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**Drama Strategies in the Development of Speaking Skills in  
Senior Students at Victor Manuel Guzman High- School, Academic  
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## **DEDICATION**

I would like to express my deepest gratitude to my mother, Monica Pazmiño, for her unwavering support throughout my personal and professional journey. Her unconditional love and dedication have been instrumental in my growth and success. Furthermore, I am grateful for the values she instilled in me, which proved invaluable during my university years. I love you, my mom.

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## **ABSTRACT**

In the modern world, the English language is one of the principles and most important to people's communication in each culture whereby they express ideas and pansies. Therefore, English proficiency in students is an essential skill so that they will have extensive knowledge and opportunities for work. Hence, the main objective of this research is to propose the "Dama Strategies in the Development of Speaking Skills in Senior Students at Victor Manuel Guzman High School, Academic period 2023- 2024". The drama strategies help students be more reliable in communicating with other people, improve their fear of public speaking, and improve their English skills. For this reason, the theoretical framework is disclosed in a brief review of the methods or techniques used to apply the different drama strategies. In addition, the methodology revealed mixed methods involving the use of quantitative and qualitative styles. Two teachers were interviewed, and 31 students were surveyed as a sample to develop the research. The development of the proposal took into account the different opinions of the students and teachers since it showed a deficiency in the learners' knowledge in wanting to learn English, the lack of motivation, and the use of conventional strategies by the teacher, among other aspects. Because of this, the development of one academic guide contains three units; within each unit, there are three lessons with topic specifics that help learners improve their speaking skills, as well as reading, writing, listening, grammar, and vocabulary. Finally, the conclusions and recommendations will benefit future research by students that encourage using drama strategies to develop speaking skills. This academic guide promotes the learning of English as a foreign language.

**Keyword: Drama- Strategies- Speaking Skills- Education- Roleplay- Storytelling- Improvisation**

## RESUMEN

En el mundo moderno, el idioma inglés es uno de los principios y más importante para la comunicación de las personas en cada cultura mediante la cual expresan ideas y pensamientos. Por lo tanto, el dominio del inglés en los estudiantes es una habilidad esencial para que tengan amplios conocimientos y oportunidades de trabajo. De ahí que el objetivo principal de esta investigación es proponer las “Estrategias Dama en el Desarrollo de la Habilidad de Habla en Estudiantes del colegio Víctor Manuel Guzmán, Periodo Académico 2023-2024”. Las estrategias dramáticas ayudan a los estudiantes a ser más confiables al comunicarse con otras personas, mejorar su miedo a hablar en público y mejorar sus habilidades en inglés. Por tal motivo, el marco teórico da a conocer en una breve revisión de los métodos o técnicas utilizadas para aplicar las diferentes estrategias dramáticas. Además, la metodología reveló métodos mixtos que implican el uso de estilos cuantitativos y cualitativos. Se entrevistó a dos docentes y se encuestó a 31 estudiantes como muestra para desarrollar la investigación. El desarrollo de la propuesta tuvo en cuenta las diferentes opiniones de los estudiantes y docentes ya que mostró la deficiencia en los conocimientos de los educandos, el deseo de aprender inglés, la falta de motivación y el uso de estrategias convencionales por parte del profesor entre otros aspectos. Es por esto que el desarrollo de una guía académica contiene tres unidades; Dentro de cada unidad, hay tres lecciones con temas específicos que ayudan a los estudiantes a mejorar sus habilidades orales, así como su lectura, escritura, comprensión auditiva, gramática y vocabulario. Finalmente, las conclusiones y recomendaciones beneficiarán futuras investigaciones por parte de los estudiantes que fomenten el uso de estrategias dramáticas para desarrollar habilidades orales. Esta guía académica promueve el aprendizaje del inglés como lengua extranjera.

**Palabra clave: Drama- Estrategias- Habilidades de expresión oral- Educación- Juego de Roles- Narración- Improvisación**

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## INTRODUCTION

Recently, there has been an increasing realization of the value of studying a second language. The ability to communicate effectively with others is crucial, and English has become a language that is widely used for this purpose. Those proficient in English have more opportunities to pursue education and career prospects abroad, which can significantly contribute to their personal growth. However, the education sector must adapt to the numerous changes to remain relevant and practical. This requires embracing challenges and constantly pushing for improvements in the system in which it works.

### **Problem descriptions**

The development of basic English language Skills is minimal; when English is not exposed to practice, the interaction between the students and the teacher English has language difficulties; in other words, The methodology or resources utilized by the teacher do not affect notable on learners since when they speak, trying to say phrases or sentences, they do not have a good structure of what they want to say, giving an incomprehensible message.

English language teaching is officially established in universities, colleges, and schools across Ecuador to help students acquire foreign language skills. Speaking is the primary focus of this research, as it is crucial for communication, which is necessary for teachers as they impart knowledge to the next generations. On the other hand, the current teaching methodology is ineffective as teachers rely on repetitive and not necessary activities in practice. Furthermore, there is a shortage of teachers, and the available ones lack training in innovative methodological tools for teaching English (Marisol & Morales, 2016). In addition, it has been revealed that the country has been classified again as one of the nations with no progress in learning a new language. This is mainly due to the need for more knowledge among teachers and the students' lack of commitment to learning a foreign

language. However, teaching is not the only problem. The different methodologies and activities used for teaching and the student's lack of interest in learning a new language also contribute to this issue. Despite this, many students are often fascinated by today's unique cultures, which leads them to prioritize cultural experiences over language learning.

One of the main obstacles to acquiring a new language properly is the number of students in a classroom. Although the average class size for English language instruction is 15 students, it is not uncommon to have classes exceeding 31 students. This situation can have an unfavorable impact on student achievement and teacher-student interaction quality. In larger classes, it can be challenging for teachers to organize and plan lessons that engage all students and promote effective learning. Additionally, personalized feedback activities may be difficult to carry out due to the sheer number of students in the classroom.

This study was accomplished at “Victor Manuel Guzman” High School in the Imbabura province, specifically in the 2° of baccalaureate accounting. In this institution, the problem is the lack of practice of all the English skills, especially in the students' speech. Therefore, it affected the development of communication since the student's fear of interacting with other people. Or make mistakes that will affect them. This was because of the pandemic and virtual education, so the students were sitting and doing activities that had nothing to do with their studies. During face-to-face classes, it has been observed that students are not placed at the appropriate level. Moreover, the practice and application of English in virtual classes have not been effective in generating interest among students to learn a new language.

**Justification:**

This project is essential because it focuses on strengthening students' reading and speaking skills, which allows them to generate their knowledge to be able to express their ideas and opinions according to how they advance in the activities that will be developed in

the classroom with the theater strategy, which is the basis for a good reading and speaking comprehension. This theater strategy is a teaching process where teachers share knowledge or skills based on the student's experiences in the classroom. A good teaching-learning process is when the teacher creates a situation or technique that encourages students to practice English. The learners should follow the teacher's instructions, such as asking the learners to study to practice speaking fluently (Diniarty et al., 2017). Thus, this education process will generate the interest of all students to learn a new language and the desire to continue learning and practice everything they are learning.

This research offers the creativity of people to develop new attitudes that express different thoughts or opinions with which they agree not, revealing that the teaching processes that mediate this strategy are effective in developing and improving the vocabulary, which generates satisfaction in not being afraid to be in front of other people but usually interact without fear of being judged by others since that is the fear that most students have today, not being able to express their ideas or opinions and stay in an environment in which you cannot leave without the help of a professional.

This teaching process focuses primarily on speech since many students currently do not have a great interest in learning a new language or enough vocabulary to generate a great interest in the foreign language. This research focuses on solving students' problems in expressing a reading with many errors or messages that may be poorly structured, generating a message that cannot be understood, or giving other inadequate information.

The research will focus on solving the problems that students have to express themselves since learning a language is a complex process. Evidently, within Victor Manuel Guzman High School, practicing English is essential to develop the correct vocabulary to express ideas or opinions and eventually strengthen our knowledge by practicing it daily.



The methodology that will be developed, which is a theatrical strategy, will benefit both the educational unit, making them perform better in education in English than other academic units in which this type of methodology is not applied. A great benefit is the personal knowledge each student will acquire because of the teacher's wisdom. The strategy that will be used will be much better than the one that was applied previously, which does not help them to improve because this type of strategy is repetitive or does not call the attention of the student, giving them an understanding that this methodology or this activity used is boring and without any interest, so it does not help the vocabulary or how to get out of the alley in which the students are in. One of the benefits of this strategy is the cooperative work among peers that will allow them to share ideas and help each other to improve their speaking skills.

**Objective:**

To apply Drama strategy in the development of English-speaking senior students at Victor Manuel Guzman High- School in 2022-2023

**Specifics objectives**

- To establish the theoretical bases of drama for the development of speaking.
- To diagnose the methodology used by teachers at Victor Manuel Guzman High School for the development of speaking.
- To design an academic guide with activities that help students improve their speaking skills with the different drama strategies established in the research.

## **1. CHAPTER I: THEORETICAL FRAMEWORK**

### **1.1. Drama**

#### **1.1.1. Concept**

Drama is an unfolding story. It shows people going through some eventful phase in their life, serious or humorous. The performance's words and actions represent the process of human life (Thomson & Heinle, 2002); furthermore, it determined that drama is an educational space and a tool for developing different areas of the Spanish curriculum, such as art, physical expression, or language and literature learning (Cubero et al., 2007).

Drama is a unique genre of literature that is different from all others. It has developed its peculiarity in response to its natural development. Drama and plays are inseparable as they convey real life and bring life experiences to the audience at a stage performance. It is the most determined of all literary genres. When reading a novel or tale, read a story representing the novelist's ideas or situations. On the other hand, poetry in the dramatic genre typically conveys a message through concise language or a condensed form. However, in drama, characters experience the plot through interaction and experience. Moreover, the drama is presented through conversation or dialogues, with characters shown communicating and reacting to various situations represented in the moment of performing acting (Iwuchukwu et al., 2008).

Considering the different opinions of these authors, Drama is a process with different literary genres in which the different situations of the life of the human being are expressed. In addition, the situations that the human being realizes or happens to him are represented by actors and elements that complement this situation. In conclusion, Drama is represented by a written dialogue performed by the characters.

#### **1.1.2. Importance of drama**

One of the importance of drama is that it helps you portray the emotion differently. Drama promotes healthy emotional expression, develops children's creative imagination,

helps children think and express themselves independently, and develops their social and cooperative awareness; furthermore, he exposed that drama is a field that activates people and influences their cognitive, emotional, dynamic, and social aspects. In terms of content, drama has characteristics that allow one to enjoy and develop their aesthetic side and that the children learn life rules more naturally through play; drama exists in a child's nature through play, and they could express themselves more freely through a play that includes games (Nursery, 2014)

When it talks of the importance of drama, it considers the development of learners to help them feel confident in public speaking and gain experience in learning a new language and drama. Additionally, drama is a valuable teaching technique for developing the abilities of English, essentially improving speaking skills. Motivate students to take an active role in structuring their learning instead of depending merely on their teacher. Moreover, drama can be an effective manner for students to practice English (Ananto & Rusmiati, 2018).

For the above, it can be understood that the importance of drama is in the development of the skills that every person has developed, and in some cases, these skills have no way of how to be exposed; likewise, each person as a child has its way of development, one of these is the genre of drama as it allows improving their linguistic expressions as well as the spontaneity of movements and gestures which are exposed in life through several activities that may be developed giving them security and emotional stability.

### **1.1.3. Benefit of Drama**

The drama takes a learner-based approach to reach a second or foreign language, prioritizing fluency over accuracy and emphasizing understanding, producing, and reproducing messages over learning or correcting language structures. Moreover, drama is said to help students at all levels of school develop intellectual skills such as creativity, problem-solving, communication, socialization, and empathy while helping people complete

their friendship, cooperation, and shared responsibility; in addition, the use of drama in language classrooms allows teachers to present the language they are learning in an active, communicative, and contextual manner. Drama is essentially conveying meaning; students actively participate in learning through drama. Engage in conversations or practices that ask them to use their imagination and foreign language in contextual situations; moreover, such motivating learning activities will encourage children to develop language skills and help them develop more profound and more natural language proficiency (Angelianawati, 2019).

Using drama in language teaching is an effective way to help students acquire meaningful and fluent interaction skills in a new language. Through drama, students can assimilate a range of features related to pronunciation and prosody in a contextualized and interactive manner. Additionally, drama helps students learn new vocabulary and structure within a specific context, which boosts their confidence and ability to learn a contemporary idiom. Furthermore, drama provides an opportunity to increase students' imagination and creative thinking abilities. Moreover, it helps students develop cooperation, social awareness, and understanding skills. Finally, drama provides a safe setting for students to release their emotions. In short, drama has many activities that all students can do without any problem. This process helps them improve all kinds of abilities with their fluency, comprehension, and communication, besides the team working in this drama process (Angelianawati, 2019).

#### **1.1.4. Types of Drama**

##### **Comedy**

The genre of comedy that is incorporated into the drama which creates a humorous tone as the characters engage in amusing activities and incidents, ultimately leading to the fulfillment of their objectives. (Betti, 2015) stated that the difference between comedy and tragedy depends on the playwright's and audience's point of view and the emotional response evoked in the audience, which fluctuates between happiness and unhappiness. Usually,

comedy awakens and indirectly satisfies people's naughty instincts. The language of the comedy is fluid and eloquent: the characters do not need to develop an expansive, expressive use of language to explain themselves and the world around them, but they are pleased that the relationship between them and the world is straightforward.

## **Tragedy**

Tragedy often portrays serious situations, typically featuring a hero or heroine who faces challenges and obstacles throughout their story. Unfortunately, these circumstances usually result in a sad or destructive ending. Even though the character endures various hardships and struggles, they never achieve true happiness. Instead, their story emphasizes their resilience in adversity and highlights life's difficulties. (Betti, 2015) described that tragedy is a complex and unsatisfactory genre. Unlike comic books, it relies heavily on the playwright's perspective on the material. Additionally, we can view a disaster through the lens of emotional reactions that these two genres evoke in their audience. Tragedy makes us feel unhappy, while comedy brings us happiness.

## **Farce**

The word farce derives from old French, meaning 'stuff' or 'stuffing' and may have originated in the comic interludes of medieval French religious plays serving as light-hearted stuffing in between more serious drama. Historically, the term meant a literary or artistic production of little merit. Farce is a type of comedy that uses absurd and highly improbable events in the plot. Situations are humorous because of their ludicrous and often ridiculous nature. The choice of setting is a critical factor in farce, as the protagonist is sometimes at odds with the environment. Often, the central character in a farce does not (or should not) belong in the place of the action. The audience will only accept the situation if they follow established conventions. However, characters in a farce can also quite logically belong in the

setting they are placed in. (Betti, 2015) indicated that Farce is a form of comedy designed primarily to amuse, use, and exaggerate complex characters and plots, full of humor, ludicrous situations, and illusions. There is no public intention other than loud entertainment and a good show of stupidity.

### **Melodrama**

The melodrama is not only heavily related to sentimental plays, but it has been modified to allow for less talk and more action; this meant that plays had music as a background for dialogue, including early opera, but by the 19<sup>th</sup> century, prominent London theaters were producing plays with accompaniment (Betti, 2015).

### **Musical Drama**

(Rahman et al., 2022) States that music is a powerful motivator for students to get involved in learning English because it has an impact, such as communicating directly with people's emotions while also allowing them to use their minds to analyze the impact of music. The art of music is the product of the human mind, conveyed through vibrations that produce sound and are arranged into musical elements so that it can be enjoyed by listening with thought and feeling for learning English.

#### **1.1.5. Drama in the English Classroom**

The drama is an essential part of the curriculum in boys' schools in England; not only reading flourished, but also the production of classical plays (McCaslin, 2006). Moreover, all arts seek to be what the teacher created them; therefore, they reflect the teacher's experience, interests, and attitudes. In the minds of many, theater and dance are even suspected of being part of youth education. Drama essentially follows music, athletics, and visual arts in the curriculum. Moreover, using drama in the classroom often establishes a strategy to empower students, especially those struggling with the setting between the fictional and natural worlds.

Furthermore, drama pedagogy involves providing opportunities for teachers to play with students. This experience creates a bond between the teacher and the student that could not be created or crafted otherwise. The drama material appeals more to learners and can contribute to personal development.

The application of the drama strategies at the start of the classes sometimes students may not be comfortable practicing the language they are learning. They may feel doubts or unfamiliar with some of the activities that the teacher applies during the class. However, they gain confidence with time and become more comfortable engaging with their classmates, performing the practice of the English language since it improves their speaking skills. The students need to feel safe to take risks in the language they are learning, so an atmosphere of trust and friendliness is fundamental. However, sometimes, this is not enough, as students may not want to participate in the class entirely (Torrico, 2014, p.17).

#### **1.1.6. Advantages of the use of dramatization in the classroom.**

##### **Self- Actualization**

The first benefit of using drama is allowing students to work together and develop different abilities like responsibility and self-awareness since that is a teacher's primary duty that must be performed throughout the lifetime. The learners attain self-realization; they will have realism, creativity, trust, and independence for acting in a natural life setting. Furthermore, in drama, students actively engage in situations that make sense based on their past experiences and current understanding levels. Each drama activity provides them with fresh perspectives and new experiences. To help to enhance and motivate them to learn a new language (Üstündağ, 1997, p. 92).

Drama needs the participation of teachers and students, which is equally of utmost importance to the practice and the acting in the setting. Some teachers are in the process of group play to help them and guide them instead of observing students from the other side of

the stage. This allows teachers to motivate the students to take on a social role utterly different from what they would typically imagine in a more formal teacher-student dialogue in the classroom (Üstündağ, 1997). Moreover, the teachers' use of Drama allows students to participate in class with a more abstract level of thought in response to a dramatic situation. Self-actualization enables students to approach their problems from a new perspective through a stage. Show students the direction they want to go to fulfill their aims. To encourage them to explore new experiences and see what they do to others to act or perform differently. On the other hand, the teacher must go beyond the rigid curriculum in subjects such as science, languages, and math. Give students freedom alongside responsibility. To show students how they can say something they do not like, to express ideas, and they work on it for a while to put into practice the language. Increase students' vocabulary and help them develop better control when speaking. Additionally, this is a relevant experience in English class through interaction with other partners using drama (Üstündağ, 1997).

### **Personal and Emotional Development**

A new concept of education discovered that drama allows for free choice and personal decision. Therefore, it facilitates personal research in many aspects of the world, even feelings and emotions. If drama is used for learning and teaching experience, it will help students develop optimally. TV drama will also help students understand their roles and share responsibilities with their classmates (Üstündağ, 1997). Moreover, participating in drama activities can significantly affect the learners' emotional development by offering opportunities to cultivate and reinforce personal relationships away from the traditional strategies that teachers use in the classroom. However, through engaging in dramatic activities, learners can release their creativity, enhance their communication skills, and have the quality to interact to improve their ability to connect with other students. Additionally, these drama skills can benefit one's personal growth and be applied to various areas of life,



such as academic pursuits, career development, and social interactions, since learning English, which is based on drama strategies, can open opportunities in life.

In applying drama strategies for emotional development, students discover their knowledge and gain clarity between the real and imagined worlds. They capture more and more of what is involved in any experience of the situations of life. Furthermore, developing a tolerance for different personalities and ideas is essential. Defining concepts is essential to students' comprehension and control (Üstündağ, 1997, p. 93).

### **1.1.7. Challenges of Using Drama in EFL Classrooms**

Just like any other learning method, except for the essential benefits described, the use of drama in the past also had some drawbacks; despite these, the disadvantage is a little compared to the advantages, and they are worth it considering it is predictable, so that it can be prevented or treated correctly. First, the students may find drama frustrating. To solve this problem, the teacher must find a way to help these students overcome their fear and shyness to participate actively. Second, teachers often need extra time for lesson planning and speaking. In addition, drama requires careful planning and construction and creates a learning situation that ensures continuous stimulation in students, keeping them active and alert. The third disadvantage is that correcting students during the performance may be hindered. Mistakes are a natural part of learning a language; they must learn from their mistakes (Üstündağ, 1997). Furthermore, to ensure the success of drama performances, teachers must use different feedback strategies that do not demoralize learners. This consists of providing some activities after the performance or in practice to help them correct noticeable mistakes when sitting. With these measures, students can feel more comfortable and confident in their speaking skills to put on a great show.

## 1.2. Drama Strategies

Speaking is one of the four essential English language skills, and this is incorporated within the daily activities of the personas and students. Therefore, around the world found countless activities that promote speaking skills:

**Presentations and conversations:** have excellent results on time, putting them into practice since they gain more significant experience. For instance, expose them in front of their classmates during a time required so that they enhance their communication skills.

