



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GRUMPY OLD HOLIDAYS PAGE 3

Teacher's notes

Total pages 3 / student pages 2 / week of 22.06.09 / DVD 28:00 mins / intermediate+ (B1+)



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ACTIVITY

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CHANGING HISTORY PAGE 1



Which events do you think have changed the history of man? Look at these pictures and discuss with your teacher which history changing events and inventions they depict and how they changed history.



The Black Death

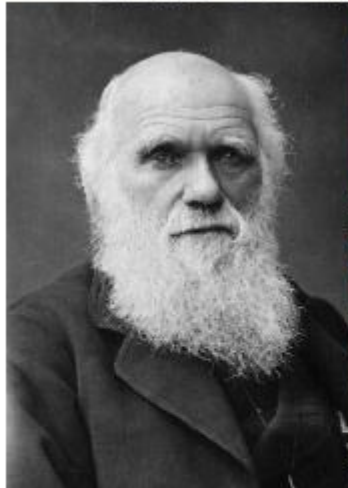


The Agora



*US Constitution – 1st Amendment
Congress shall make no law respecting an establishment of religion, or prohibiting the exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievance.*

American freedom includes a responsibility to protect US security - Leaking sensitive information erodes this freedom.



The Council of Nicea



Gregor Mendel

Now read the article and find out how the events have affected history.

Live Science

June 2009

10 Events That Changed History

Some events change the direction of mankind. Here are our top 10 history changing events.

The Invention of Gunpowder
Ironically, it was a quest for

immortality that led to the invention of the deadliest weapon before the arrival of the atomic bomb. Experimenting with life-lengthening elixirs around A.D. 850, Chinese



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CHANGING HISTORY PAGE 2

alchemists instead discovered gunpowder. Their explosive invention would become the basis for almost every weapon used in war from that point on, from fiery arrows to rifles, cannons and grenades.

Daily Life in the Agora

It was the heart of the city - where ordinary citizens bought and sold goods, politics were discussed and ideas were passed among great minds like Aristotle and Plato. Who knows where we'd be without the "agoras" of ancient Greece. Lacking the concept of democracy, perhaps, or the formula for the length of the sides of a triangle.

The Council of Nicea

When Constantine became the first Christian leader of the Roman Empire in the fourth century, his vast territory was populated by a hodgepodge of beliefs and religions. To quell the controversy, in A.D. 325, he brought together 318 bishops from across the empire to the town of Nicea to find common ground on issues plaguing the new religion. It was the first ever worldwide gathering of the Church. The Christianity we know today is a result of what those men agreed upon.

The Black Death

By the time the tornado-like destruction of the 14th-century bubonic plague finally dissipated, nearly half the people in each of the regions it touched - and 75 million people total - had succumbed to a gruesome, painful death. The Black Death especially ravaged Europe, leading to immediate social changes, from increased wages to mistrust of the church.

Discovery of Sugar

It's unlikely that many candy lovers in the United States think about

history while each consumes an estimated 100 pounds of sugar per year, but the sweet stuff once played a major role in one of the sourest eras in modern times. White Gold, as British colonists called it, was the engine of the slave trade that brought millions of Africans to the Americas beginning in the early 16th century. Profit from the sugar trade was so significant that it may have even helped America achieve independence from Great Britain.

The Declaration of Independence

When he penned the Declaration in 1776, Thomas Jefferson had an inkling of the consequences it held for the 13 colonies, who were announcing their intention to break free from the shackles of British rule. What he may not have anticipated, however, were the widespread effects his powerful words would also have around the world. The Declaration of Independence didn't just change the course of American history, but created a ripple effect that nudged a host of other nations toward independence, making a revolutionary poster boy of Jefferson in the process.

A Monk and His Peas

Working in the solitude of an Austrian monastery, one 19th-century holy man managed to unravel the basic principles of heredity with just a handful of pea species that he bred and crossbred, counted and catalogued with monastic discipline. While plant and animal genes were Gregor Mendel's original focus, his ideas later made sense of our complex human workings, too, kicking off the scientific discipline of genetics.