**Histories, tales, and anecdotes:** all these topics form part of one of the drama strategies called storytelling since it is most valuable and central to instigating an informal dialogue based on activities of ideas and narratives.

**The role-play** activities are one drama strategy where the students express their ideas and creativity with real-life language. Additionally, this strategy has the advantage of using the language in situations of life as well as in dramatization. Moreover, the role-play strategy is to portray a character through dialogue, simulating a situation different from what they pass in real life. Furthermore, the discussions, debates, conversations, and other kinds of activities that students can perform to be more active during the classes, where they naturally share their ideas and discussions about subjects more relevant to attract the students' attention to motivate them and trigger conversation among students (Üstündağ, 1997).

There are many ways to understand that drama can be a powerful tool for teaching. It offers a unique opportunity for students to work together and share their thoughts and feelings through a script that is realistically brought to life. (Ananto & Rusmiati, 2018b) States that drama can be used in the learning process; students prefer to learn in groups, and in drama, they can turn their idea or fantasy into a script and execute it as if it were real.

### 1.2.1. Role Play Strategies

#### Role Play

Role-playing allows students to explore opposing points of view, step into the past or future, and travel anywhere in their imagination. Teachers can actively participate in role-play, allowing complex perspectives to stimulate student thinking, discussion, and action (Farmer, 2011). The ability to join another character's shoes through playing comes to most children. This can be used for a significant impact on the film, making students more sensitive to the contrasting perspective. In this role, students can travel to the past or future and any place touching on emotional, moral, and intellectual issues.

### **1.2.2. Telephone Conversation**

Children naturally imitate phone conversations during play, and we can use this to express and explore different points of view. Conversation can be one way between a student and an imaginary character or between two or more students; the activity enables children to focus on the content of what is said without worrying about how their character should be. Physically behave. Teachers can also use phone calls to call individual students or get information to continue telephone conversations that can be recorded for later listening or transcription. This strategy can be used anytime the character needs to talk or solve a problem. There is no need to use an actual stand to represent the phone; it is easy to imitate. If the conversation is one-way, all students can participate simultaneously. Otherwise, you can divide students into pairs or groups (Farmer, 2011).

### **1.2.3. Storytelling Strategies**

In storytelling, it is also noted that the narrator reads the story aloud and presents it in a way that encourages the viewer to participate in the character with their imagination. It can be argued that this is a vivid experience where the narrator and viewer coexist and travel together in a beautiful journey of words and images. Furthermore, storytelling existed before the book; the pictures of the cave paintings testify to people's need to tell everyday stories

and even express their imagination. The stories are described based on the people's experiences, are the product of their vision, or are based on tradition (Dima et al., 2021).

#### **1.2.4. Narration Strategies**

The term "narrative strategy" refers to using specific techniques to achieve a particular goal. This approach is employed to enhance the capacity, creativity, association, and receptivity of an author's artistic text. It is worth noting that this kind of narrative strategy can be used to analyze nonfiction narratives, where the distinction between a biographical author and a purported author does not typically matter. Furthermore, narrative theory is a part of communication theory that focuses on how the story is told and understood. Through the narrative communication that develops to obtain a better comprehension, it builds histories and gives way to our cultural awareness (Tjupa, 2014).

Storytelling strategies often depend on the writer's technique. However, strategic concepts from military science accurately described preferences that guide his creative behavior. After making a strategic choice, apply narrative practice instead of various tactical actions. This fundamental difference avoids identification with the author's narrator (Hart, 2011). Strategy choice of biographical author" screenwriter." Conscious cooperation tactical storytelling medium, but this is not always an appropriate narrative strategy for your writing. Any communication strategy, especially by becoming "the speaker's active position in the field of subject semantics"(Karaosmanoğlu & Metinnam, 2022).

#### **1.2.5. Improvisation Strategies**

The improvisation in drama classes is the core or heart of the lesson where the actual teaching takes place. Through improvisation, the aesthetic and educational effect of the lesson is achieved. The participants acquire specific attitudes and behaviors, analyze themselves, and observe the different perspectives of the other participants. As such, improvisation must be complete, fit for purpose, and suitable for the dramatic novel in

question. For this purpose, the participants used dramatic elements from the show before and during improvisation.

The conditions of the environment in which improvisation is introduced determine the conditions that positively and negatively affect improvisation. The results of the study showed that the participants described certain situations that, in their opinion, positively and negatively affected improvisation. The conditions that positively affect improvisation, according to participants, are participation in a drama of a teacher or group of friends, effective use of microphones, no cameras, quiet and orderly environment, pre-class preparation, participation in improvisation, supportive attitude of drama teachers or participants, and make effective use of the news section (Karaosmanoğlu & Metinnam, 2022).

### **1.3. English Speaking Skills**

Speaking skills are determined by using all the skills that develop in learning a new language. This gives us knowledge that the student, in the process, should build and share thoughts or ideas through signs in various contexts.

Other authors said that speaking is an essential part of the language that teaches the students where it expresses the communication between teacher and students since speaking should be the capacity that has better development. Moreover, good abilities for interpretation are actions that create phrases or sentences so that people can understand students' expressions (Omidvar & Bahadorfar, 2014).

Drama has had an incredible journey in teaching English, and It is considered a potential tool, so it is used as a teaching method to enhance speaking skills. However, in past decades, drama has not been acknowledged as an activity that fosters language teaching. Nevertheless, such drama strategies have recently become increasingly recognized among teachers and added to the curriculum. Additionally, learning a new language is often more

challenging for adults than children. This is because when children learn to develop their speaking skills, their brains are much more flexible than adults, allowing them to develop linguistic abilities more efficiently. As adults, we can remember our early language acquisition, when our parents taught us to speak our native language. However, when we try to learn a second language as adults, it can be a frustrating experience with inadequate results in our vocalization of words and, much more importantly, our communication.

### **1.3.1. Oral Production**

Oral production is considered an aspect of general speaking ability that includes the formation of foreign language words and how these words are blended to create meaning; any piece of language a speaker uses to produce meaning is considered part of speech. Additionally, oral production emphasizes taskwork, not complex. For instance, in interviews, dialogues, and plays among two or more people, so that the students fulfill their aims. To arrive at a significant result in learning a new language (Antía et al., 2018). Oral production is considered a complex subject, as students have difficulty communicating in the target language, perhaps due to poor language skills, lack of vocabulary, lack of strategy, and fear of public speaking.

### **1.3.2. Oral Interaction**

With this approach, learning and interactive activities focus on developing language knowledge. As a rule, the clear presentation of linguistic forms is combined with activities such as repeating dialogues and filling in the blanks. The exercises are clearly form-oriented and allow the internalization of linguistic forms. A joint oral communication exercise is pre-arranged role play. Provide students with pre-structure interactive situations in which the speaker's role is defined and known to both students and provide language instruction to students (Van Batenburg et al., 2019). Oral interaction is one of the most challenging competencies to develop. Indeed, classroom oral communication skills are often overlooked

because their success depends on many factors involved in teaching and learning. Many teachers focus on verbal or communicative interaction when teaching a language without emphasizing nonverbal interaction (González Humanéz & Arias Ríos, 2009).

### **1.3.3. Oral Expressions**

Learning to speak involves mastery of sounds and intonation. The student aims to become proficient in these areas and gradually improve. Therefore, one must enhance oral communication while maintaining proficiency in general language learning areas to develop speaking skills. It is important to respect one's language skills and expertise. Therefore, focusing on pronouncing words correctly and using proper intonation and rhythms is substance. This will allow for a better understanding of the new language and expressing thoughts in specific situations (Manolescu, 2013).

### **1.3.4. Qualities of Oral Expression**

#### **Fluency**

It is the ability to pronounce without hesitation, continuously, and pause at the right places so that the interlocutor understands the meaning of the expression. Therefore, speaking speed is very important. It should not be too fast to confuse words or slow to hinder a general understanding of the idea or bore the audience.

#### **Coherence**

This is the correct pronunciation of the words. For good pronunciation, it is necessary to pronounce it correctly. The movement of the lips, tongue, teeth, and plate should characterize the pronunciation of each vowel, consonant, syllable, and word.

#### **Vocabulary**

The more the speaker talks, the more influential the message will be. However, it would be best always to use words your audience understands. The richness of vocabulary and the use of synonyms are skills acquired through regular reading practice.

## **Clarity**

It has to do with precision. Do not stray from the branch or get caught up in details that do not matter or contribute to your speech's main idea. It also involves choosing the correct wording depending on the subject. It is necessary to address standard cultural norms, colloquially known as speaking the same language.

## **2. CHAPTER II: METHODOLOGY**

### **2.1. Methodology**

#### **2.1.1. Description of the Study Area/ Study Group**

The following research will be conducted in San Miguel de Ibarra, located in the north of the country in the province of Imbabura. So, it will focus on the urban parish called San Francisco, where we will find the high school "Victor Manuel Guzman" located at 3176 El Retorno Avenue, Rio Tahuando, and Rio Chinchipe streets, with a fiscal education for all Ecuadorian students. The academic unit has a classroom mode in which we will find two types of working days, in the morning and the afternoon, divided into different environments that are part of this great educational institution. The first one is represented by the school "Rafael Larrea Andrade"; and the second one is in the school "Guillermina Garcia Ortiz.". Environment three is represented by the kindergarten "Lucia Yépez Lara," and the primary school is at "Victor Manuel Guzman," where this research will be carried out.

This project is centered around the students at Victor Manuel Guzman High School, located in a beautiful place. The school's excellent infrastructure provides students with all the necessary resources to acquire knowledge and develop academic skills. Each classroom has a board, chairs, and other materials to help students achieve a better study. The school also has sports areas, a library, and laboratories with computers that enhance students' learning experience.



### **2.1.2. Research Approach/ Type of Research**

A "Mixed Approach" methodology will be used to develop this research. This is because quantitative and qualitative approaches are necessary to support the project, which will be conducted at Victor Manuel Guzman High School.

#### **Mixed Approach**

The mixed methods study incorporates qualitative and quantitative data manner for analysis. This method allows researchers to obtain more detailed information about their subject of study. The integration and joint discussion of both data types enable a better understanding of the phenomenon being studied. Mixed methods are a systematic, empirical, and critical research process (Avalos Carolina, 2016).

#### **Qualitative Approach**

The qualitative approach is a research method that may be explicitly or implicitly expressed, with its primary objective being exploratory. This approach aims to answer questions beginning with "what" or "how," which implies a sense of discovery and exploration. Unlike quantitative analysis, which often uses hypotheses to make predictions, qualitative research explores participants' views without making any predictions (Elkatawneh, 2016).

#### **Quantitative Approach**

Quantitative research is a systematic method of gathering and examining data from diverse sources. This process entails utilizing computer tools, statistics, and mathematics to sort and evaluate data from multiple sources. This research aims to obtain conclusive results by quantifying the problem and comprehending its prevalence, which can be projected to a larger population. For instance, quantitative studies usually produce graphs that depict average rating scores, frequency of responses collected, and data that can be utilized in the present research statistical analyses (Elkatawneh, 2016).

### **2.1.3. Methods, Techniques, and Instruments**

#### **Inductive Method**

The inductive research method is often necessary when there is a need for more information or knowledge on a particular subject. This is because there currently needs to be an established theory or evidence to back up or verify the topic being discussed. Moreover, it is a method based on reasoning, which all these processes allows us to access particular facts to general principles. It implies a better general understanding of conducting research. (Prieto Castellanos, 2018). Fundamentally, this involves examining specific facts or experiences to draw conclusions that can lead to the development of a theory (Prieto Castellanos, 2018). However, a limitation of this method is that it can only be used on specific object classes where their parts can be identified during analysis. It is essential to mention that this condition is necessary to obtain all relevant research elements. Therefore, the inductive method will be used in the instruments created for the research's advancement.

#### **Deductive Method**

The deductive method is when there is a need for more information or data available regarding a particular subject; the deductive research method is often used as there may not be any established theories or supporting evidence. This method is based on reasoning and uses observations and data to form conclusions, which this process allows us to access particular facts to general principles. It implies a better general understanding of conducting research (Prieto Castellanos, 2018). Fundamentally, it consists of studying or observing particular facts or experiences to reach conclusions that can induce or allow to derive the foundations of a theory (Prieto Castellanos, 2018). However, one of the problems of this type of method is that it can only be applied to objects of a specific class whose parts must be identifiable during the study. It should be noted that the above condition is formulated to find all the elements proper for the analysis. In that sense, in pursuing knowledge, the scientific

deduction may only sometimes be entirely conclusive due to the difficulty in observing all elements that can impact research (Prieto Castellanos, 2018). Thus, the deductive method was used for the research project, building on the findings of previous investigations.

#### **2.1.4. Techniques and Instruments**

Quantitative and qualitative instruments will be used to collect data for this research. This approach will enable efficient analysis of the results and ensure that the objectives of the research topic are met.

##### **Survey**

A survey will be conducted to better understand students' motivation in English classes and manage it effectively. The survey will consist of a range of scale items, from "strongly disagree" to "strongly agree," and will focus on students' interests and motivation levels in learning English. The survey will employ the scientific method by critically analyzing source materials, analyzing data, interpreting results, generalizing findings, and predicting future outcomes. Its purpose is to enhance the learning experience for students by addressing their individual needs and motivations (Salaria, 2012).

##### **Interview**

This tool is designed to gather information from teachers to assess proficiency in English oral expression. It will determine whether the drama strategy for improving speaking skills is appropriate. When conducting a research interview, the interviewer can facilitate the conversation in person or remotely via phone. The process involves the interviewer asking questions while the interviewee responds appropriately. This approach allows for a comprehensive gathering of information professionally and respectfully. The Internet is also becoming a popular tool for conducting interviews (Easwaramoorthy M & Zarinpoush Fataneh, 2006).

### 2.1.5. Research Questions

- Is it possible for various drama techniques to enhance one's ability to speak effectively?
- What strategic and pedagogical techniques involving dramatization can be used to enhance oral communication abilities?

### 2.1.6. Variable Matrix

The organization of the variable matrix was determined based on the research topic to assist in creating information resources, achieving specific goals, and using appropriate techniques for its development.

**Tabla1**

Matrix of operationalization of variables.

<b>Variable</b>	<b>Conceptual definition</b>	<b>Operational definition</b>	<b>Technique</b>	<b>Source of information</b>
<b>Drama strategies</b>	Drama activities can help students develop social, critical thinking, and problem-solving skills. It also enhances their oral communication skills by exposing them to various language styles and registers. Additionally, shy people can use their character to express themselves, making the language more significant and memorable (Torrico,	The variable will be analyzed employing a survey (Likert scale) of the second-year high school students at Victor Manuel Guzman High School. The motivation situations of the students in the English classes will evidence this.	Survey	The second-year high school students at Victor Manuel Guzman High School

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2014).

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<b>English speaking skills</b>	Speaking is one of the most essential skills to develop and enhance as a means of effective communication. The ability to communicate is considered one of the most challenging aspects of language (Al Zoubi et al., 2016).	The variable will be examined using an interview with the teacher to obtain data that will help us to know what level of knowledge they have when they apply the strategies to improve their speaking skills	The second-year high school teachers at Victor Manuel Guzman High School.
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### 2.1.7. Population & Sample

The population of the research developed in the Victor Manuel Guzman High School, which has more than 1563 students who are classified both in the morning and the afternoon in the four educational environments, but for this research, we selected the students of the second-year of baccalaureate in the high school, "accounting A and B."

**Tabla 2**

---

High School	Grade	Class	Students
"Victor Manuel Guzmán"	2nd baccalaureate-accounting	"A"	16
		"B"	15
Total			31

---

### 2.1.8. Sample

In this research, the statistical formula was not used because the number of students in the population was less than 100. Sampling refers to selecting a portion of a larger group or whole based on inference or judgment about the total population. Essentially, it involves gaining insight into the entire population by examining only a portion of it.

### 3. CHAPTER III: RESULTS AND DISCUSSION

#### 3.1. Results

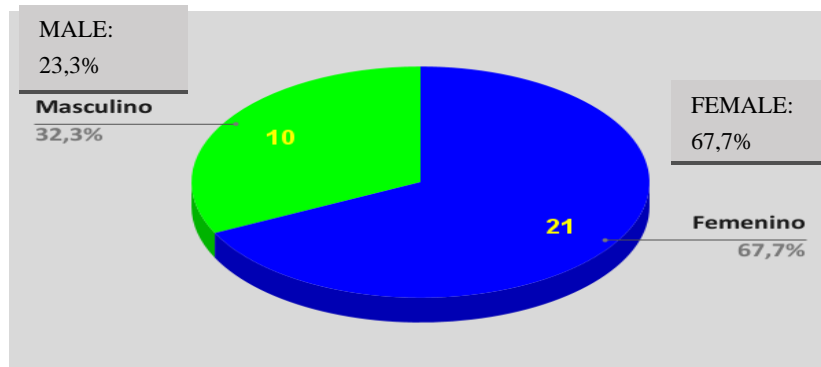
This section shows the outcomes obtained from the research of instruments applied in the county of Ibarra at Victor Manuel Guzman High School. The analysis results of the students' survey from Second Baccalaureate Accounting A - B demonstrate the level, interest, and knowledge of drama strategies they prefer to use for learning English. Additionally, the teachers' interviews were applied with the help of the courses' coordinating area and tutor teachers to know the methods and strategies used to improve English skills. It is fundamental to mention that the survey and interview results were transcribed and analyzed. Moreover, all the information provided helped facilitate the discussion and formulate the academic proposal.

##### 3.1.1. Students Survey Results

To continue, detailed statistical results are presented in pie charts and tables to suit the numerous response options. Additionally, we have included a thorough analysis and interpretation of the questionnaire survey.

**Figure 1**

*Senior students' gender*



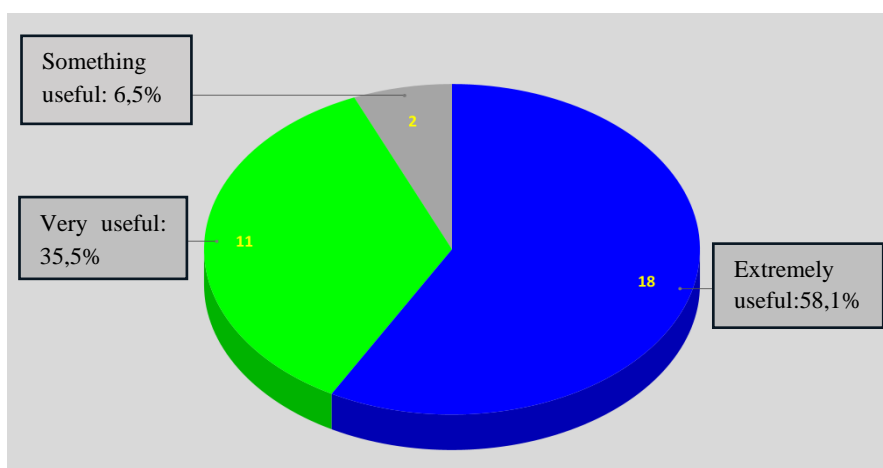
**Note:** Own elaboration. Source: Survey May 2023

This graph shows the students' gender who participated in the survey. It is essential to highlight that the information obtained from this research did not influence the inquiry, according to the result. The image shows that most students are represented by females, and the rest are male. Regarding the information obtained and the level at which they belong, it is considered that the students are between 17-18 years old.

How important do you think it is to learn English?

**Figure 2**

*Importance of Learning English*



**Note:** Own elaboration. Source: Survey May 2023

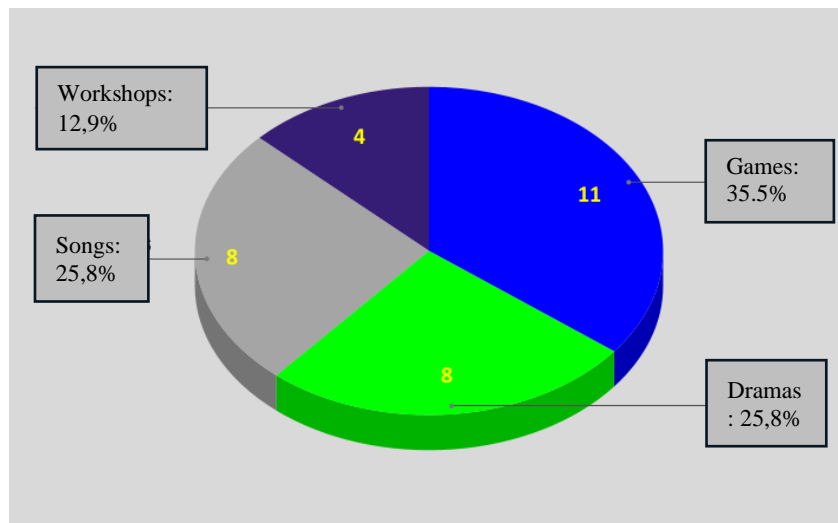
Concerning this question, learning English is essential for students as it broadens their minds, develops their emotional skills, and improves their quality of life by providing job opportunities. Nevertheless, the graph representation of the research shows that English is sometimes proper for life for a specific group of students. One negative reason is the motivation that the teacher gives to students or the methodology that they use in classes. Conversely, many pupils suppose that English is useful for communicating with another person. Another number of students consider English extremely useful for their personal development of communication. As a result, it is shown that in today's globalized world,

learning English is crucial for students as it can expand their cultural perspectives, enable them to travel, and facilitate cultural exchange.

What types of strategies would you like to use in English classes?

**Figure 3**

*Adequate Strategies to Learn English*



**Note:** Own elaboration. Source: Survey May 2023

This graph helps to know the different options students have chosen to acquire a new language through drama strategies since they are tools and techniques teachers employ in dramatic arts. It can be said that the student's majority prefer to represent drama through games in class. Since drama games are one of the most enjoyable aspects of a drama class, it is the opportunity to break free from the monotony of sitting at a desk all morning and having fun. On the other hand, a group of students prefers to perform drama through theater and songs; finally, a small group of students prefer to perform drama through workshops.

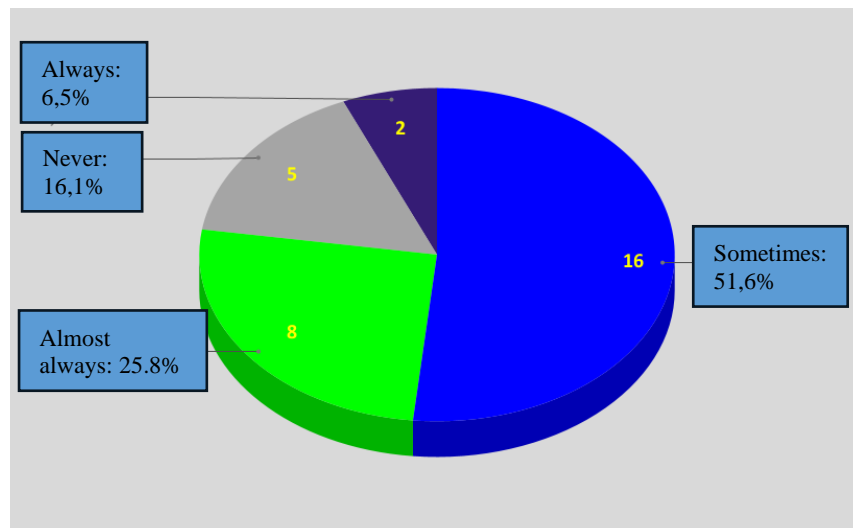
To sum up, engaging in various drama-based activities focusing on different strategies is beneficial for learning English. These exercises provide students with diverse opportunities to acquire a language.



Do the strategies you have experienced in English classes help you improve your speaking skills?

**Figure 4**

*Strategies of class Improve your Speaking Skills*



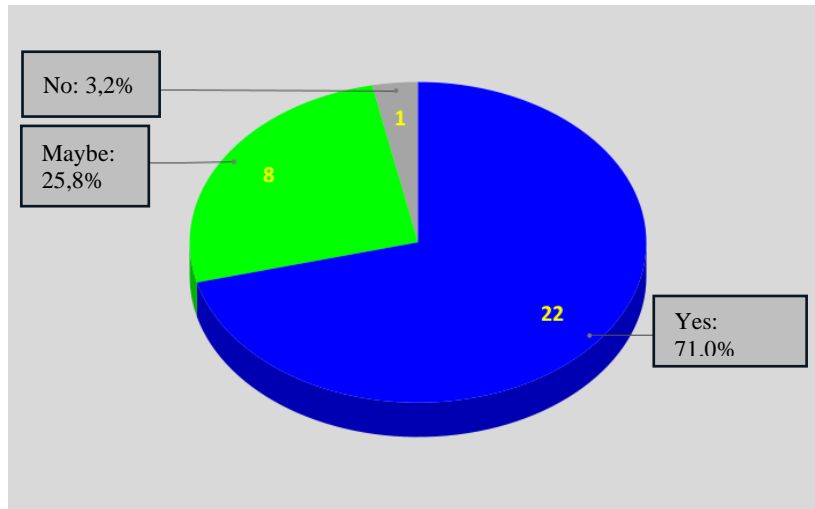
**Note:** Own elaboration. Source: Survey May 2023

According to the data presented in this graph, it can be analyzed that most high school teachers do not use motivating and valuable strategies for developing oral expression. Hence, the results showed that the majority consider strategies teachers sometimes use to be beneficial to improve speaking skills. In contrast, other students think teachers' methods are almost always helpful. Therefore, a certain number of students considered that the strategies applied by the teacher were always helpful in acquiring a new language. On the contrary, the rest of the students assumed that the methods used were never helpful to improve their oral expression.

Would the development of English through dramatization significantly improve your speaking skills?

## Figure 5

### Student's Perception of the Use of Dramatization



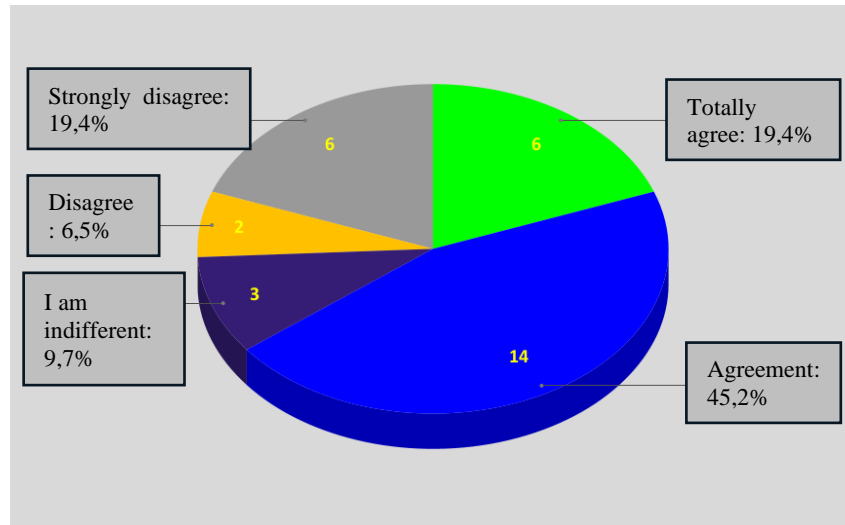
**Note:** Own elaboration. Source: Survey May 2023

This figure helps us know the percentage of students who believe that drama is an excellent method to improve their speaking skills since using drama techniques in education is a practical approach to teaching English. These techniques enable them to learn the language spoken during different historical periods. Moreover, drama fosters the development of diverse people within students, allowing them to discuss topics they may otherwise not discuss. Employing drama techniques as communication methods also aids teachers in conveying social aspects to their students without being perceived as a lesson. It is an engaging and stimulating way to teach the language. Therefore, the graph is described as follows: most students stated that dramatizing "yes" improves their speaking skills. However, a group of minor students chose "perhaps" to state that drama would increase their speaking skills. Finally, the rest of the students considered that drama was not a method that would enhance their speaking skills.

Would your learning be more formative through dramatic representation stimulating creative speaking?

**Figure 6**

*Drama Representation to Stimulate Creative Speaking.*



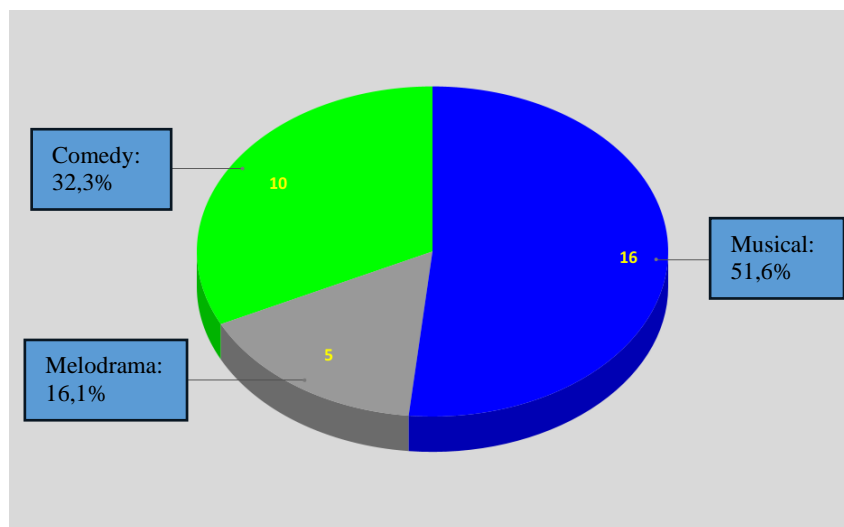
**Note:** Own elaboration. Source: Survey May 2023

The pie chart above shows the students' results according to their opinions about how drama activities help to stimulate creativity in speaking when learning a new language. In addition, these activities also motivate students to practice and perfect their language skills, particularly intonation and pronunciation, through meaningful learning. Firstly, the findings demonstrate that most students agree that drama stimulates the teaching of English. However, another smaller group of students stated that they agreed with these theatrical strategies. On the other hand, the rest of the students noted that the different dramatic activities do not help to stimulate creativity in speaking skills due to the strategies applied by teachers.

What kind of dramatization would you like to perform to improve your speaking skills?

**Figure 7**

*Student's Preference for the Types of Drama*



**Note:** Own elaboration. Source: Survey May 2023

The pie chart above displays the results of the survey's last question, where students give their opinions on what they preference to learn to speak English with the different types of drama that were represented in the following ways: the majority of students prefer learning to speak English by means of music dramatization. On the other hand, a significant group chose to learn English through dramatization through comedy. Finally, the rest of the students prefer to learn through melodrama.

To sum up, most students prefer to acquire a new language through music dramatization since they acquire and apply new vocabulary and language structures, gaining confidence in their English proficiency. This shows us that drama and its strategies are essential to learning and can speak English.

### **3.1.2. Teacher's Interview Analysis**

**1. From your point of view, in what ways do you think students can learn and improve their speaking skills? Please clarify and provide a further explanation.**

**Teacher A:**

Well, I am talking about how to develop speaking skills. Most importantly, the students must be motivated to practice their English speaking. It depends on the skills, so you must inspire and encourage the students to practice speaking. Moreover, conveying is tricky for the students because we need the opportunity to practice English here in our environment. This is one of the conditions that the students have; it is going to create an environment where the students do not feel comfortable when they speak, so they do not realize they are not able to speak in front of the rest of the students because of the mistakes they make. However, with the practice, the student is going to develop this skill. So, allowing the students to practice speaking is a special moment because they are not motivated. So, motivating the students to speak in front of the rest without fear would be best. They panic when they say, you know, and when they are very motivated, they are encouraged to talk with the rest of the series; then, they will be ready to practice, develop, or prove their skills.

**Teacher B:**

Okay, students need to improve their communication skills. There are many ways that we can use in class, one of the ones I use. It will be based on pictures. Oh, I prefer using it the way they can talk about different aspects of their lives. For example, you could be a prevailing idea that they are doing all the other situations they can use to improve their speaking skills.

**Analysis:**

The data collected in this question indicate opinions about the different forms teachers apply to improve students' English skills; one of these methods is the practice with pictures since they can describe it with their ideas. Students should learn this skill, as all skills are essential to understanding and comprehending English. Therefore, the interview gives us an understanding that speaking skills are more critical than other English skills, but this does not mean that different abilities are complex. The first thing that must be done to learn a new

language is to talk with others. However, maintaining a positive attitude toward language learning is crucial for success. Young learners with a positive outlook toward English are more inclined to put in the effort and persevere through tough times.

**2. What is the best strategy you use in the classroom to help students to develop their speaking skills? Describe it.**

**Teacher A:**

While discussing the best strategy to be used in the classroom, as I told you in question number one, he is the motivation the students have to receive from the teachers; even students are motivated. The students work in couples and will not feel uncomfortable speaking in front of the other classmates. They will talk about what I do in my classes to practice in pairs. So, the most exciting strategy is to work in teams; they speak with a friend and feel comfortable uttering.

**Teacher B:**

As I told you before, I love to use pictures to let students or to allow them to create ideas from those pictures. They are based on images so that you can discuss those pictures. That is one of the good sentences for letting them speak and create ideas independently.

**Analysis:**

The following answers emphasize the importance of applying different strategies in class. Search the methods where students practice with partners. On the other hand, the students must be motivated to learn English. Furthermore, if the students are encouraged, they learn faster and acquire a new language naturally. Thus, their ideas can be more transparent and understandable.

**3. Do you think using drama and its various tactics can enhance students' speaking skills?**

**Teacher A:**

Yes, I agree with the drama. When the students love acting, they like to have roles in different plays of the acting. Well, they look for short stretches. It would be best to look for short positions at the beginning where the students are motivated to speak. You can find more plays. It could be with fairy tales to students feel comfortable saying them using drama. Not only in the theater. They are going to develop all kinds of things.

**Teacher B:**

Okay, using drama as a technique or a tool for making them speak is a good idea, but I have yet to use that in my classroom. Knowing whether these strategies can make them speak more every time is interesting.

**Analysis:**

The analysis of this question concerns the answers of the teachers. They described that various tactics of drama could enhance English skills since it is a way where the students are exposed to their fear if their motivation is in a positive form. Therefore, drama is an excellent source of inspiration for their reason as it fosters creativity and develops an appreciation for the art form. Working with the drama can help cultivate a passion for the activity.

**4. Have you used dramatization strategies to develop speaking skills with your students? Yes or no? and why?**

**Teacher A:**

Yes, I have used many plays with drama in romantic situations where students can speak. What they love doing is when we start with snappy dialogues with fairy tales. They love doing these kinds of roles. Their roles are more straightforward, trying to find quick and

easy plays at the beginning. They will not develop their speaking if you give them difficult, complicated, or long stretches.

**Teacher B:**

Sadly, I have not used that because maybe I need to become more familiar with the idea of drama, or maybe because the students need more confidence about doing that, or they have considered or need to prepare to use the communication skill. However, as a way of making them speak, that would be a good idea.

**Analysis:**

Integrating Drama into education can transform a dull lesson into a thrilling and captivating experience. The current analysis refers to teachers' knowledge of Drama and how they use this strategy to improve students' speaking skills. One reason is the motivation that theater offers students, and the facilities to learn a new language also expose them to their fears; nevertheless, the search for a short dramatization at the beginning is more adequate for speaking in English. Additionally, Drama has the power to improve the learning process significantly.

**5. Can drama strategies be designed to inspire students to enhance their speaking abilities? Yes or no? and Why?**

**Teacher A:**

Of course, it depends on the practice; you will see the most beneficial moments where students develop their speaking skills. So, you can use whatever you want, whatever you can use, depending on the teacher's motivation to develop this skill. If you are motivated, students will feel comfortable and build their skills. They are going to prove it. That is the idea. You must try to give them enough material and an opportunity to practice. However, we have a huge problem: time is insufficient to practice English. We have many enemies here in our environment, and speaking English in a country where English is not spoken is difficult. So,



the students are the people who want to improve. It is not only the skill of speaking, but all the skills are the ones we must fight with many difficulties. The first thing is that they need to be more motivated. When you go in the street, you listen to Spanish-speaking people. When you are in the English class, you speak Spanish, so you must create another environment where the students practice only English. Initially, it was tricky because only a few students liked it. They prefer to avoid speaking in English or learning English. So, it would be best if you tried to fight this enemy.

**Teacher B:**

It is possible because, you know, drama has many ideas, and there are many strategies that we can use; the point is to make them speak. They make them use their communication skills; that is the point.

**Analysis:**

The following comments refer to students' communication practice and how they can improve with the different drama strategies, but education needs help developing a new language. One of these is the time that the high school offers, like short periods of class hours where the student only acquires grammar rather than the practice of communication with other people; this makes them lose motivation to learn. On the other hand, as a tool for language learning, educational drama allows students to tap into their creativity and practice mimicking real-life situations. By using the language in different contexts, students can gain a sense of accomplishment and confidence in their ability to communicate effectively in real-world scenarios.

**Do you think drama strategies would help the student expose their greatest fears and improve personally as a scholar in developing speaking skills?**

**Teacher A:**

Yes, you can use all kinds of plays and find many role-plays. You can find exciting dialogues where students will be more interested in learning and improving their skills. If you find conversations, a short talk where the students are more motivated to speak with others will encourage them to do this.

**Teacher B:**

Drama may be equal to expression, so if they can express emotions and ideas based on drama, they would also improve their speaking skill and the fear of talking in front of people; that is where we already are.

**Analysis:**

This analysis presents the importance and advantages of putting into practice the different drama strategies since the motivation concerning teachers' point of view helps the students to improve and put interest in learning a new language. Furthermore, students' primary interest is searching for short dialogues with valuable expressions to practice in real life. Nevertheless, it is also essential to confront students with their greatest fears, such as talking to others. Since speaking skills express emotions, ideas, and thoughts, they can be applied in distinct life situations and in the classes that teachers impart to students.

**3.1.3. Discussion.**

After conducting surveys and interviews with accounting students and teachers in the second technical baccalaureate program at Victor Manuel Guzman High School, the resulting data were analyzed in the following way.

The survey results indicate that most teachers who apply the different strategies have yet to obtain good results with students since they consider that the experiences in the English class sometimes help improve their speaking skills. However, the interview with the teachers shows us that applying distinct strategies to the students improves their abilities in English. Moreover, Motivation is considered fundamental for learning English and is one of the most

significant factors in the learning process. Without motivation, it is difficult to achieve the purpose of learning. When learners are motivated, they can better understand the materials, especially when learning English. Therefore, the strategies applied to the teachers are not usually beneficial to the pupils in acquiring a new language like English.(Purmama et al., 2019)

## 4. CHAPTER IV: PROPOSAL

### 4.1. Introduction

In today's world, learning English is faster than in the past due to advanced methodologies and technological tools. However, society still perceives English as a complex language to understand, not only for students but for anyone who seeks to acquire a new language. Expanding our linguistic abilities can lead to fresh career prospects and facilitate interaction with individuals from diverse backgrounds, thus broadening our perspectives and cultural awareness.

Now, thanks to the vast amount of information available on the internet, learning a new language has become more engaging, enjoyable, and inspiring for students and individuals. Additionally, engaging in activities during the learning process can boost each student's motivation to learn a new language. It is worth noting that the activities suggested in this study have an educational purpose and are closely tied to drama strategies.

As previously mentioned, drama strategies help improve students' English expression skills. This means that students can speak fluently and confidently with the help of the activities outlined in this academic guide. Teachers who implement this methodology will also benefit from enhanced teaching skills and the ability to teach speaking skills effectively. Additionally, the proposed research aims to develop a comprehensive approach to improving all language skills through drama-based activities.

## **4.2. Justification**

As mentioned in previous sections, Learning English can be challenging for students due to the need to understand grammar, vocabulary, and tense, other than the fear that students have when they talk in front of the public, fear of wrong, and committing many errors. However, many tools and methodologies are now available to help students acquire language skills more efficiently and naturally. Teachers need to find ways to make classes engaging and motivating for students. To this end, an academic guide has been developed, incorporating various activities of drama strategies to improve speaking skills. This approach ensures that the language learning activities and resources are emotional and essential, keeping students interested in acquiring a new language.

## **4.3. Theoretical Foundation**

When discussing drama strategies in English teaching, it is possible to consider that Drama possesses a unique ability to strike a balance between intellectual reflection and emotional engagement. Combining these two elements creates a dynamic and stimulating learning experience that is relevant and entertaining. This powerful combination stimulates the mind and captures the imagination, providing a challenging and enjoyable experience. Furthermore, in the drama, we can find different strategies that offer activities in other areas of English. This research aims to enhance speaking skills through a specific strategy. For: role play- Storytelling- improvisation where each one of these activities of drama strategies has your objective for developing English-speaking skills.

**Role-play:** The topic at hand pertains to enhancing students' speaking abilities through engaging in an activity that requires them to envisage being in someone else's position or fabricating an imaginative scenario while remaining in their stance. This approach is an exceedingly advantageous tool for promoting student interaction.

**Storytelling:** It is widely known that children possess an innate ability to engage in imaginative play, often exhibiting a remarkable talent for weaving intricate fantasies. Even at a tender age, they can differentiate between the make-believe world of stories and dramas and the realities of everyday life. The art of storytelling and drama plays a vital role in shaping a child's understanding of themselves and the world they inhabit. Moreover, incorporating fictional characters and events within these narratives offers children a safe and enjoyable avenue to explore significant issues pertinent to their daily lives.