A Trip to the Galapagos

Boobies and lava gulls and giant

tortoises, oh my! The Galapagos Islands host a faunal freak show of rare animal species endemic only to those volcanic specks isolated in the Pacific Ocean. While still very interesting to ecologists today, in the 19th century the life there proved key in Charles Darwin's seminal evolutionary theory of the origin of species. It was the fantastic menagerie of the Galapagos that ultimately lit the fire under the theory and its mechanism of natural selection, which changed biology forever.

12 Seconds in the Air

The pioneering, 120-foot flight over Kitty Hawk, North Carolina, may have gone off with little fanfare that day in 1903, but it would soon have enormous implications that wrapped, very literally, around the world. Brothers Orville and Wilbur Wright did not invent flight, but they became the Internet of their era with their invention of the first manned, powered, heavier-than-air and (to some degree) controlled-flight aircraft, bringing people and ideas together like never before.

Test-Tube Babies

Just over 30 years ago, a baby girl came screaming out of the womb much like any other. It was how she got in there in the first place that was far from average. As the first "test tube" baby born using in-vitro fertilization methods, England's Louise Brown tested the way we looked at life and science, sparking intense debates that continue to stir controversy. Though fertilization treatments existed before and have since become quite commonplace, that moment in 1978 marked a profound switch in biological medicine.



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CHANGING HISTORY PAGE 3

Discussion Which of the ten events or inventions do you think changed history the most? Are there any events or inventions that you think should be added to the list?

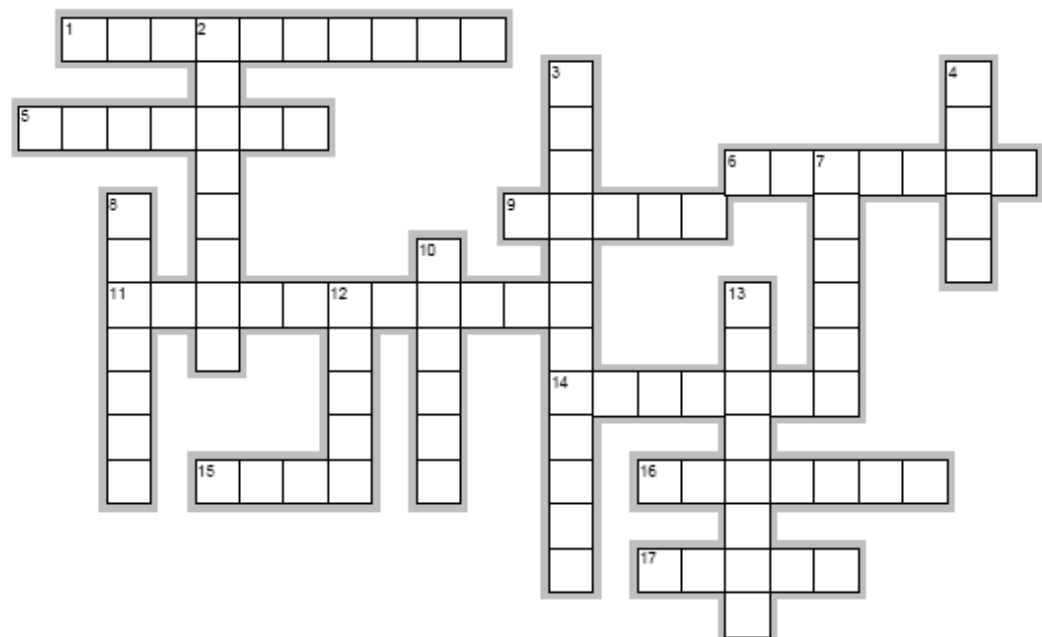
Vocabulary focus Complete the crossword with words from the article.