**Improvisation:** In the world of theatre, improvisation is a unique and exciting form of performance where actors take to the stage without a script. This means that the actors and the audience members experience the performance for the first time together. The collaborative process involves the performers creating on the spot, often starting from a prompt given by others. To achieve this, the actors must follow the principle of "accept the offer and build on it," which requires them to listen closely to their partners and add to their contributions step by step. This approach creates an engaging and dynamic performance that keeps the actors and the audience on their toes.

#### **4.4. Objective**

Strengthen speaking skills through drama strategies of English as a Language Learners through Drama Strategies.



# Drama Strategies

by Villarruel Byron





<b>Unit 1</b>	<b>Topic:</b>	<b>Grammar</b>	<b>vocabulary</b>	<b>Speaking. Practice/ drama strategy "role play."</b>
<b>Lesson 1</b>	Family	Simple Present	Members of family	Dialogue: "Census Family"
<b>Lesson 2</b>	School	Present Perfect	Academic subjects	Dialogue: "Meeting academic board."
<b>Lesson 3</b>	Friendship	Prepositions: "In- on- at- to"	Specific words of Friendship	Dialogue "Supermarket"

<b>Unit 2</b>	<b>Topic:</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Speaking. Practice/ drama strategy "storytelling."</b>
<b>Lesson 1</b>	Adventure Holiday	Simple Past	Activities in my free time	Dialogue: "Speaking Cards"
<b>Lesson 2</b>	Free time	Past perfect	Extreme Sport	Dialogue: "History holiday"
<b>Lesson 3</b>	Sport	Do and make	Vocabulary Sport	Dialogue: " Talk to ball"

<b>Unit 3</b>	<b>Topic:</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Speaking. Practice/ drama strategy "improvisation."</b>
<b>Lesson 1</b>	Greetings and Farewells	Some and Any	Phrases of greeting and farewells	Dialogue: "Monologue"
<b>Lesson 2</b>	Traditions	Modal Verbs	Vocabulary traditions	Dialogue: "Genre Mash-up"
<b>Lesson 3</b>	Tales	Use of much- many and a lot of	Elements in the tales	Dialogue: " Words' characteristics"

<b>Unit 3</b>	<b>Topic:</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Speaking. Practice/ drama strategy "Narration."</b>
<b>Lesson 1</b>	Animals	Differences between little and few	Wild animals	dialogue: "Comprehension Question Cube"
<b>Lesson 2</b>	Transport	First conditional	Vocabulary water transports	Dialogue "Debate"
<b>Lesson 3</b>	Airport	Second conditional	Vocabulary Security in the airport	Dialogue "Five Finger Retelling"



# Unit I Teacher Guide “Lesson One”



## Objective:

At the end of the class, the students will be able to use simple presents and family vocabulary to foster the development of speaking skills in group activities with dramatic strategies "census."

Time class: 60min	Level: 2 <sup>nd</sup> Baccalaureate	Topic: Family	Vocabulary: Members family	Drama Strategy Role-play	Materials: Canva- board	
6 min	<p><b>Warm-up Game: Family portrait: Instructions.</b></p> <p>a. The teacher begins by asking each participant to draw a simple family portrait on paper and what role it plays in the family.</p> <p>b. Once everyone has finished their family portraits, the teacher will choose three learners to have each learner take a moment to think about their family and the memorable moments they've shared.</p> <p>c. Now, invite each participant to share their family portrait with the group. As they present their artwork, please encourage them to share a brief story; it could be a funny anecdote, a holiday tradition, or a group's favorite activity.</p>					
10 min	Encounter Teach	<p><b>TEACHER</b></p> <p>The teacher will introduce new vocabulary related to family members, including written and pronunciation forms and definitions. Flashcards will be utilized to address students' difficulties.</p> <ul style="list-style-type: none"> <li>- Sibling- Nephew- Niece- Kin- Spouse- Twin</li> <li>- The teacher will provide short feedback on using the simple present tense.</li> </ul>		<p><b>STUDENTS</b></p> <p>The student will be able to understand and relate words to their meanings and ideas. In other words, they will have a better understanding.</p>		
4 min	Clarify Comprehension Questions yes no	<p>The teacher will evaluate student comprehension of the topic through questioning. Moreover, the teacher will change the questions depending on the word the teacher wants to use.</p> <ul style="list-style-type: none"> <li>• What pronunciation is right /sibling/- /sebleng/?</li> <li>• What is the correct form, nephew or nefiw ?</li> <li>• What is the correct meaning of niece, the son of my siblings?</li> </ul>		<p>The student should analyze the questions based on their learning of the vocabulary presentation.</p>		
24 min	Remember/ internalize	<p><b>1. Written:</b> The teacher will provide instructions for exercises so the student can complete the activity and practice the writing and pronunciation of vocabulary and grammar taught.</p> <p><b>2. Transition:</b> Pair work information gap</p> <p><b>3. Speaking:</b> the teacher will provide tasks for students, monitor them, and give feedback</p> <ul style="list-style-type: none"> <li>- How many people live in this household?</li> <li>- Could you please provide me with the names and relationships of each family member?</li> <li>-Could you please tell me about the other two?</li> <li>-Who's the last member of your household?</li> </ul>		<ul style="list-style-type: none"> <li>-The student will complete the exercise with the vocabulary and grammar spoused.</li> <li>-The students should answer and share their opinions about these questions.</li> <li>-The students will stand up, walk around the classroom, and mingle, asking their partners different questions about the member's family.</li> </ul>		
16 min	Fluently Use (Census)	<p>The teacher will give the topic of the taskwork "census."</p> <p>The teachers divide the class into trios.</p> <p>The teacher will provide instructions and assign roles for the group members.</p>		<p>The students must use the vocabulary and grammar to realize the dialogue and put into practice their speaking skills in front of the class.</p>		



# Family Members

Practice the pronunciation of the following words with a partner



**Sibling**  
/sɪb.lɪŋ/



brother or sister:



**Nephew**  
/'nef.juː/



a son of your sister or brother, or a son of the sister or brother of your husband or wife



**Niece**  
/niːs/:



a daughter of your brother or sister, or a daughter of your husband's or wife's brother or sister







**Kin**

**/kɪn/**



family and relations



**Spouse**

**/spaʊs/**



a person's husband or wife



**Twin**

**/twin/**



either of two children born to the same mother on the same occasion







## listening to the audio and completing the sentences

Mark and Sarah, the \_\_\_\_\_, often share childhood stories when they visit their parents.

My \_\_\_\_\_ excels in mathematics and consistently gets top grades in his class.

She visits her \_\_\_\_\_ every Saturday to take her to the park.

Our \_\_\_\_\_ gathers for a traditional family dinner every holiday season.

She always kisses her \_\_\_\_\_ goodbye before leaving for work in the morning.

The \_\_\_\_\_ frequently finish each other's sentences, which amuses their friends.

She often surprises her \_\_\_\_\_ with small gifts for no reason.

Our \_\_\_\_\_ enjoys participating in charity events to give back to the community.

He regularly expresses his love and appreciation for his \_\_\_\_\_.

The \_\_\_\_\_ often wear matching outfits to

## Find the meaning of each word

**Sibling**

a son of your sister or brother, or a son of the sister or brother of your husband or wife

**Twin**

a person's husband or wife:

**Nephew**

**Kin**

a daughter of your brother or sister, or a daughter of your husband's or wife's brother or sister

**niece**

family and relations

**Spouse**

either of two children born to the same mother on the same occasion

Kindly analyze the provided information and subsequently engage in a practice session with your partner.

### Simple Present Tense

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite).

- affirmative: Subject + (verb or to be) + Complement.  
example: I work in London. - You are in the pool.
- negative: Subject + do + Not + verb + Complement.  
example: I do not need a new bike.
- Questions: verb to be/ do - does + subject + complement?  
example: Do you play the piano?





Using the structure of the negative form of the simple present, transform these affirmative sentences into negative sentences.

- My sibling lives in the same city as I do.
- My nephew often visits us on weekends.
- My niece loves to play with her toys.
- We cherish the time spent with our kin.
- My spouse works as a teacher.
- My twin and I share many interests.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Practice your speaking skills with your partner by completing the conversation together.

	Student A: Census Enumerator	Student B: Resident
1	Census Enumerator: Good afternoon, ma'am. I'm here to conduct the census of your family. Could you please provide me with some information?	Resident: Of course, happy to help. Ask away.
2	Census Enumerator: Great, let's start with the basics. How many people live in this _____?	Resident: There are ____ of us in total.
3	Census Enumerator: Thank you. Could you please provide me with the names and relationships of each _____?	Resident: Sure, let's see. First, there's me, Sarah, and my _____, John. We've been married for 15 years.
4	Census Enumerator: Thank you, Sarah, and John, _____ for 15 years. Next?	Our eldest is our _____, Daniel. He's 20 years old now. Then there's our twin _____, Emily and Emma. They just turned 17 last month.
5	Census Enumerator: Got it, Daniel, Emily, and Emma. That's four family members accounted for. Could you please tell me about the other two?	Resident: Certainly. Daniel has a younger brother, Michael. He's our _____, and he's living with us temporarily while he's attending college.
6	Census Enumerator: Michael, the nephew, attending college. That's five. Who's the last _____ of your household?	Resident: The last member is Lily. She's my sister's daughter, so she's, our niece. She's staying with us for the summer.
7	Census Enumerator: Thank you for providing all the information, Sarah. I have recorded your family's details: Sarah and John (spouse), Daniel (son), Emily and Emma (twins, siblings), Michael (nephew), and Lily (niece). Is there anything else you'd like to add?	Resident: No, that covers everyone. Thanks for coming by to collect the census data.
8	Census Enumerator: You're welcome, Sarah. Your cooperation is much _____. Have a great day!	

- appreciated
- member
- Nephew
- daughter
- son
- married
- spouse
- family Members
- six
- household

Apply the following questions with two of your peers and share your information with your peers to complete the table.

	Student A:	Student B:
How many people live in this household?		
Could you please provide me with the names and relationships of each family member?		
Could you please tell me about the other two?		
Who's the last member of your household?		

## Final Activity



**In this activity, the student will engage in a brief dialogue using the strategy established in this unit on the topic of "census". The task involves three people who will incorporate the words or grammar introduced in this lesson.**





# Unit I Teacher Guide “Lesson Two”



## Objective:

At the end of the class, the student will be able to use the present perfect and incorporate the school vocabulary to encourage thinking in creating ideas in discussion activities.

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> School	<b>Vocabulary:</b> Academic subjects	<b>Drama Strategy</b> Role-play	<b>Materials:</b> Canva- board
<b>6 min</b>	<p><b>Warm-up Game:</b> "alphabet soup": Instructions. In this classroom activity, the teacher will display a collection of letters that are jumbled up on the board. The students will be paired and given a specific timeframe to unscramble these letters and form words. This exercise is designed to improve their vocabulary, spelling, and problem-solving skills. Furthermore, the student will find as many words as possible with the topic established.</p>				
<b>10 min</b>	<b>Encounter Teach</b>	<p><b>TEACHER</b></p> <p>The teacher will teach new vocabulary related to academic subjects, including written, spoken, and definitions. To address any difficulties students may face, flashcards will be used. The academic subjects covered include <b>Geography, Literature, Biology, Chemistry, Physics, and Economics</b>. Additionally, the teacher will provide brief feedback on using the present perfect tense.</p>			<p><b>STUDENTS</b></p> <p>The students will pay close attention to the correct spelling, accurate pronunciation, and precise meaning of every word.</p>
<b>4 min</b>	<b>Clarify Comprehension Questions</b> yes no	<p>The teacher will assess the students' understanding of the topic by asking questions. Moreover, the teacher will change the questions depending on the word the teacher wants to use.</p> <p>---What pronunciation is right /kemestri/- /chemesti? ---What is the correct form of writing, biolog or biology? ---What is the correct meaning of economics, how trade and industry?</p>			<p>The students will analyze the questions and answer the right way with the topic of the class taught.</p>
<b>24 min</b>	<b>Remember/internalize</b>	<p>1. <b>Written:</b> The teacher will furnish supplementary exercises to fortify the acquisition of vocabulary and grammar that were imparted during the class.</p> <p>2. <b>Transition:</b> Pair work information gap</p> <p>3. <b>Speaking:</b> the teacher will provide tasks for students, monitor them, and give feedback --- Are there any specific concerns the board has identified based on student feedback or assessments?" ---What are subject areas where the student has difficulties understanding complex concepts? --- Do you think teaching staff to keep them updated on the latest teaching methods and technology?"</p>			<p>---The student will complete the exercise with the vocabulary and grammar spoused. ---The students should complete the dialogue and practice the dialogue together with their classmates ---The students will stand up, walk around the classroom, and mingle, asking their partners different questions to practice speaking</p>
<b>16 min</b>	<b>Fluently Use</b> (Meeting academic board)	<p>The teacher will give the topic of the taskwork, "meeting academic board." The teachers divide the class into four. The teacher will provide instructions and assign roles for the group members.</p>			<p>The students must utilize vocabulary and grammar to practice speaking skills in front of the class.</p>



# School

Practice the pronunciation of the following words with a partner

## Geography

**/dʒi'ɑː.grə.fi/**



the study of the systems and processes involved in the world's weather, mountains, seas, lakes, etc.

She got very high marks in her geography exam.

The geography paper was difficult.

I'm afraid geography is not my strong suit.



## literature

**/'lɪ.tʃ.ə.tʃə/**



written artistic works, especially those with a high and lasting artistic value

This is Chekhov's contribution to Russian literature.

We talked of English literature.

English has a rich vocabulary and literature.



## biology

**/baɪ'ɑː.lə.dʒi/**



the scientific study of the natural processes of living things

The book deals with the reproductive biology of the buffalo.

She flunked biology examination.

In biology classes at school we used to dissect rats.







# chemistry

**/'kem.ə.stri/**



the scientific study of the basic characteristics of substances and the ways in which they react or combine

I took maths, physics and chemistry at A level.

I passed in history but failed in chemistry.

Chemistry is a closed book to me.



# physics

**/'fɪz.ɪks/**



the scientific study of matter and energy and the effect that they have on each other

The chief sciences are chemistry, physics and biology.

It was reassembled in the physics lab.

He was a Nobel laureate in physics.



# Economics

**/'iː.kə'nɒː.mɪks**



the way in which trade, industry, or money is organized, or the study of this

I did a correspondence course in economics.

He took a master's degree in economics at Yale.

She was cramming for her Economics exam.





Associate each word with a related term and pronounce them together.

Geography  
Literature  
Biology  
Chemistry  
Physics  
Economics

Book  
Elements  
Motion  
Money  
Earth  
Cells

**Syllable Stress:** Practice stress on different syllables of the words. Pay attention to the emphasized syllables and try to pronounce them with clarity and proper stress.

GEO---graphy

lit--ER--ature

bi--OL--ogy

CHEM--is--TRY

PHYS---ics

e--CO--no--MICS

## GRAMMAR

### ACTIVITY: PRESENT PERFECT

To form the present perfect, the auxiliary verb "to have" is used in the present and the past participle of the verb. For regular verbs, the past participle is the simple past form.

- **Affirmative Sentence:**

Sujeto + verbo auxiliar (to have) + participio pasado

I have [I've] talked to Peter.

- **Negative Sentence:**

Sujeto + verbo auxiliar (to have) + "not" + participio pasado...

- **Interrogative sentences**

Verbo auxiliar (to have) + sujeto + participio pasado...?

I haven't talked to Peter.










Complete the sentences with the right way of the verb and share your ideas with your partners.

- I have \_\_\_\_\_(**travel**) to many countries, which has expanded my understanding of geography.
- She \_\_\_\_\_(**have**) studied the changing climate patterns in Antarctica for several years.
- He has \_\_\_\_\_(**write**) several bestsellers during his career as a literature professor.
- The literary community \_\_\_\_\_(**have**) embraced digital publishing as a new avenue for authors.
- The discovery of a new species of orchid has \_\_\_\_\_(**excite**) the biology community.
- She has \_\_\_\_\_(**conducte**) numerous experiments in the chemistry lab to develop new materials.
- The Nobel Prize in Chemistry \_\_\_\_\_(**have**) recognized groundbreaking achievements in the field.
- Physicists have \_\_\_\_\_(**be**) searching for evidence of dark matter for decades.
- I \_\_\_\_\_(**have**) always been fascinated by the mysteries of the universe explored in physics.
- The recent recession has \_\_\_\_\_(**have**) a profound impact on the world of economics.
- Economists have \_\_\_\_\_(**study**) the effects of government policies on income inequality.

Practice your oral expression with your partner by completing the conversation to practice your speaking.

- dedication
- beneficial
- tutoring sessions
- practical applications
- geography
- literature curriculum
- Thank you for convening

	Teacher	Board member 1	Board member 2
1	Teacher (Ms. Johnson): Good afternoon, everyone. _____ this meeting. I'd like to discuss the performance and curriculum of the various subjects I teach.	Board Member 1 (Mr. Davis): Of course, Ms. Johnson. Please proceed.	
2	Teacher (Ms. Johnson): Firstly, I'd like to talk about the _____. I've noticed a decline in student engagement with classic texts. Are there any plans to update our literature materials or incorporate more contemporary works?		Board Member 2 (Dr. Rodriguez): That's a valid concern, Ms. Johnson. We can explore options for modernizing the literature curriculum. How about your _____ class? Are there any challenges there?
3	Teacher (Ms. Johnson): Biology has been quite successful recently, with improved exam scores. However, I believe we could integrate more current research and _____ to keep the students engaged.	Board Member 1 (Mr. Davis): That's great news about biology. And how's chemistry going?	
4	Teacher (Ms. Johnson): Chemistry has been a challenge for some students. I think we should consider offering additional _____ or study groups to help those who struggle.		Board Member 2 (Dr. Rodriguez): Agreed, Ms. Johnson. We'll explore support options for chemistry. Now, what about physics?
5	Teacher (Ms. Johnson): In economics, students are generally performing well. However, I think we could create more opportunities for them to apply economic theories to real-world situations. Guest speakers or case studies might be _____.	Board Member 1 (Mr. Davis): Thank you for your insights, Ms. Johnson. We appreciate your _____ to our students. We'll take all these considerations into account as we plan for curriculum updates and support initiatives.	
6	Teacher (Ms. Johnson): Thank you all for your time and willingness to address these issues. I look forward to collaborating on these improvements in our Geography, Literature, Biology, Chemistry, Physics, and Economics departments.		



Collaborate with two peers and complete a table by asking the following questions and sharing your information.

Role-Play" speaking"	Teacher A:	Teacher B:
Are there any specific concerns that the board has identified based on student feedback or assessments?"		
What are subject areas where the student has difficulties understanding complex concepts?		
What plans are in place to support struggling students in subjects like Biology, Chemistry, and Economics?		
Do you think it is too important for the teaching staff to keep them updated on the latest teaching methods and technology?"		
How can we ensure that our students receive a well-rounded education fostering critical thinking and practical skills?		
What plans or initiatives are in place to promote interdisciplinary learning and collaboration among different departments within the institution?"		

## Final Activity

For this activity, the student will participate in a short conversation utilizing the techniques learned in this unit. The dialogue should revolve around an activity meeting the academic board. The task requires the involvement of four individuals who will incorporate the vocabulary and phrases introduced in the lesson





# Unit I Teacher Guide “Lesson Three”



## Objective:

At the end of the class, the students will be able to use prepositions and acquire the vocabulary of friendship to maintain active critical thinking in the activity of debates during the course.

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> Friendship	<b>Vocabulary:</b> Specific words of Friendship	<b>Drama Strategy:</b> Role-play	<b>Materials:</b> Canva- board
<b>6 min</b>	<p><b>Warm-up Game:</b> " Draw My Directions": Instructions.</p> <p>In this Activity, the teacher will use prepositions to instruct your students to draw a picture. But don't tell them what they're drawing. For example, if you want students to draw a house, you might say:</p> <p>"Draw a large square on the bottom half of your paper."                  "Draw two small squares inside the large square at the top. The small squares should be opposite each other."                  "Draw a rectangle under one of the small squares."                  "Draw a triangle on top of the large square."                  "Draw a small circle inside the rectangle. It should be in the middle of the rectangle and to one side."                  "Finally, draw two lines through each small square, dividing it into four smaller squares."                  After you give the directions, hold up your picture of the house to let students see how close they got.</p>				
<b>10 min</b>	<b>Encounter Teach</b>	<p><b>TEACHER</b></p> <p>The teacher will introduce new vocabulary words to improve pronunciation and knowledge. These words include <b>Loyalty, Cherish, Confidant, Bond, Empathy, and Camaraderie</b>, which will be presented using flashcards. Additionally, the teacher will demonstrate the correct use of prepositions "in- on- at- to."</p>		<p><b>STUDENTS</b></p> <p>The student will practice each word in the pronunciation, writing, and meaning.</p>	
<b>4 min</b>	<b>Clarify Comprehension Questions</b> yes no	<p>Before performing the exercises, the teacher will ask questions to learn about the knowledge they acquired during the class.</p> <p>---What pronunciation is right?/empaty/ or /empazzy/                  ---What is the correct form of writing, cheresch- cherish                  ---What is the correct meaning of /firm and not changing in your friendship/</p>		<p>The students will carefully analyze the questions and provide accurate answers about the class topic.</p>	
<b>24 min</b>	<b>Remember/ internalize</b>	<p><b>1. Written:</b> The teacher will provide additional exercises to reinforce the vocabulary and grammar taught in class.</p> <p><b>2. Transition:</b> Pair work information gap</p> <p><b>3. Speaking:</b> the teacher will provide tasks for students, monitor them, and give feedback                  ---Where can I find the vegetables?                  ---Do you have cleaning utensils here?                  ---What's the price of these sweets?                  ---Is there a sale or discount on the products of the cook?</p>		<ul style="list-style-type: none"> <li>- The students are required to complete the exercise while using the vocabulary and grammar provided.</li> <li>- They should pay attention to the short video and take some ideas to share with their partners.</li> <li>- The students are expected to complete the dialogue and practice it with their classmates.</li> <li>- To practice speaking, the students must stand up, walk around the classroom, and mingle with their partners, asking them different questions.</li> </ul>	
<b>16 min</b>	<b>Fluently Use (supermarket)</b>	<p>The teacher will assign the topic "supermarket" to the class and divide them into three groups, providing instructions and roles for each group member to perform the activity.</p>		<p>The students must utilize vocabulary and grammar to practice speaking skills in front of the class.</p>	



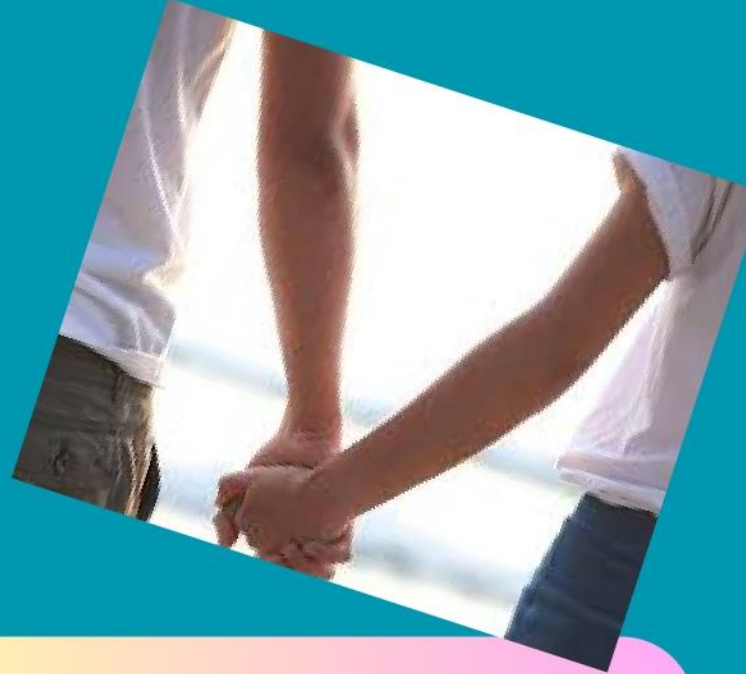
# Friendship



**Loyalty**  
/'lɔɪ.əl.ti/



firm and not changing in your friendship with or support for a person or an organization, or in your belief in your principles



**Cherish**  
/'tʃer.ɪʃ/



to love, protect, and care for someone or something that is important to you

**Confidant**

/'kɒn.fə.dənt/



a person you trust and share your feelings and secrets







## Bond

/bɑːnd



a close connection joining two or more people



## Empathy

/ˈem.pə.θi/



the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation



## Camaraderie

/ˌkæm.əˈrɑː.də.ri/



a feeling of friendliness toward people that you work or share an experience





**Activity 3: Use In - on - at - to**

**in:**

when something is in a place, it is inside it (enclosed within limits)

- You look serious in this photo.

**on:**

being on a surface (not enclosed) for a certain side (left, right) for a floor in a building for public transport for television, radio

- I left the keys on the table.

**at:**

located at a specific place (a point) for events place where you are to do something typical (watch a movie, study, work)

- at the cinema/at school/at work

**to:**

moving toward a specific place (the goal or end point of movement)

- Every morning, I take the bus to campus.

Please find the words hidden in the letter soup. Additionally, write a sentence with the prepositions taught for each word you find.

E	M	P	A	T	H	Y	C	J	Q	W	V	I	U
C	Z	C	T	G	N	K	M	T	R	H	B	M	H
C	E	W	V	R	R	H	U	Z	S	J	C	W	J
V	C	N	P	L	W	B	L	O	Y	A	L	T	Y
A	H	K	B	N	X	O	R	G	I	A	W	P	O
A	E	D	A	J	U	N	M	B	K	O	C	A	V
O	R	V	A	U	Q	D	U	T	Z	O	H	R	Z
K	I	E	T	S	W	C	S	K	Y	X	D	J	E
O	S	T	H	I	M	A	V	Q	E	X	G	B	H
J	H	B	C	O	N	F	I	D	A	N	T	K	O
J	J	X	I	D	D	Q	P	T	L	B	W	G	X
F	U	F	C	C	E	Q	Y	K	L	N	Q	P	Z
B	C	A	M	A	R	A	D	E	R	I	E	I	H
B	X	A	P	P	C	F	R	C	H	K	U	D	B

Loyalty

Cherish

Confidant

Bond

Empathy

Camaraderie

write your sentences

---



---



---



---



---



---



---



---



Please fill in the appropriate preposition in each sentence. , analyzing the grammar that you have learned, and reviewing any new grammar concepts.

**in- on- at- to**

- She is studying \_\_\_\_\_ the library.
- There's a bird's nest \_\_\_\_\_ the tree.
- They live \_\_\_\_\_ a cozy cottage.
- The cup is \_\_\_\_\_ the table.
- The poster is hanging \_\_\_\_\_ the wall.

- We'll meet \_\_\_\_\_ the restaurant at 7 PM.
- The concert is \_\_\_\_\_ the stadium.
- She's good \_\_\_\_\_ playing the piano.
- He's going to the store \_\_\_\_\_ buy some groceries.
- She sent a letter \_\_\_\_\_ her friend.

**Please: "Put the right preposition in each sentence."**

- \_\_\_\_\_ our wedding day, we pledged our loyalty to each other.
- \_\_\_\_\_ the heart of their enduring friendship is unwavering loyalty.
- \_\_\_\_\_ my heart, I cherish the memories of our childhood adventures.
- \_\_\_\_\_ our anniversary, we exchanged gifts to cherish forever.
- \_\_\_\_\_ the family gathering, we cherish the time spent together.
- \_\_\_\_\_ the café, they met as confidants, discussing their dreams and fears.
- \_\_\_\_\_ be a good confidant, one must listen without judgment.
- \_\_\_\_\_ their shared experiences, a strong bond was forged.
- \_\_\_\_\_ the hiking trail, they developed a deep bond with nature.
- \_\_\_\_\_ the radio show, the host spoke with empathy about social issues.
- \_\_\_\_\_ the support group, they found empathy from those who understood their struggles.
- \_\_\_\_\_ build camaraderie, organize team-building activities.

**in**

**on**

**at**

**to**

**Improve your speaking skills by practicing conversations with your partner. Complete the dialogue together.**

confidant

offers

services

encouraging

supermarkets

Experience

	Person a	Person b
1	Person A: Hey, have you ever noticed how loyalty plays a role in our supermarket _____?	Person B: Definitely! I think loyalty programs offered by _____ are a great way to reward customers for their continued support.
2	Person A: Absolutely. When we consistently shop at a particular supermarket, we accumulate points or receive discounts, _____ us to return.	Person B: It's true. Loyalty to a specific supermarket can also stem from the trust we build in the quality of their products and _____ over time.
3	Person A: That's a good point. Trust and loyalty go hand in hand. When we find a supermarket that consistently meets our needs, we tend to cherish that relationship.	Person B: Exactly. We appreciate the convenience, the variety of products, and the overall shopping experience that a supermarket _____.
4	Person A: And speaking of cherishing, having a _____ in the supermarket staff can make a big difference too.	Person B: Absolutely. When we have a confidant, someone we trust and can turn to for advice or recommendations, it enhances our shopping experience.



Prepare to speak. Complete the questions with information you like and then formally apply the questions.

Role-Play "speaking"	Teacher A:	Teacher B:
Where can I find [specific product _____]?		
Do you have [brand name _____] here?		
What's the price of this [item _____]?		
Is there a sale or discount on [item]?		
Do you have a loyalty program or rewards card?		
Can I return this if it's not what I expected?		
Are there any fresh [fruit/vegetable _____] available today?		
Can you recommend a good [type of product _____]?		
Do you accept credit/debit cards or cash only?		
Is there a recycling bin for bottles and cans?		
Can you help me reach [item _____] on the top shelf?		

## Final Activity



As part of this unit, you and your partners will engage in a brief conversation using the techniques taught. The dialogue ought to center around grocery shopping at a supermarket. The task necessitates the participation of four people who will utilize the vocabulary and phrases introduced in the lesson.





# Unit II Teacher Guide “Lesson One”



## Objective:

At the end of the class, the students will be able to use simple past and free-time vocabulary to foster the development of speaking skills in group activities, such as "speaking cards."

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> Adventure Holiday	<b>Vocabulary:</b> Activities in my free time	<b>Drama Strategy:</b> Storytelling	<b>Materials:</b> Canva- board	
<b>6 min</b>	<p><b>Warm-up Game: "Two truths and a lie":</b> Instructions. You only need a board, pen, or something to write on for this activity game. Then, each learner has to write down two true things about themselves and one that's a lie. Then, the rest of the class should ask them questions to check out which one is the lie. This game allows learners to practice speaking skills and explore different vocabulary.</p>					
<b>10 min</b>	<b>Encounter Teach</b>	<p><b>TEACHER</b></p> <p>The teacher will provide the specific words of the subject that it will teach to improve the vocabulary besides their pronunciation, meaning, and pronunciation. <b>Sewing- sculpting- hiking- birdwatching- Meditation- Baking</b> On the other hand, the teacher will give feedback on the simple past tense and the use of these words in sentences.</p>		<p><b>STUDENTS</b></p> <p>The student should pay attention during the presentation of the words and grammar. The student will practice pronunciation, writing, and the right way of the simple past tense, taking notes during the presentation.</p>		
<b>4 min</b>	<b>Clarify Comprehension/ Questions</b> yes no	<p>Before performing the activities to reinforce the different ways to learn words, students should know if the taught during the class is understood. ---What pronunciation is right /birdguawhing/--/berdguacheng/ ---What is the correct form of writing, /haiking/---/hiking/ ---What is the correct meaning of Meditation-- /to think calm thoughts in order to relax or as a religious activity/----- /We are moving to relax our body/ The teacher will choose the question with any word of their selection.</p>		<p>The students should answer in the right way. If the response is wrong, they will have the opportunity to amend and improve the response.</p>		
<b>24 min</b>	<b>Remember/ internalize</b>	<p>1. <b>Written:</b> the teacher will give instructions to perform the exercise and resolve the student's difficulties. 2. <b>Transition:</b> pair work---information jigsaw----</p> <p>3. <b>Speaking:</b> the teacher will provide some images to perform the new history, which the topic to work on is /trip the mountain/ responding to the following questions: ---What type of food should you carry to the mountain? ---What are the activities to perform?</p>		<p>---The student reinforces their knowledge acquired through the different activities to perform --- The students will work in pairs, completing the puzzle and putting each piece in the right place; at the end of the exercise, they will practice speaking together. --Before beginning, the students will respond to the questions to perform the activity. ---Finally, the students perform one history that contains the beginning and final with the pictures exposed.</p>		
<b>16 min</b>	<b>Fluently Use</b> (Speaking cards)	<p>The teacher will assign the topic "trip to the museum" to the class and divide them into groups of three, the teacher provides instructions and designates who start and final the history</p>		<p>The students must utilize vocabulary and grammar to practice speaking skills in front of the class.</p>		



# UNIT 2

## Adventure - Holiday

### Sewing

**/ˈsoʊ.ɪŋ/**

<https://dictionary.cambridge.org/us/dictionary/english/sewing?q=Sewing>



a piece of cloth that is being or needs to be sewn

### sculpting

**/skʌlpt/**

<https://dictionary.cambridge.org/us/dictionary/english/sculpt?q=sculpting>



to create solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone

### hiking

**/ˈhaɪ.kɪŋ/**

<https://dictionary.cambridge.org/us/dictionary/english/hiking>



the activity of going for long walks in the countryside






## birdwatching

***/ˈbɜːd.wɑː.tʃɪŋ/***



<https://dictionary.cambridge.org/us/dictionary/english/birdwatching>




the hobby of studying wild birds in their natural environment



## Meditation

***ˈmed.ə.teɪt/***

<https://dictionary.cambridge.org/us/dictionary/english/meditate?q=Meditation>




to think calm thoughts in order to relax or as a religious activity



## Baking

***ˈbeɪ.kɪŋ/***

<https://dictionary.cambridge.org/us/dictionary/english/baking?q=Baking>



the activity of making things such as cakes, bread, and cookies by cooking them inside an oven

Please complete the words to have a clear understanding of the spelling, and practice your pronunciation

Se\_\_in\_\_






\_\_ik\_\_ng

bir\_\_wate\_\_ing






B\_\_k\_\_ng

Me\_\_ita\_\_ion






s\_\_ulp\_\_i\_\_g

## GRAMMAR

### Simple Past Tense

The simple past tense, in English, is used to represent an action/event that took place in the past. With many verbs, the simple past tense is formed by adding an 'ed' or a 'd' to the end of the base verb. However, there are other verbs which behave differently and take different spellings when used in the simple past form

#### positive:

Subject + Verb in the past form (base form of the verb + ed/d for regular verbs or past tense form of the irregular verbs)

- I had my breakfast.

#### negative:

Subject + Didn't + Verb in the base form

- I **did not have** my breakfast.

#### interrogative:

Did + Subject + Verb in the base form

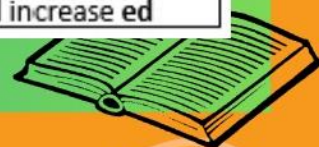
- **Did I have** my breakfast?

#### negative interrogative:

Didn't + Subject + Verb in the base form

- **Didn't I have** my breakfast?

when the word ends in E	we add <b>d</b>
when the word ends in a consonant	We add <b>-&gt; ed</b>
when the word ends in consonant + y	change <b>y</b> to <b>I</b> and increase <b>ed</b>
when the word ends in vowel+ and	keep <b>y</b> and put <b>ed</b>
when the word ends in C+ vowel+ c	we duplicate the last consonant and increase <b>ed</b>





Please complete the sentences to have a clear understanding of the meaning .

1. She \_\_\_\_\_(enjoy) **sewing** a beautiful dress for her friend's wedding last week.
2. John \_\_\_\_\_(sculpte) a magnificent statue out of clay during his art class yesterday.
3. We \_\_\_\_ (go) **hiking** in the mountains and reached the summit before sunset.
4. My grandmother \_\_\_\_\_(take) up **birdwatching** as a hobby and spotted a rare species of bird last summer.
5. After a stressful day at work, she \_\_\_\_\_(meditate) for 20 minutes to relax her mind.
6. They \_\_\_\_\_(bake) delicious chocolate chip cookies for the school bake sale and sold them all within hours.

order the puzzle of the diaglogue. at the end practice with your partner your speaking skills.

Sarah: Hi, Amy! Well, I've been keeping busy with different hobbies. I recently started sewing and sculpting as a way to express my creativity.

Sarah: Yes, indeed! I've been going hiking and exploring nature trails. It's so refreshing to be surrounded by the beauty of the outdoors.

Sarah: Funny you mention that! I've actually taken up birdwatching as a meditative activity. It's peaceful and helps me find tranquility in observing the birds.

Amy: That sounds wonderful. And what about baking? I remember you used to enjoy it.

Sarah: Absolutely! Baking has been my go-to stress reliever. I find joy in experimenting with new recipes and creating delicious treats.

Amy: That's amazing, Sarah. It's great to see you exploring different hobbies and finding fulfillment in each one. Keep up the wonderful work!

Amy: I completely understand. Speaking of nature, have you tried birdwatching?

Amy: That's fantastic! I've always admired your artistic skills. Have you been doing anything outdoorsy as well?

Amy: Hey, Sarah! What have you been up to lately?

A: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 b: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 A: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 B: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 A: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 B: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 A: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Analyze each image and respond to the following questions to create your own story. Write your responses in the boxes provided for students to survey.



student A

student B

What type of food should you carry to the mountain?

What are the activities to perform?

Blank writing area for student A with five horizontal dashed lines.

Blank writing area for student B with five horizontal dashed lines.

### Final Activity

As part of this unit, you and your partners will engage in a brief conversation using the techniques taught. The dialogue ought to center on the use of pictures that reference the different activities of vocabulary to form the dialogue. The task necessitates the participation of four people who will utilize the vocabulary and phrases introduced in the lesson.





# Unit II Teacher Guide “Lesson Two”



## Objective:

At the end of the class: The students will be able to use past perfect and acquire the vocabulary of extreme sport to maintain active critical thinking in the activity of debates during the class through storytelling.

Time class: 60min	Level: 2 <sup>nd</sup> Baccalaureate	Topic: Free-Time	Vocabulary: Extreme sport	Drama Strategy Storytelling	Materials: Canva- board
6 min	<p><b>Warm-up Game:</b> “Adventure Holiday”: Instructions. The teacher will read carefully aloud to the students and give them specific words they don’t understand; at the end of the read, the teacher will expose some questions about the topic. What comes to mind when you think of an “adventure holiday”? Have any of you been on an adventure holiday before? If so, could you share a bit about that experience?</p>				
10 min	Encounter Teach	TEACHER		STUDENTS	
		<p>During the lesson, the teacher will focus on improving students’ vocabulary by teaching them specific words related to various activities, such as <b>windsurfing, snowboarding, canyoneering, freediving, parkour, and kiteboarding</b>. The teacher will also guide students on pronunciation, meaning, and usage of these words. Additionally, the teacher will provide feedback on using the simple past perfect tense while using these words in sentences.</p>		<p>The student should pay attention to the presentation of words and grammar while taking notes. They will also practice pronunciation and writing.</p>	
4 min	Clarify Comprehension Questions yes no	<p>Before reinforcing different ways to learn words, the teacher will ask the following questions: ---What pronunciation is right /wendserfeng/--/windserfing/ ---What is the correct form of writing, /parkour/---/parkur/ ---What is the correct meaning of Meditation-- /the sport or activity of diving underwater without the use of breathing apparatus/----- /swimming competition / The teacher will choose a question, and they can use any word they want.</p>		<p>It is expected of the students to provide accurate responses. In the event of an incorrect answer, the students will be afforded the opportunity to amend and refine their original submission.</p>	
24 min	Remember/internalize	<p>1. <b>Written:</b> The teacher will read the instructions for each exercise and provide an example that is easier to understand and apply to the grammar and vocabulary 2. <b>Transition:</b> pair work---information jigsaw---- the teacher will allow the time required for students to complete and prepare their speaking skills with the conversations exposed. 3. <b>Speaking:</b> The teacher will instruct that the activity will consist of asking classmates some questions about their vacation activities. ---What activities do you do on your holiday? ---Who do you enjoy your holiday with? ---What is your favorite place to go on holiday? ---What sports do you do on your holiday?</p>		<p>---The students consolidate the knowledge they have gained through various activities they perform. --- The students will work in pairs to complete the puzzle and place each piece correctly. After the exercise, they will practice speaking together. ---Finally, the students perform the questions to two of their classmates</p>	
16 min	Fluently Use (history holiday)	<p>The teacher will assign the topic “My last holiday at the beach” to the class. The class will be divided into three groups, and the teacher will provide instructions and designate who starts and finishes the story.</p>		<p>The student must design one history with the start and final of the topic exposed. The students must utilize vocabulary and grammar to practice speaking skills in front of the class.</p>	




# Free-Time

windsurfing  
'wɪnd,ʒɜːfɪŋ/



<https://dictionary.cambridge.org/us/dictionary/english/windsurfing>




a sport in which you sail across water by standing on a board and holding onto a large sail

snowboarding  
'snəʊ.bɔːr-/



<https://dictionary.cambridge.org/us/dictionary/english/snowboarding>




the activity or sport of moving over snow using a snowboard

canyoneering  
'kæn.jə.nɪŋ/



<https://dictionary.cambridge.org/us/dictionary/english/canyoning>



a sport that involves jumping into a mountain stream that is flowing very fast and being carried down the stream while you float on your back






# freediving

**/ˈfriːdaɪ.vɪŋ/**



<https://dictionary.cambridge.org/us/dictionary/english/freediving>



the activity or sport of swimming as deep as you can under water without using breathing equipment



# parkour

**/ˈpɑːr.kʊr/**



<https://dictionary.cambridge.org/us/dictionary/english/parkour>



free running




# kiteboarding

**/ˈkaɪtˌsɜːfɪŋ/**



<https://dictionary.cambridge.org/dictionary/english/kitesurfing>



in sothe sport of riding on a small surfboard that is propelled across water by a large kite to which the rider is harnessedccer, to kick the ball through an opponent's legs

Syllable stress practice: emphasize and pronounce syllables clearly. At the end of the practice, write the sentences with past perfect.