Across

- 1 a confused mixture
- 5 to fail to resist (illness, pressure, temptation, etc.)
- 6 to investigate and solve (a mystery or puzzle)
- 9 to ignite or stimulate (interest, activity, etc.)
- 11 not unusual; ordinary
- 14 an elaborate welcome or introduction
- 15 a person's or thing's function in a particular situation
- 16 a slight suspicion; a hint
- 17 a search or pursuit made in order to find or obtain something

Down

- 2 causing repulsion or horror
- 3 a series of consequences caused by a single action or event (2 words)
- 4 to put an end to
- 7 to cause extensive damage to; devastate
- 8 to start (phrasal verb)
- 10 to cause continual trouble or distress to
- 12 to give gentle encouragement to
- 13 restraints or impediments



Language focus Look at these extracts from the article:

'When he **penned** the Declaration in 1776, Thomas Jefferson had an inkling of the consequences it held for the 13 colonies, who were announcing their intention to break free from the shackles of British rule.'

'...but created a ripple effect that **nudged** a host of other nations toward independence, making a revolutionary poster boy of Jefferson in the process.'



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CHANGING HISTORY PAGE 4

What do the highlighted words in the extracts have in common grammatically?

There is an increased usage of nouns as verbs. Which of these words can be used as both nouns and verbs?

drink	detail	compete	command
value	test	invent	ink
report	invest	import	staff
need	file	export	stock
play	exercise	notice	fax
paper	time	climb	reveal
house	record	bank	pencil
target	talk	chair	boss
table	seat	film	list

Which ones are pronounced differently in the noun and verb forms?

Practice Write some examples of the above words used as nouns and verbs.

Follow-up activity - Debate: Choose an event and argue for it being the most important event in the history of man.



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CHANGING HISTORY PAGE 5

Teacher's notes

Total pages 5 / student pages 4 / week of 08.06.09 / mid-intermediate+ (B2+)

FYI Some other events that it could be argued changed the history of man:

- capturing fire
- the invention of the wheel
- reading / writing
- the printing press
- domestication of animals
- the introduction of money / legal tender

Vocabulary focus



Language focus

What do the highlighted words in the extracts have in common? = They can both be used as nouns and verbs.

The highlighted words below can not be used as nouns and verbs.

drink	detail	compete	command
value	test	<u>invent</u>	ink*
report	<u>invest</u>	import	staff
need	file	export	stock
play	exercise	notice	fax
paper	time	climb	<u>reveal</u>
house	record	bank	pencil*
target	talk	chair	boss
table	seat	film	list

*both pencil and ink are usually followed by 'in', pencil meaning to provisionally write in and ink to definitively write in. (e.g. we have pencilled in the 29th for our meeting, but there is a possibility that it will be changed.)

Point out the different pronunciation of house, record, import and export in the verb and noun forms.



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ACTIVITY

10



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Angry Monkeys

Language level:	Intermediate (B1) +
Learner type:	Teens; Adults; CLIL
Time:	50 minutes
Activity:	Speaking
Topic:	Fairness, morality and ethics
Language:	Describing an experiment; Present tenses
Materials:	Video clip



ANGRY MONKEYS by Jamie Keddle

1



Preparation, materials and equipment

1. For this activity, you will need an excerpt from a TED talk on YouTube titled *Moral behaviour in animals*. The excerpt you will need is from 12:30 to 15:10
<http://www.youtube.com/watch?v=GcJxRqTs5nk>
2. You might also want to make use of the first 20 seconds of this Liberal Democrat publicity video titled *I believe in fairness*: <http://goo.gl/TdwzD>
3. Download the following book cover image: <http://goo.gl/lq5m4>
4. For each student, make a copy of the **Video Transcript** on page 6.

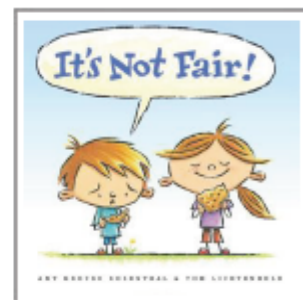
Decide how you are going to play the video clips in class. Possibilities include:

- Mobile device (For one-to-one situations)
- Laptop, desktop, tablet computer (For small groups)
- Computer, projector + screen (For larger classes)

Don't forget the loudspeakers.