**WIND**—surfing

**SNOW**-boarding

can-**YON**-eering

free-**DIV**-ing

par-**KOUR**

**KITE**-boarding

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## GRAMMAR

### Past Perfect

The past perfect refers to a time earlier than before now. It is used to make it clear that one event happened before another in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first.

### Forming the past perfect

The Past Perfect tense in English is composed of two parts: the past tense of the verb to have (had) + the past participle of the main verb.

#### Affirmative:

subject + had + past participle + complement.

- I had decided

#### Negative:

subject + had + not + past participle + complement.

- hadn't decided

#### interrogative:

has + subject + past participle + complement

- Had I decided?

#### interrogative Negative

Has + subject + not + past participle + complement + ?

- had I not decided?





**Syllable stress practice: emphasize and pronounce syllables clearly. At the end of the practice, write the sentences with past perfect.**

**Tom:** Have you ever \_\_\_\_(**try**)any extreme sports?  
**Emily:** Yes, I had already \_\_\_\_(**go**) windsurfing and snowboarding before I met you.  
**Tom:** Really? I had never \_\_\_\_(**try**) any water sports like windsurfing or snowboarding in my life.  
**Emily:** Well, I had also gone canyoneering in Utah once.  
**Tom:** That sounds amazing! By the time I learned about canyoneering, I had already \_\_\_\_(**move**) to the city.  
**Emily:** And I had gone freediving in the Caribbean last summer.  
**Tom:** Wow, you've \_\_\_\_(**have**) quite the adventurous life! I had only heard about freediving in books.  
**Emily:** Don't forget parkour. I had \_\_\_\_(**practice**) parkour when I was younger.  
**Tom:** Parkour? I had no idea you were into such a thrilling sport!  
**Emily:** Yes, and I had even \_\_\_\_(**try**) kiteboarding on a trip to **Hawaii**.  
**Tom:** Kiteboarding? That's incredible! I wish I had the chance to try all these sports.

**Put the puzzle together by placing a number on each piece to order the dialogue; practice the conversation with your partner at the end.**

Sarah: Have you ever been adventurous and tried extreme sports?

Jake: Freediving sounds like an incredible experience. I had been more focused on traditional swimming.

Jake: Parkour must have been exciting! I had watched some parkour videos online.

Sarah: And I had gone canyoneering in the Grand Canyon last year.

Sarah: That's cool! I had gone windsurfing with my friends when I was in college.

Jake: Windsurfing? I had never even seen a windsurfing board in person.

Jake: Not really, but by the time I was 25, I had already gone snowboarding a few times.

Sarah: Yeah, it was amazing! I had even tried parkour classes for a while.

Jake: Canyoneering in such a stunning place? I had always wanted to visit, but I hadn't made it there yet.

Sarah: Lastly, I had learned kiteboarding while I was living near the coast.

Sarah: Well, I had also tried freediving on a trip to Thailand.



Syllable stress practice: emphasize and pronounce syllables clearly. At the end of the practice, write the sentences with past perfect.

student A

student B

What activities do you do on your holiday?

What activities do you do on your holiday?

What activities do you do on your holiday?

What activities do you do on your holiday?

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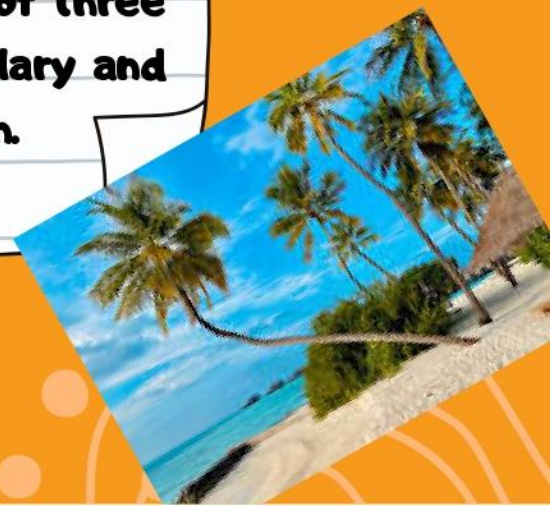
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## Final Activity

As part of this unit, you and your partners will briefly converse using the vocabulary and grammar taught. The dialogue should center on my last holiday at the beach, which will be represented with a spoken image. The task requires the participation of three people who will use the vocabulary and phrases introduced in the lesson.





# Unit II Teacher Guide “Lesson Three”



## Objective:

At the end of the class, the student will be able to use Do and Make and incorporate the football-soccer vocabulary to encourage thinking in creating ideas in discussion activities through storytelling.

Time class: 60min	Level: 2 <sup>nd</sup> Baccalaureate	Topic: Sport	Vocabulary: Football “soccer”	Drama Strategy Storytelling	Materials: Canva- board
6 min	<p><b>Warm-up Game:</b> The instructions for the game will be provided by the teacher. <b>Who Started the Motion?</b> The actors stand in a circle. One actor is sent outside the room. While they are outside, another actor is chosen to lead the motion. When the outside actor returns to the room, it is their job to guess who the leader is. The leader can change the action whenever they want. The goal is not to get caught. Once the leader is identified, a new person is sent out of the room, and a new leader is chosen.</p>				
10 min	Encounter Teach	<p><b>TEACHER</b></p> <p>During the lesson, the teacher will teach students specific words related to various activities to improve their vocabulary, such as <b>Pitch- Tackle- Header- Offside- Goal- and Nutmeg.</b> Additionally, the teacher will provide feedback on using the /do and make/ while using these words in their different dialogues.</p>			<p><b>STUDENTS</b></p> <p>During notetaking, the student should pay attention to word presentation, grammar, pronunciation, and writing.</p>
4 min	Clarify Comprehension Questions yes no	<p>Before discussing various activities of learning vocabulary, pronunciation, and spelling, the instructor will pose the following inquiries:</p> <p>---What pronunciation is right /grestling/--/resleng /</p> <p>---What is the correct form of writing, /Cricket/---/criquet /</p> <p>---What is the correct meaning of Meditation-- /It generally refers to close-quarters fighting in which opponents attempt to gain a physical advantage over one other/-----/Sparring /</p> <p>The teacher will choose a question, and they can use any word they want.</p>			<p>Students must provide accurate responses. If a mistake is made, they will have the opportunity to revise their submission.</p>
24 min	Remember/ internalize	<p><b>1. Written:</b> The teacher will explain the instructions for each exercise and provide a clear example to help understand and apply grammar and vocabulary.</p> <p><b>2. Transition:</b> pair work---information jigsaw--- The teacher will allow enough time for students to complete and practice their speaking skills with the given conversations.</p> <p><b>3. Speaking:</b> The teacher will instruct that the activity will consist of asking classmates some questions about their vacation activities.</p> <p>How do players execute a header in soccer? What is the offside rule in soccer, and how does it work? When is the best time to attempt a nutmeg during a match?</p>			<p>---The students consolidate the knowledge they have gained through various activities they perform.</p> <p>--- The students will work in pairs to complete the puzzle and place each piece correctly. After the exercise, they will practice speaking together.</p> <p>---Finally, the students perform the questions to two of their classmates to practice the vocabulary</p>
16 min	Fluently Use (Talk to ball)	<p>Storytelling through Art: Have participants create artwork based on a story of a football character with his most outstanding achievements. Afterward, they can present their artwork and explain how it relates to the story. This activity combines visual and verbal storytelling.</p>			<p>The student must design one history with the start and final of the topic exposed.</p> <p>The students must utilize vocabulary and grammar to practice speaking skills in front of the class.</p>




# sport

## pitch

/pɪtʃ/



<https://dictionary.cambridge.org/us/dictionary/english/pitch?q=Pitch>




A pitch is an area of ground that is marked out and used for playing a game such as football, cricket, or hockey.

## Tackle

/'tæk.əl/



<https://dictionary.cambridge.org/dictionary/english/tackle?q=Tackle>




an attempt to take the ball from an opponent in a game such as football

## Header

/'hed.ə/



<https://dictionary.cambridge.org/dictionary/english/header?q=Header>



an action in football in which you hit the ball with your head


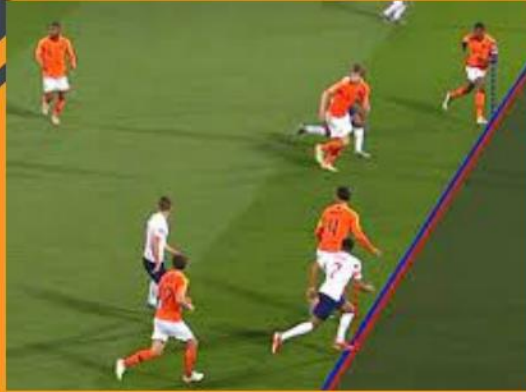


## Offside

/ˌɒfˈsaɪd/



<https://dictionary.cambridge.org/dictionary/english/offside?q=Offside>




in particular sports, especially football and hockey) in a position that is not allowed by the rules of the game, often in front of the ball

## Goal

/ɡəʊl/



<https://dictionary.cambridge.org/dictionary/english/goal?q=Goal>




an area on a playing field, that usually has two posts with a net fixed behind them, where players try to send the ball in order to score in sports such as football and hockey.

## Nutmeg

/'nʌt.meɪg/



<https://dictionary.cambridge.org/dictionary/english/nutmeg?q=Nutmeg>



A nutmeg, also known by dozens of national and regional variations, is a skill used mainly in association football, but also in field hockey, ice hockey, and basketball



Please connect each word with its corresponding definition by drawing lines between them. Kindly ensure that you match the correct word with its accurate definition.

Pitch

Tackle

Header

Goal

Offside

Nutmeg

A defensive move to take the ball from an opponent.

A play where the ball is struck with the head.

Scoring by getting the ball into the opponent's net.

A rule governing player positioning in relation to the ball and defenders.

The soccer playing field.

A skill move involving passing the ball through an opponent's legs to evade them.

## GRAMMAR

### USE OF "DO AND MAKE"

#### MAKE

We use 'make' when we create or construct something. For example:

- She made a cake.
- I've made us some coffee.
- Did you really make those trousers?

#### DO

We use 'do' for general activities. In this case, 'do' is often used with 'something', 'nothing', 'anything' or 'everything':

- What did you do at the weekend?
- I didn't do anything yesterday.
- She's fed up with doing everything herself. She needs some help.
- Are you doing anything interesting during the holidays?



Complete the sentences with the use of do and make. At the end of the activity, practice your speaking skills.

1. She's going to \_\_\_\_\_ a delicious chocolate cake for the party tomorrow.
2. I need to \_\_\_\_\_ my homework before I can go out and play.
3. They always \_\_\_\_\_ a mess in the kitchen when they cook together.
4. Can you \_\_\_\_\_ me a favor and pick up some groceries on your way home?
5. I can't believe she \_\_\_\_\_ all the work on her own; it's really impressive.
6. He promised to \_\_\_\_\_ a speech at the event about his latest research findings.
7. We should \_\_\_\_\_ time for a family picnic this weekend.
8. They like to \_\_\_\_\_ yoga and meditation to relax after a long day.
9. The artist plans to \_\_\_\_\_ a beautiful sculpture out of marble.
10. Don't forget to \_\_\_\_\_ your bed when you wake up in the morning.



Complete the sentences with the use of do and make. At the end of the activity, practice your speaking skills.

Pitch

Alex: Did you see the soccer match last night?

Emily: Yes, it was incredible! The ball was flying all over the \_\_\_\_\_.

Alex: I know, and did you see that amazing \_\_\_\_\_ by Rodriguez in the first half?

Emily: Oh, that \_\_\_\_\_ was something else! He timed it perfectly.

Alex: But what about that controversial \_\_\_\_\_ call in the second half? Do you think it was really \_\_\_\_\_?

Emily: It was a close call for sure. The linesman thought he was \_\_\_\_\_, but the replay showed otherwise.

Alex: Right! And in the end, they managed to score the winning \_\_\_\_\_ in stoppage time.

Emily: That last-minute \_\_\_\_\_ was a real game-changer. The crowd went wild!

Goal

Tackle

Offside

Header

Nutmeg



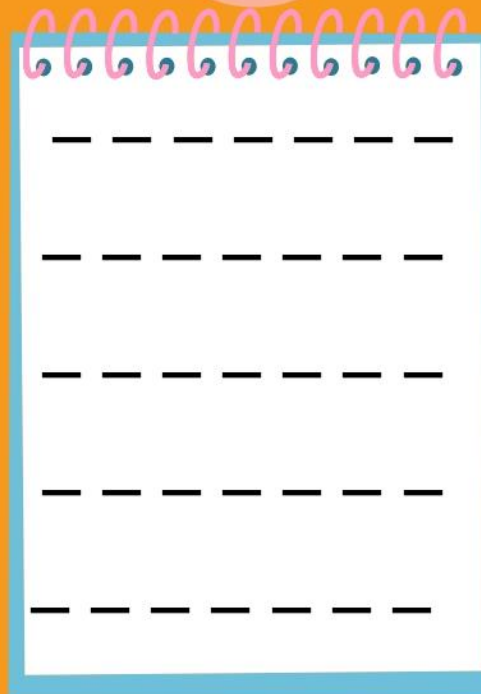
analyze the questions and answer them in order to practice your speech skills

How do players execute a header in soccer?

What is the offside rule in soccer, and how does it work?

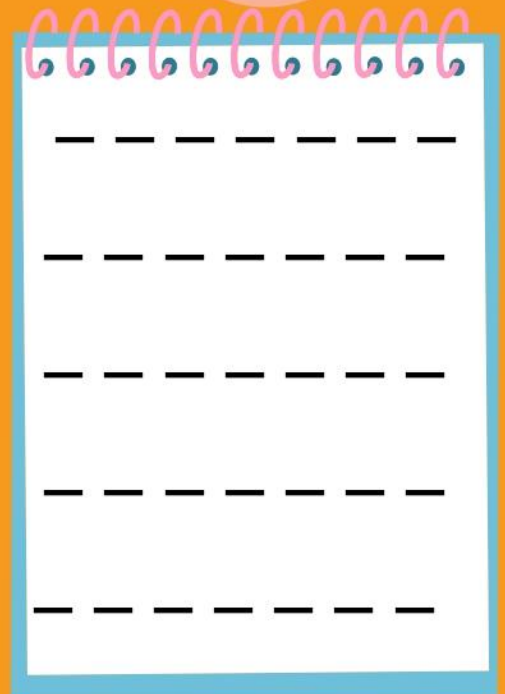
When is the best time to attempt a nutmeg during a match?

student A



A spiral-bound notebook with a pink spiral binding on the left side. The page is white with a blue border and contains five horizontal dashed lines for writing.

student B



A spiral-bound notebook with a pink spiral binding on the left side. The page is white with a blue border and contains five horizontal dashed lines for writing.



## Final Activity

As part of this unit, you and your partners will briefly converse using the vocabulary and grammar taught. The dialogue should center on a football character with his greatest achievements, which will be represented with images. The task requires the participation of three people who will use the vocabulary and phrases introduced in the lesson.



# Unit II Teacher Guide “Lesson One”



## Objective:

At the end of the class: The students will be able to use Some and Any and acquire the vocabulary of Greetings and Farewells to maintain active critical thinking in the activity of debates during the class through improvisation.

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> Greetings Farewells	<b>Vocabulary:</b> Greetings and Farewells	<b>Drama Strategy</b> Improvisation	<b>Materials:</b> Canva- board
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**6 min** **Warm-up Game:** The teacher explains the game “Freeze.” The game starts with the following steps. Ask participants to stand in a circle. Encourage two people to step into the middle of the process and begin an improvisation; a theme or title can be suggested if required. Explain to the remaining participants around the edges of the circle that they can say ‘Freeze!’ at an appropriate point when the performers reach a moment of exciting physicality or the scene peaks. When ‘Freeze!’ is called out, the performers must stop and stand completely still without altering their position. The person who has called out ‘Freeze!’ enters the circle, taps one of the performers on the shoulder, and replaces them, replicating their exact physical position. Explain that the new performer then uses this position to inform the following fresh improvisation; for example, if they are on their hands and knees, they may start searching for a precious lost item on the floor. This can be allowed to continue several times until everyone has had a chance to improvise.

	TEACHER	STUDENTS
<b>10 min</b>	<p><b>Encounter Teach</b></p> <p>During the lesson, the teacher will teach students specific phrases related to greetings and farewells to improve their vocabulary, such as <b>It’s a pleasure to meet you-- How have you been? -- What have you been up to? -- How’s everything-- Farewell-- Bye for now-- I must be going-- It’s been a pleasure</b></p> <p>Additionally, the teacher will teach using some and any for this lesson.</p>	<p>Students should take notes on the pronunciation and spelling of each word to better understand these words.</p>

<b>4 min</b>	<p><b>Clarify Comprehension Questions</b> yes no</p> <p>Before discussing various activities of learning vocabulary, pronunciation, and spelling, the teacher will pose the following inquiries to know the students’ knowledge.</p> <p>The teacher will choose a question, and they can use any word they want.</p> <p>---What pronunciation is right /uat jav in binn ap tu/--/uat jave in been up to/ ---What is the correct form of writing, /as It’s a pleasure to meet you/---/it is pleasure meet your / ---What is the correct meaning of /It’s been a pleasure/-- /es un placer or mucho gusto en conoerte/</p>	<p>The student should analyze the question according to his understanding of the lesson; in this case, he should review his notes to clarify his ideas.</p>
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<b>24 min</b>	<p><b>Remember/ internalize</b></p> <p><b>1. Written:</b> The teacher will apply the teachings through the exercises that contain the vocabulary and grammar practice set out above.</p> <p><b>2. Transition:</b> Pair work---The Small Add--- The teacher will provide you with a picture of publicity so the students can describe it and establish a conversation with classmates.</p> <p><b>3. Speaking:</b> The teacher will instruct students to select an image of their favorite character from the internet. They must then describe the picture using vocabulary and grammar introduced in the lesson, including greetings and farewells, and formally establish these questions in the conversation.</p> <p><b>Who is your favorite character? --What do they like to do?</b> <b>How do you describe his personality? --- How old is your character?</b></p>	<p>---Students should complete the exercises to find out more and execute them efficiently when putting them into practice.</p> <p>---Students should complete the conversation by interpreting the dialogue to encourage speaking practice.</p> <p>---Students should practice their speaking skills in improvising the image by implementing the established vocabulary and grammar.</p>
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<b>16 min</b>	<p><b>Fluently Use (Monologue)</b></p> <p>The teacher will ask each participant to prepare a short monologue as a character of their choice. They can talk about their character’s life, thoughts, or experiences. This exercise helps participants delve deeper into character development and improvisation.</p>	<p>The students should introduce their chosen characters and provide more information about them.</p> <p>The student should use the vocabulary and grammar to practice speaking in front of the class.</p>
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# Greetings and Farewells

## greetings

### It's a pleasure to meet you

/Es un placer conocerte/

1. "It's a pleasure to meet you! Your enthusiasm is contagious."
2. "It's a pleasure to meet you! I look forward to our future interactions."
3. "It's a pleasure to meet you! Your insights and ideas are truly valuable."

### How have you been?

/¿Cómo has estado?/

1. "How have you been? I hope life has been treating you well."
2. "How have you been? It's always great to check in and see how things are going."
3. "How have you been? I'm eager to hear what you've been up to lately."

### What have you been up to?

/¿Qué has estado haciendo?/

1. "What have you been up to? It's been a while, and I'd love to catch up on your latest endeavors."
2. "What have you been up to? Any exciting projects or hobbies keeping you busy these days?"
3. "What have you been up to? I'm sure you have some interesting stories to share."

### How's everything

/ ¿Cómo va todo? /

1. "How's everything? It's always good to check in and see how you're doing."
2. "How's everything? Anything new and exciting happening in your life?"
3. "How's everything? I'm here to listen if you want to share what's been on your mind."



# farewells



## **Farewell**




/Adiós/

1. "Farewell! Wishing you all the best on your journey ahead."
2. "Farewell! It's been a pleasure interacting with you. Until we meet again!"
3. "Farewell! May our paths cross again in the future. Take care!"