Lesson plan

1. Show students the book cover image. Ask them to translate the phrase *It's not fair!* into their own language and find out if it is something that they used to say when they were children. If so, ask them to share their stories.
2. Elicit the following words and write them on the board:
+ Adjective: *Fair* - Adjective: *Unfair*
+ Noun: *Fairness* - Noun: *Unfairness*
3. Tell students that you are going to show them an excerpt from a 2010 publicity video for a British political party. Play the first 20 seconds of the *I believe in fairness* clip.
4. Ask students if they are aware of any political campaigns from their own backgrounds that centred around the idea of fairness.





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5. Suggest that the video clip demonstrates the importance of fairness to humans. But despite the importance, the word *fairness* can be difficult to define.

Tell students that for the next 5 minutes, they are going to be dictionary writers. Ask them to write definitions for either the adjective *fair* or the noun *fairness*. Also ask them to include synonyms and collocations if possible. This will work best if students collaborate in pairs or small groups.

6. Allow a spokesperson from each group to share their definition with the rest of the class before looking at some real dictionary definitions of the words (here, for example: <http://www.macmillandictionary.com/dictionary/british/fair>)
7. Ask students to recall a time in their lives (the memory of an experience or an incident, etc.) that that involved unfairness. Put them into pairs or small groups and ask them to share their stories. This could be done as a writing activity.
8. Tell students that you are going to show them a video in which a man called Frans de Waal demonstrates a famous experiment on fairness. Write the following phrases on the board:

"A very famous experiment"
"A fairness study"
"A simple task"
"Grapes"
"Slices of cucumber"
"Creating inequity"

Tell students that these are phrases which Frans uses in the video to explain the experiment to us. Make sure that they are aware that the word *study* means *research project* and *inequity* is a synonym of *unfairness*.

Put students into pairs or small groups to try and answer the following questions:

- * How does the experiment work?
 - * How does the experimenter create inequity?
 - * What do you think happens as a result?
9. Let groups share and compare ideas.
 10. Play the TED talk *Moral behaviour in animals* from 12:30 to 15:10. Let your students hear the audio but do not let them see the images. They will be able to hear Frans de Waal's explanation and compare it with their own ideas. They will also hear audience laughter when the monkey reacts.



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11. Find out how much students understood. How did their ideas about the experiment compare with Frans' explanation? Invite them to speculate on why the audience laughs. In other words, what is the outcome of the experiment?
12. Let students watch the video. Give out copies of the **Video Transcript**.

Comment

Letting students hear laughter in a video clip without seeing what is causing it can be a motivational technique which serves to keep students' attention.

Follow up 1

Tell students that during the lesson, you have conducted your own fairness study. Ask students to recall the unfairness stories that they shared during step 7. Ask them to decide which of the following categories their story falls into:

- * In your story, you were a cucumber monkey (i.e. the victim of the unfairness).
- * In your story, you were a grape monkey (i.e. you benefited from the unfairness).
- * In your story, you were not directly affected by the unfairness.

After conducting this experiment myself, I can report that almost 100% of students will tell stories in which they were cucumber monkeys. I'll leave it up to you and your students to discuss what that says about humans (and monkeys!)

Follow up 2

In the TED talk *Moral behaviour in animals* (<http://goo.gl/KHz9l>) Frans de Waal argues that human morality is built on two pillars:

- * **Reciprocity** (which encompasses fairness, justice, cooperation, etc.)
- * **Empathy** (which encompasses compassion, consolation, etc.)