## **Bye for now**




/Adiós por ahora/

1. Bye for now! Take care, and I look forward to our next chat."
  2. "Bye for now! It's been great talking with you. Until next time!"
  3. "Bye for now! Don't be a stranger. We'll reconvene soon."
- 

## **I must be going**



/ Debo irme/

1. "I must be going. Thank you for the conversation, and I'll catch up with you later!"
  2. "I must be going, but it was a pleasure chatting with you. Have a wonderful day!"
  3. "I must be going, but I'll be back soon. Until then, take care!"
- 

## **It's been a pleasure**



/Ha sido un placer/

1. "It's been a pleasure talking with you. I've enjoyed our conversation."
  2. "It's been a pleasure sharing thoughts and ideas with you. Until next time!"
  3. "It's been a pleasure getting to know you better. Have a fantastic day!"
- 





Describe the image on your own. After describing it, establish a discussion with your partner.



Practice speaking skills by asking colleagues questions and taking notes.

Who is your favorite character?

What do they like to do?

How do you describe his personality?

How old is your character?

**student a**

**student b**

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## Final Activity



As part of this lesson, you and your classmates will briefly discuss describing a favorite character from a soap opera or movie, discovering the character's qualities, and sharing your information with your classmates. You can use the established grammar and vocabulary.



# Unit II Teacher Guide “Lesson Two”



## Objective:

At the end of the class, the students will be able to use modal verbs and traditional vocabulary to foster the development of speaking skills in group activities through dialogues.

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> Traditions	<b>Vocabulary:</b> Traditions	<b>Drama Strategy</b> Improvisation	<b>Materials:</b> Canva- board	
<b>6 min</b>	<b>Warm-up Game:</b> The teacher will instruct about the game “ON THE BUS.” Steps to follow: <ul style="list-style-type: none"> <li>· Set up chairs to resemble a bus, allowing a seat for each student in the group.</li> <li>· One student is chosen to be the bus driver. Other students think of a character with a clearly defined attitude, emotion, or character trait, for example, angry the bus is late, dumped by their girlfriend, finds everything hilarious, etc. Through actions and dialogue, they must make it clear what their character trait is.</li> <li>· The bus drives through the town and stops to pick up passengers. A student, as their chosen character, gets on the bus at each stop.</li> <li>· The driver and the other passengers adopt this character’s attitude, emotion, or trait, and their dialogue and physicality should reflect this.</li> <li>· The game ends when all the students/passengers are on the bus, and the bus driver shouts, ‘End of the line; all change here!’</li> </ul>					
<b>10 min</b>	<b>Encounter Teach</b>	<b>TEACHER</b>			<b>STUDENTS</b>	
		At the beginning of the class, the teacher will provide a few words about traditions to clarify the subject matter, such as <b>Heritage-- ceremony -- Craftwork-- Hesitation-- To make a pilgrimage-- Folklore.</b> I will also give a summary of the use of modal verbs.			Students will recognize the form of its pronunciation as well as the spelling. Students should take notes to clarify their doubts.	
<b>4 min</b>	<b>Clarify Comprehension Questions</b> yes no	Before starting the different activities, the teacher will ask questions to know if the students fully understand what has been taught. The questions can be modified according to the word of use. ---What pronunciation is right /jeridesh/--/jiredich/ ---What is the correct form of writing, /Craftwork/--/crafword/ ---What is the use correct of can/ could /necessary of permission /			The students must answer as they have been taught. The student can review the notes they have acquired to answer the question.	
<b>24 min</b>	<b>Remember/ internalize</b>	<ol style="list-style-type: none"> <li><b>1. Written:</b> The teacher will provide the exercises to complement the grammar practice and the established vocabulary.</li> <li><b>2. Transition:</b> Pair work---The Small Add--- The teacher will provide you with a picture of publicity so that the students can describe it and establish a conversation with classmates.</li> <li><b>3. Speaking:</b> The teacher will instruct students to select a picture of their city’s traditions from the Internet. They should then describe the image using the vocabulary and grammar introduced in the lesson and formally state these questions in conversation.                      What is the most important festival in your city?                      Do you like to celebrate these traditions with your family?                      On what date is this tradition celebrated in your family or community?</li> </ol>			---Students should complete the exercises to find out more and execute them efficiently when putting them into practice. ---Students should complete the conversation by interpreting the dialogue to encourage speaking practice. ---Students should practice their speaking skills in improvising the image by implementing the established vocabulary and grammar.	
<b>16 min</b>	<b>Fluently Use (genre mash-up)</b>	The teacher will ask the students to make a presentation about their city’s traditions; this could be a dance - food- or history- among other activities which they must perform in different stages of comedy-tragedy, or mystery. This exercise helps the participants deepen the subject’s development and improvise during different situations.			The students should introduce their chosen characters and provide more information about them. The student should use the vocabulary and grammar to practice speaking in front of the class.	



# TRADITIONS



## Heritage




/features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance/

1. The city's rich cultural heritage is celebrated through its diverse museums, historic landmarks, and annual festivals.
2. My family's heritage is deeply rooted in Italian traditions, and we take pride in our culinary heritage, passing down recipes from generation to generation.

## ceremony




(a set of) formal acts, often fixed and traditional, performed on important social or religious occasions

- 
1. The graduation ceremony was a momentous occasion, filled with speeches, applause, and a sense of accomplishment for all the graduates.
  2. The wedding ceremony took place in a picturesque garden, with the bride and groom exchanging vows under a canopy of blooming flowers.

## Craftwork



an activity involving skill in making things by hand

- 
1. The intricate craftwork on the handmade wooden cabinet showcased the artisan's exceptional skill and attention to detail.
  2. The craftwork displayed at the local arts and crafts fair featured a wide range of items, from pottery and textiles to jewelry and sculptures, all created by talented local artists.



## Hesitation

/to pause before you do or say something, often because you are uncertain or nervous about it/

1. Her hesitation before accepting the job offer stemmed from her concerns about relocating to a new city and leaving behind her family and friends.
2. Despite his initial hesitation, he eventually mustered the courage to ask her out on a date, and their relationship blossomed from there.

## pilgrimage

/a visit to a place that is considered special, where you go to show your respect/

1. Every year, thousands of devotees embark on a pilgrimage to the holy city of Mecca as a fundamental aspect of their faith in Islam.
2. The journey to Machu Picchu is considered a spiritual pilgrimage for some travelers, as they trek through the Andes to reach the ancient Incan citadel.

## Folklore

/the traditional stories and culture of a group of people/

1. The folklore of the region is rich with tales of mythical creatures and legendary heroes passed down through generations.
2. Anthropologists often study the folklore of indigenous cultures to gain insights into their beliefs, traditions, and oral storytelling traditions.

## GRAMMAR

### Modal verbs "could- should- must "

#### Can / Could:

- **Ability:** "She can swim."
- **Possibility:** "It could rain later."
- **Permission:** "Can I go to the park?"
- **Polite Request:** "Could you pass the salt, please?"

#### Must:

- **Necessity / Obligation:** "You must finish your assignment."
- **Strong Deduction:** "He must be the new employee."

#### Shall / Should:

- **Future Tense:** "I shall meet you at the station."
- **Suggestion / Advice:** "You should exercise regularly."
- **Obligation:** "You should complete your homework."
- **Formal Offers / Invitations:** "Shall we go for a walk?"





Please complete the exercise with the correct word and put into practice the grammar that you have learned.

Could

should

must

1. In our culture, it is believed that young people \_\_\_\_\_ learn about their heritage from their elders.
2. The festival organizers announced that participants \_\_\_\_\_ arrive at the venue by 5 PM.
3. During this ceremony, attendees \_\_\_\_\_ wear traditional attire as a sign of respect.
4. Grandpa told us stories about how things \_\_\_\_\_ be done in his time, and we listened with fascination.
5. As part of the New Year's tradition, families \_\_\_\_\_ clean their homes to symbolize a fresh start.
6. Visitors \_\_\_\_\_ be careful not to disrupt the ongoing rituals at the temple.
7. Many traditional songs and dances \_\_\_\_\_ be passed down through generations.
8. You \_\_\_\_\_ have a taste of this special dish; it's a local delicacy.
9. Before attending the event, participants \_\_\_\_\_ familiarize themselves with the customs and etiquette.
10. The elders emphasize that preserving cultural heritage \_\_\_\_\_ be a collective responsibility.

Unlock the mystery of "The Hanged Man" and put your vocabulary skills to the test! Complete the words and conquer this exciting activity.

He\_\_ita\_\_e

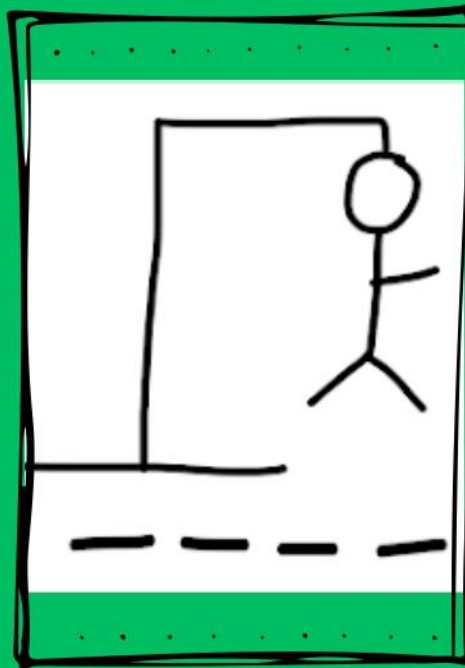
\_raf\_\_o\_\_k

c\_\_r\_\_m\_\_y

H\_\_sita\_\_on

pi\_\_r\_\_m\_\_ge

Fol\_lo\_e





Complete the dialogue with the words and put into practice your practice with your partner.

craftwork

hesitation

folklore

pilgrimage

ceremony

Sarah

Have you seen the beautiful \_\_\_\_\_ at the cultural heritage exhibition?

Yes, there's a traditional ceremony this evening. You should come, but I sense your \_\_\_\_\_.

Ah, I understand. Your interest in \_\_\_\_\_ and history is evident. Enjoy your pilgrimage!

James

No, I haven't had the chance yet. Is there a special \_\_\_\_\_ for it?

Well, it's just that I had planned to go on a \_\_\_\_\_ to explore some ancient sites this weekend.

Practice your speaking skills: perform the following conversation in an image description. Take note of their classmates

What is the most important festival in your city?

Do you like to celebrate these traditions with your family?

On what date is this tradition celebrated in your family or community?

student a

Blank lined notebook paper for student a.

student b

Blank lined notebook paper for student b.



## Final Activity

As part of this lesson, you and your classmates will briefly converse using the vocabulary and grammar taught. The dialogue should focus on describing an image of the city's traditions where your life, which will be depicted with ideas that should relate to the dramatization of two genres: comedy and tragedy. The task requires the participation of three people who will use the vocabulary and phrases introduced in the lesson.



# Unit II Teacher Guide “Lesson Three”



## Objective:

At the end of the class: The student will be able to use many and many and incorporate the story elements vocabulary to encourage the thinking in creating ideas in discussion activities through improvisation.

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> Tales	<b>Vocabulary:</b> Story elements	<b>Drama Strategy:</b> Improvisation	<b>Materials:</b> Canva- board
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**6 min** **Warm-up Game:** The following instruction is for the game “WHAT ARE YOU DOING” that the teacher explains to the students. The students stand in a circle, with one student in the middle. This student is given a mime to do, for example, sweeping the floor. Another student should ask, 'What are you doing?' and the student in the middle must answer quickly BUT not say what they are doing. Instead, they should think of another activity: playing tennis. The student who asked the question now replaces the student in the middle and mimes their suggested activity: playing tennis. The next student in the circle asks, 'What are you doing?' again, the student in the middle must come up with a new activity until everyone has completed a mime. There should be no repetition of ideas to make the game more challenging. The game can be extended by encouraging students to add adverbs to their activity descriptions, such as 'I'm cleaning windows lethargically.' For older or more experienced students, the game can be adapted to make it competitive, whereby if a student repeats an activity or is too long in responding, they're out! This encourages greater spontaneity.

<b>10 min</b>	<b>Encounter Teach</b>	<b>TEACHER</b>	<b>STUDENTS</b>
		The teacher will present in flashcards the vocabulary of story elements, such as Conflict- Resolution- Climax- Protagonist- Antagonist- Narrator- Plot; on the other hand, the teacher will explain the grammatical rules of the "Mach-many- and lot of " that the student needs to understand and practice through exercises in the academic guide.	The students will be able to recognize the different words to put into practice in the activities to be developed. The student should take notes on the vocabulary and grammar of this lesson.

<b>4 min</b>	<b>Clarify Comprehension Questions</b> yes no	To ensure the students comprehend the lesson, the teacher will pose questions before commencing the various activities. The questions can be modified according to the word of use. ---What pronunciation is right /claimex /--/climmax/ ---What is the correct form of writing, /Conflict/--/Conflit/ ---what is the use of /some/ is used with countable nouns, which are things that can be counted individually.	The student must answer as they have been taught. The student can review the notes they have acquired to answer the question.
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<b>24 min</b>	<b>Remember/ internalize</b>	<b>1. Written:</b> The teacher will provide instructions for each exercise to support student understanding and completion during speech practice. <b>2. Transition:</b> Pair work---The Small Add--- The teacher will provide you with a picture of publicity tales of a town so the students can complete the description with their classmates. <b>3. Speaking:</b> The teacher will instruct students to choose an image of a local legend from the internet. Next, they will use the vocabulary and grammar taught in the lesson to describe the picture and engage in a formal conversation by asking questions. Such as: <b>What is the most famous legend in the city?</b> <b>How do you know about that legend?</b> <b>Do you think the stories are true?</b> <b>How do these stories affect you personally?</b>	---Students should complete the exercises to find out more and execute them efficiently when putting them into practice. ---Students should complete the conversation by interpreting the dialogue to encourage speaking practice. ---Students should practice their speaking skills in improvising the image by implementing the established vocabulary and grammar.
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<b>16 min</b>	<b>Fluently Use (words' characteristics)</b>	At the end of class, the teacher will give them a set of words assigned to each partner. The group will consist of four people who must create a story with the words given. During this activity, they will demonstrate in front of the class.	Students will use the vocabulary and grammar established in this lesson. They must improvise as the story is constructed.
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# TALES

## Resolution

an official decision that is made after a group or organization has voted

1. The resolution of the mystery novel left readers feeling satisfied and provided answers to all the unanswered questions.
2. In the film's resolution, the two estranged friends finally reconciled, emphasizing the theme of forgiveness and redemption.

## Climax

the most important or exciting point in a story or situation, especially when this happens near the end

1. The tense climax of the action-packed thriller had audiences on the edge of their seats as the hero attempted to defuse the bomb with seconds to spare.
2. The climax of the romantic comedy occurred when the protagonist confessed their love in front of a crowded airport terminal, creating a heartwarming and memorable moment.

## Protagonist

one of the main characters in a story or a play

1. Harry Potter, the brave young wizard, is the beloved protagonist of J.K. Rowling's renowned book series.
2. Atticus Finch, the principled lawyer in "To Kill a Mockingbird," is often regarded as one of literature's most admirable protagonists.



## Antagonist

a person who is strongly opposed to something or someone

1. The wicked witch served as the primary antagonist in the classic fairy tale, constantly thwarting the hero's quest.
2. Darth Vader, with his imposing presence and dark agenda, is one of cinema's iconic antagonists.

## Narrator

the character who tells you what is happening in a book or movie

1. In the first-person narrative, the protagonist served as the narrator, providing readers with a deep insight into their thoughts and emotions.
2. The unreliable narrator in the psychological thriller kept readers guessing about the true nature of the events, creating a sense of unease and mystery.

## Plot

the story of a book, movie, play, etc.

1. The intricate plot of the murder mystery was full of twists and turns, keeping readers guessing until the very end.
2. The linear plot of the coming-of-age novel followed the protagonist's growth from adolescence to adulthood, exploring their evolving relationships and experiences.

## GRAMMAR

### Modal verbs "could- should- must "

#### Much:

Usage: "Much" is used with uncountable nouns, which are things that cannot be counted individually.

#### • Examples:

There isn't much water left in the bottle.  
She doesn't have much time to finish the project.  
How much sugar do we need for the recipe?

#### Many:

Usage: "Many" is used with countable nouns, which are things that can be counted individually.

#### • Examples:

- There are many books on the shelf.
  - How many students are in your class?
  - She has visited many countries.

#### A Lot of:

Usage: "A lot of" is used with both countable and uncountable nouns.

#### • Examples:

- There's a lot of traffic on the roads today. (uncountable)
- She has a lot of friends. (countable)
- We have a lot of work to do. (uncountable)



Select the correct word for each sentence and put into practice the grammar explained above.

1. There aren't \_\_\_\_\_ oranges left in the basket.
2. How \_\_\_\_\_ time do you spend studying each day?
3. She has visited so \_\_\_\_\_ countries that she can't even count them all.
4. I don't have \_\_\_\_\_ money to buy that expensive gadget.
5. There's \_\_\_\_\_ traffic on the highway this morning.
6. Do you have \_\_\_\_\_ experience in programming?
7. I bought \_\_\_\_\_ new books to add to my collection.
8. How \_\_\_\_\_ friends are you inviting to the party?
9. I'm not feeling well. I haven't had \_\_\_\_\_ appetite today.
10. She didn't have \_\_\_\_\_ trouble understanding the instructions.

**MANY**

**A LOT OF**

**MUCH**

Find the words in the alphabet soup and practice by writing one sentence

Resolution: \_\_\_\_\_

Climax: \_\_\_\_\_

Protagonist: \_\_\_\_\_

Antagonist: \_\_\_\_\_

Narrator: \_\_\_\_\_

Plot: \_\_\_\_\_

V	P	O	A	Y	A	Q	R	I	S	R	O	D	O
L	T	I	D	Z	Q	S	C	H	V	I	C	H	P
R	G	Z	U	M	N	S	G	R	D	X	P	N	N
C	A	W	I	Y	E	L	O	J	Z	A	C	D	J
I	C	H	A	I	N	S	Y	H	I	C	P	G	K
Q	N	E	Q	U	H	A	A	U	N	O	K	N	U
Z	K	C	O	B	M	J	P	P	B	X	G	L	F
Z	N	I	A	R	E	S	O	L	U	T	I	O	N
P	R	O	T	A	G	O	N	I	S	T	Q	L	W
I	F	T	Q	N	D	R	C	T	X	V	L	Q	G
C	L	I	M	A	X	U	L	J	M	U	Y	C	A
K	A	N	T	A	G	O	N	I	S	T	N	N	I
Y	M	X	Z	Z	Q	P	L	O	T	O	C	X	L
F	L	N	A	R	R	A	T	O	R	S	N	Y	A

## Write the correct word for each meaning

The conclusion or ending of a story.

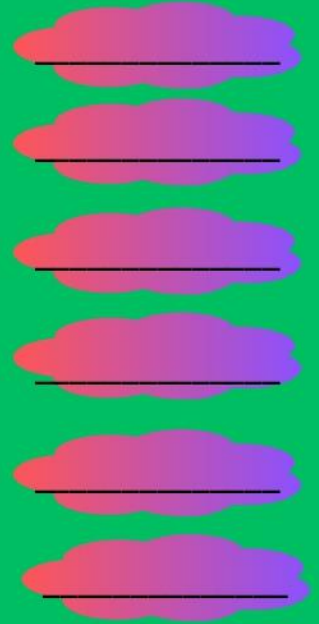
The highest point of tension in a story.

The main character in a story.

The character or force opposing the protagonist.

The person telling the story.

The sequence of events in a story.



## complete the conversation with the following audio and practice your speaking skills

**Character A:** "I can't believe we're approaching \_\_\_\_\_, with the resolution just around the corner."

**Character B:** "Yes, and it's all thanks to \_\_\_\_\_ who faced \_\_\_\_\_ by the cunning antagonist."

**Character A:** "Indeed, but \_\_\_\_\_ compelling storytelling that brought this intricate plot to life."

**Character B:** "Absolutely, \_\_\_\_\_ wove a tapestry of adventure and emotion, \_\_\_\_\_ and turn feel real."



<https://voca.ro/1oy1jGeSsfPM>



Describe the image and answer the required questions. Then, ask for two opinions from your classmates on the picture using the same questions.

Do you think the stories are true?

How do these stories affect you personally?

What is the most famous legend in the city?

**student a**

How do you know about that legend?

**student b**



Blank lined paper for student a to write their response.

Blank lined paper for student b to write their response.

## Final Activity

As part of this lesson, you will make a group of 4 people who will share ideas by using words randomly chosen by yourselves. The topic to be covered is the legends of my city. You must use the grammar and vocabulary provided in this lesson.