In the clip, he looks at a number of experiments and observations involving animals, one of which we have already seen. They are:

Reciprocity

- * A 1937 experiment on cooperation and reciprocity involving chimpanzees (03:30 - 05:40)
- * An experiment on cooperation and reciprocity involving elephants (05:40 - 08:00)



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Empathy

* An experiment in yawn contagion (a type of synchronisation which is connected to empathy) involving chimpanzees (08:50 - 09:55)

* An observation involving chimpanzee consolation (09:55 - 10:25)

* An experiment involving altruism in chimpanzees (10:25 - 12:30)

As a follow up homework task, ask students to choose one of these experiments, watch the corresponding part of the video and prepare to describe it to their classmates the next day. Encourage students refer to the **Video Transcript** for useful phrases such as:

** Another experiment that I want to mention to you is ...*

** So what they did is they ...*

** What happens is that ...*

** There's a very simple task that they need to do.*

** Now, if you ...*

** And if you ...*

** They are perfectly willing to ...*

** So that's the experiment they did.*

The next day, put students into groups to share their descriptions.

Note that some of the experiments/observations are more complex than others. Also note that the TED website (see link on page 4) allows videos to be watched with subtitles.



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Video transcript

Frans de Waal explains:



So, a final experiment that I want to mention to you is our fairness study. This became a very famous study and there's now many more because after we did this 10 years ago, it became very well known.

We did it originally with capuchin monkeys and I'm going to show you the first experiment that we did. It's since been done with dogs, with birds, with chimpanzees. But we started with capuchin monkeys.

So what we did is we put two capuchin monkeys side by side. These animals live in a group, they know each other, we take them out of the group, and put them in a test chamber. And there's a very simple task that they need to do. And if you give both of them cucumber for the task - the two monkeys side by side - they're perfectly willing to do this 25 times in a row. So cucumber, although it's really only water in my opinion, is perfectly fine for them.

Now if you give them grapes - the food preferences of my capuchin monkeys correspond exactly with the prices in the supermarket - if you give them grapes, it's a much better food and you create inequity between them.

So that's the experiment that we did. Recently, we videotaped it with new monkeys who had never done the task, thinking that maybe they would have a stronger reaction and that turned out to be right.

The one on the left is the monkey who gets cucumber. The one on the right is the monkey who gets grapes. For the one that gets cucumber - note that the first piece of cucumber is perfectly fine. The first piece - she eats. Then she sees the other one getting grapes and then you will see what happens.

So she gives a rock to us - that's the task - and we give her a piece of cucumber and she eats it. The other one needs to give a rock to us and that's what she does and she gets a grape and she eats it. The other sees that. She gives another rock to us and again gets cucumber.

She tests the rock now, against the wall. She needs to give it to us. And she gets cucumber again.

So this is basically the Wall Street protest that you see.

[From the TED talk *Moral behavior in animals*]

ANGRY MONKEYS by Jamle Kedde

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LIST OF SOURCES

Music:

- ❖ Mama Lisa's World of Children and International Culture: A neat site with children's songs, nursery rhymes, stories and other materials from around the world. <http://www.mamalisa.com/>

Television and videos:

- ❖ WWITV: a huge collection of free live internet TV stations streaming on the internet. A portal to watch live and on demand online TV broadcasts from around the world. <http://wwitv.com/television/248.htm>

Podcasts and Radio:

- ❖ OMNI Radio: search for all live radio stations of the world by country <http://www.omninternet.com/radio/radio.asp>

Magazines and Newspapers:

- ❖ Newseum: An amazing site that (among other things) collects images of the front page of newspapers from around the world. Click "sort papers by region" to find a specific country. <http://www.newseum.org>
- ❖ AllYouCanRead: massive media directory of 22,800 local and international magazines and newspapers from all over the world. Over 200 countries are represented. <http://www.allyoucanread.com/american-newspapers/>
- ❖ Breaking News English Lessons: In this web we can find Simple News in 7 LEVELS That's Easier for English Students to Understand <http://breakingnewsenglish.com>



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Games and Fun:

- ❖ Childtopia: a large collection of educational games, tales, listening and reading comprehension activities and even arts and crafts project videos in English.

<http://www.childtopia.com/index.php?module=home&newlang=eng>



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