# Unit II Teacher Guide “Lesson One”



## Objective:

At the end of the class: The students will be able to use "little" and "few" and acquire the vocabulary of Wild animals to maintain active critical thinking in the activity of debates during the class through narrative.

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> Animals	<b>Vocabulary:</b> Wild animals	<b>Drama Strategy</b> Narration	<b>Materials:</b> Canva- board
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**6 min** **Warm-up Game:** "Find the Lie" **Materials:** small pieces of paper, one for each student. **Prompts:** 1. Give each student a small piece of paper. 2. Tell them to write three pieces of information about themselves on paper. Two of this information must be true; one is a lie. - My name is Sophal (True) - I am married (False) - I visited Japan in 1999 (True) 3. Tell the students to stand up and hold their paper before them. 4. They should walk around the classroom with the information, whereby if a student repeats an activity or is too long in responding, they're out! This encourages greater spontaneity.

	TEACHER	STUDENTS
<b>10 min</b>	<b>Encounter Teach</b> The teacher will present the vocabulary through cards to better understand what will be taught. The words are related to wild animals, such as <b>Leopard- Cheetah- Alligator- Bison- Lynx- Hyena</b> . Furthermore, the teacher will also give feedback on the use of tiny and few for the grammar of this lesson.	Students must meditatively recognize the words the teacher will teach through the images and meanings. Take notes of the class given for any doubts they may have.

<b>4 min</b>	<b>Clarify Comprehension Questions</b> yes no Before beginning the practice of the vocabulary and grammar exercises, the teacher will ask questions to see if the subject of the class that has been taught is clear. ---What pronunciation is right /leopard /--/liperd/ ---What is the correct form of writing, /Cheetah/--/Chirah/ ---what is the use of /little s used in the sense of 'not much, but all there is/ the amount is small but all/ the small amount or quantity, but all' before singular, uncountable noun to express quantity	The student must recognize and remember to be able to answer these questions through the use of his notes, which will help him to strengthen his knowledge.
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<b>24 min</b>	<b>Remember/ internalize</b> 1. <b>Written:</b> The teacher provided the students with detailed instructions to tackle each exercise, aiming to address any issues they may face and prepare them for the oral expression practice. 2. <b>Transition:</b> pair work---image descriptions --- The teacher will provide a picture for the students to use in a group activity where they complete a report with their classmates. 3. <b>Speaking:</b> The teacher will deliver clear and comprehensive instructions to the students for an engaging activity that requires them to ask questions about a given picture to their partners. This activity aims to enhance their communication and collaboration skills while improving their ability to analyze visual information. What does the picture represent to you? How does this image influence your life? What is the positive message about this image?	---Students should thoroughly engage in exercises to gain a deeper understanding and to develop the ability to execute them more proficiently. ---Students should complete the description image by interpreting the dialogue to encourage speaking practice. ---Students should practice their speaking skills in improvising the image by implementing the established vocabulary and grammar.
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<b>16 min</b>	<b>Fluently Use (Comprehension Question Cube)</b> The teacher will divide the students into groups of 4 students. The teacher will discuss "Animals in danger of extinction." The teacher will ask each person to write two questions based on their experiences. The questions will be collected in a bucket, which will be thrown, and the students will then answer the questions.	Students will use the vocabulary and grammar established in this lesson. They should narrate about experiences they have seen in videos or photos.
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# Animals

## Leopard

**/ˈlep.ərd/**

<https://dictionary.cambridge.org/us/dictionary/english/leopard?q=Leopard>



a large wild cat that has yellow fur with black spots on it and lives in Africa and southern Asia

## Cheetah

**/'tʃiː.tə/**

<https://dictionary.cambridge.org/us/dictionary/english/cheetah?q=Cheetah>



a wild animal of the cat family, with yellowish-brown fur and black spots, that can run faster than any other animal

## Alligator

**/ˈlep.ərd/**

<https://dictionary.cambridge.org/us/dictionary/english/alligator?q=Alligator>



a large wild cat that has yellow fur with black spots on it and lives in Africa and southern Asia



## Bison

**/ˈbaɪ.sən/**

<https://dictionary.cambridge.org/us/dictionary/english/bison?q=Bison>



a large wild animal, similar to a cow but having a larger head and shoulders covered in hair, found in North America and Europe. The North American bison is also called a buffalo.

## Lynx

**/lɪŋks/**

<https://dictionary.cambridge.org/us/dictionary/english/lynx?q=Lynx>



a wild animal of the cat family that has brown hair, sometimes with dark spots on it, pointed ears, and a short tail

## Hyena

**/haɪˈiː.nə/**

<https://dictionary.cambridge.org/us/dictionary/english/hyena?q=Hyena>



a wild animal from Africa and Asia that looks like a dog, hunts in groups, and makes a sound similar to a human laugh

## USE OF LITTLE AND FEW

### LITTLE

Little refers to non-countable nouns, and is used with the singular form to indicate that something exists only in a small amount or to a slight degree. For example:

1. I've got little money left in my account.
2. He's so stubborn, there's little use in talking to him.

### FEW

Few refers to countable nouns, and is used with the plural form to indicate not many persons or things. For example:

1. Few people stopped to listen to the preacher on the corner.
2. Ben has few friends in London.

## GRAMMAR





**draw lines with the correct meaning of each word**

A large, spotted carnivorous cat known for its agility and strength.

Leopard

A carnivorous mammal known for its scavenging behavior and distinctive laughter-like vocalizations.

Cheetah

A large, semi-aquatic reptile with a broad snout, found in freshwater habitats.

Alligator

A massive, shaggy-haired mammal native to North America, known for its hump and large horns.

Bison

Lynx

A fast-running, spotted big cat with distinctive black tear-like markings on its face.

Hyena

A medium-sized wild cat characterized by its tufted ears and short tail.

**Complete the dialogue with the correct use of little and few, and practice your oral expression.**

**Sarah:** Have you visited the wildlife sanctuary lately?

**Alex:** Yes, I went there just last week. Surprisingly, there were very \_\_\_\_\_ visitors.

**Sarah:** That's nice; fewer people make the experience more enjoyable. Did you get to see many animals?

**Alex:** Well, there were quite a \_\_\_\_\_ actually. I saw a leopard, a cheetah, and even an alligator.

**Sarah:** Wow, that's quite a collection! How about the bison? Were there many of them?

**Alex:** There were only a \_\_\_\_\_ bison in the area, but they were majestic creatures.

**Sarah:** What about the smaller cats like the lynx? Did you spot any?

**Alex:** Unfortunately, I saw very \_\_\_\_\_ lynx during my visit. But I did come across a pack of hyenas.

**Sarah:** That must have been interesting. Despite the \_\_\_\_\_ time you spent with the lynx, it sounds like you had a diverse wildlife experience.

**Alex:** Absolutely, it was a unique adventure!

FEW

LITTLE



Please complete the words to have a clear understanding of the spelling, and practice your pronunciation

Le \_ par \_ d

\_ h \_ et \_ h

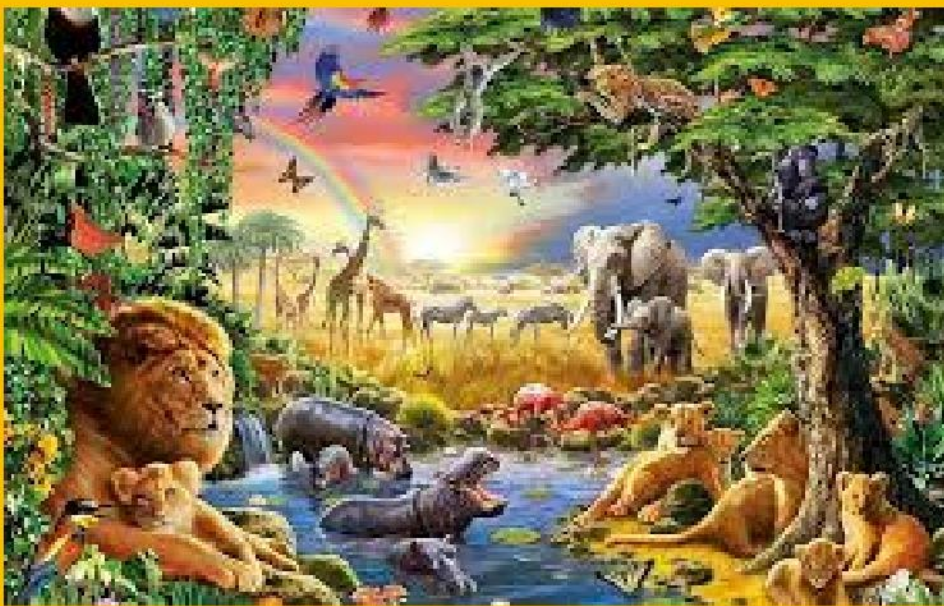
A \_ li \_ at \_ r

\_ is \_ n

\_ y \_ x

\_ y \_ n \_

Before listening to the audio, describe the image, then play the audio, write down the most important events, and share your ideas with your colleagues.



<https://voca.ro/1HXG3gg14TV>

notes

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Look at the image and describe using the vocabulary and grammar used in this lesson, then apply the following questions to your partners



student A

student B

What does the picture represent to you?


How does this image influence your life?

What is the positive message about this image?

Blank writing area for student A, featuring a pink spiral binding at the top and five horizontal dashed lines for writing.

Blank writing area for student B, featuring a pink spiral binding at the top and five horizontal dashed lines for writing.

Before listening to the audio, describe the image, then play the audio, write down the most important events, and share your ideas with your colleagues.



## Final Activity

**As part of this lesson, you will discuss endangered animals by asking two questions per student and placing them in a bucket or a place for random selection. You can use the vocabulary and grammar established in this lesson to foster speaking skills.**



# Unit II Teacher Guide “Lesson Two”



## Objective:

At the end of the class: The student will be able to use the first conditional and incorporate the water transports vocabulary to encourage the thinking in creating ideas in discussion activities through narrative.

Time class: 60min	Level: 2 <sup>nd</sup> Baccalaureate	Topic: Transport	Vocabulary: Water Transportations	Drama Strategy Narration	Materials: Canva- board
6 min	<b>Warm-up Game: "Circle games--Change places"</b> Procedure: 1. Get all the students to sit in chairs in a circle except for one person who does not have a chair. This person stands in the middle of the process. 2. The person in the middle calls out one instruction. e.g., "Change if you are wearing a white shirt." 3. All the people wearing white shirts must stand up and change places. The last person left standing without a chair calls out another instruction. E.g., "Change if you live in Phnom Penh." 4. All the people living in Phnom Penh now change places, and the person left standing calls out another instruction. e.g., "Change if you are married." 5. Keep playing for a few minutes.				
10 min	Encounter Teach	<b>TEACHER</b> The teacher will provide the vocabulary and grammar used in this lesson to help you improve your speaking skills. sailboat- cruise ship- jet ski- Canoe- Kayak- Yacht The teacher will give a brief introduction to the first conditional.		<b>STUDENTS</b> The students will be able to recognize the different words to put into practice in the activities to be developed. The student should take notes on the vocabulary and grammar of this lesson.	
4 min	Clarify Comprehension Questions yes no	To ensure that students have understood the subject taught by the teacher, the teacher will perform and ask basic questions to know their understanding. The teacher can use the questions by replacing the words. What is the correct pronunciation of /seilbot/---/silboat/? how do you spell //kayak / callac//? what is the structure of the first conditional // If + Condition (sentence with a verb conjugated in the present simple) + will + Result (sentence with a verb in the infinitive)? What is the meaning of yacht /private boat/--/public boat/		The student must answer as they have been taught. The student can review the notes they have acquired to answer the question.	
24 min	Remember/ internalize	<b>1. Written:</b> The teacher gave instructions on how to perform the exercise to understand better the vocabulary and grammar taught. <b>2. Transition:</b> Pair work---image description---- The student will complete the dialogue of two people narrating anecdotes at sea. Finally, they will practice their oral skills through the exposed conversation. <b>3. Speaking:</b> The teacher will provide an image for the students to describe through events they have seen or experienced. The questions to ask their classmates are as follows: ---What is the environment shown in the image? ---Do you have any experience that has happened to you in the sea? ---What is the trip you would have to do at sea?		---Students should complete the exercises to find out more and execute them efficiently when putting them into practice. ---Students should complete the conversation by interpreting the dialogue to encourage speaking practice. ---Students should practice their speaking skills in improvising the image by implementing the established vocabulary and grammar.	
16 min	Fluently Use (Debate)	The teacher will provide a topic for discussion about the dangers of the sea, covering both negative and positive aspects. The teacher will assign groups of six people to share their personal experiences and talk about events that have happened to them. The teacher will advise the groups to divide into two parts to discuss the topic's positive and negative aspects.		During the construction of the debate, students will utilize the vocabulary and grammar introduced in this lesson.	



# water-transport

**sailboat**  
/'seɪl.boʊt/

<https://dictionary.cambridge.org/us/dictionary/english/sailboat>



Brunner's given her his marching orders to destroy the sailboat.

It was Stone's sailboat I saw last night, saw it plain in the night glasses.

**cruise ship**  
/'kru:z ʃɪp/

<https://dictionary.cambridge.org/us/dictionary/english/cruise-ship>



At the time, it was the largest cruise ship afloat.

You also spent four years as a singer on P&O cruise ships.

**jet ski**  
/'dʒet.ski:/

<https://dictionary.cambridge.org/us/dictionary/english/jet-ski>



You can jet-ski on the Danube near Szentendre island.

When we jet-skied on Lake Mead I couldn't believe how warm the water was.



## Canoe

/kə'nuː/

<https://dictionary.cambridge.org/us/dictionary/english/canoe?q=Canoe>



It was kept alive even in the most important creation of their material culture -- the canoe.

The males are larger, shaped like a canoe.

## Kayak

/'kaɪ.æk/

<https://dictionary.cambridge.org/us/dictionary/english/kayak?q=Kayak>



I can not paddle this kayak anywhere right now.

He'd swap his kayak for his chain saw.

## Yacht

/jɑ:t/

<https://dictionary.cambridge.org/us/dictionary/english/yacht?q=Yacht>



The yacht includes a buffet and cash bar, plus a deejay.

F  
He is known to sail his yacht between resorts, the bureau said.

## GRAMMAR

### SECOND CONDITIONAL

The first conditional has the present simple after 'if', then the future simple in the other clause:

- if + present simple, ... will + infinitive

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

1. If I have time after work, I will go to the gym.
2. If you study hard for the exam, you will pass with flying colors.
3. If she doesn't hurry, she will miss her train.





fill in the space with the structure of the first conditional to put your knowledge into practice.

- 1.If Charlie (buy) \_\_\_\_\_ a new TV, he (not/have) \_\_\_\_\_ enough money to pay his rent.
- 2.If you (not/learn) \_\_\_\_\_ the key vocabulary, you (not/pass) \_\_\_\_\_ the test.
- 3.They (not/be) \_\_\_\_\_ angry if you (tell) \_\_\_\_\_ them the truth.
- 4.She (not/change) \_\_\_\_\_ her mind if he (keep) \_\_\_\_\_ asking her.
- 5.His health (not/get) \_\_\_\_\_ better if he (not/stop) \_\_\_\_\_ smoking.
- 6.If you (be) \_\_\_\_\_ in town later, (you/buy) \_\_\_\_\_ some milk?
- 7.(she/cancel) \_\_\_\_\_ the wedding if she (find) \_\_\_\_\_ out the secret?
- 8.If you (have) \_\_\_\_\_ time later, (you/help) \_\_\_\_\_ me with the dishes?
- 9.(they/be) \_\_\_\_\_ angry if I (not/come) \_\_\_\_\_ to their party?
- 10.If I (not/do) \_\_\_\_\_ the assignment, (I/be) \_\_\_\_\_ in trouble?

Align the audio with the corresponding word accurately.



<https://voca.ro/14GFadj2d08S>



sailboat



<https://voca.ro/1oyP7fB5t72i>

jet ski



<https://voca.ro/1bFYAsakRQCE>

Yacht



<https://voca.ro/11J80Frt8ccp>

Kayak



<https://voca.ro/12hk8cQuwUqB>

cruise ship



<https://voca.ro/1aDxDtNRcEWM>

Canoe



The words the teacher taught you in class are the vocabulary you will find in the alphabet sou

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O	J	N	R	N	C	I	F	A	M	H
Y	J	G	Y	E	R	L	S	T	F	D
C	H	Q	Z	X	U	M	I	V	B	M
X	A	I	B	D	I	Y	S	I	Y	T
S	N	K	K	I	S	Z	A	X	A	R
A	G	A	R	P	E	J	I	U	C	X
C	L	Y	W	A	S	E	L	F	H	Z
A	C	A	K	A	H	T	B	D	T	K
N	G	K	E	D	I	S	O	T	K	J
O	Q	E	G	B	P	K	A	E	C	K
E	P	C	T	B	L	I	T	A	J	N

Align the audio with the corresponding word accurately.

Alex

Hey, Sarah, the weather forecast for this weekend is perfect for some outdoor fun. How about we plan an adventure on the water?

Sarah

Hey, Sarah, the weather forecast for this weekend is perfect for some outdoor fun. How about we plan an adventure on the water?

That sounds great, Alex! What options do we have?

Well, we could take a sailboat out on the lake. If the wind is favorable, we \_\_\_\_\_ have a fantastic time sailing.

Sailing sounds wonderful, but I'm in the mood for something more extravagant. How about a yacht? If we can find one to charter, \_\_\_\_\_ will enjoy luxury and comfort on the water.

A yacht would be incredible, but it might be a bit expensive. How about a compromise? If we rent a canoe, we can still enjoy the water together and save some money.

A canoe could be fun, especially \_\_\_ we pack a picnic. But you know, I've always wanted to try riding a jet ski. If there's a rental place nearby, we can have an adrenaline rush.

Jet skiing does sound exciting! If we can rent two jet skis, we'll \_\_\_\_\_ a thrilling adventure. We should check for local rental places.

Agreed, let's do it! And if we find a place that offers jet ski rentals, we \_\_\_\_\_ have an unforgettable day on the water.

Sounds like a plan! Let's go online and see if we can book those jet skis for the weekend.



Look at the image and describe using the vocabulary and grammar used in this lesson, then apply the following questions to two of your partners



student A

student B

---What is the environment shown in the image?

---What is the environment shown in the image?

---What is the environment shown in the image?

## Final Activity

For the final activity of this lesson, you will have to debate in groups of 6 people; three of your companions will discuss the positive aspects of the airport, and the others will discuss the negative aspects. It would be best to use the vocabulary and grammar in this activity.



# Unit II Teacher Guide “Lesson Three”



## Objective:

At the end of the class, the student will be able to use the second conditional security airport to foster speaking skills in the exercises and dialogues of the narrative strategy.

<b>Time class:</b> 60min	<b>Level:</b> 2 <sup>nd</sup> Baccalaureate	<b>Topic:</b> airport	<b>Vocabulary:</b> Security in the airport	<b>Drama Strategy:</b> Narration	<b>Materials:</b> Canva- board
<b>6 min</b>	<b>Warm-up Game:</b> "Pass the sound": Procedure: 1. All the students stand in a circle ---2. One person chooses a short, sharp sound, then, putting their hands together, points to the person next to them and makes the sound. The following person puts their hands together, means to the person next to them, and makes the sound. ---3. Pass the sound around the whole circle. ---4. Then, tell the students they can change the direction of the sound by pointing to someone across the process or sending the sound back to the person who gave it to them. ---5. This game needs to be played at a fast speed.				
<b>10 min</b>	<b>Encounter Teach</b>	<b>TEACHER</b>		<b>STUDENTS</b>	
		The teacher will teach vocabulary related to the airport elements, such as <b>Check-in- Boarding Pass- Security Line- Security Check- Passport Control- Announcement- Baggage Carousel</b> . He will also briefly introduce the second conditional, which will be used in the exercises and dialogues established in this lesson		students should take notes on vocabulary and grammar to reinforce the class content.	
<b>4 min</b>	<b>Clarify Comprehension Questions</b> yes no	The teacher will pose basic questions to the students to gauge their comprehension of the topic. This helps the teacher to identify areas where students may need further clarification or support. The teacher can modify the questions depending on the word used. Questions: --What pronunciation is right /Chekin/- /chikin/? --What is the correct form, /Baggage Carousel or Bagoge Carusel/? --What is the correct meaning of Announcement, anuncio- presentación?		The student is responsible for learning and answering questions based on their notes and knowledge-	
<b>24 min</b>	<b>Remember/ internalize</b>	1. <b>Written:</b> The teacher will give instructions on the exercises to be performed so that the students understand the class topic better. These exercises must be performed using the previously mentioned questions. 2. <b>Transition:</b> Pair work--- video information ---- The teacher will give a brief video about security in the airport so that the students can answer the questions and share the answers with their classmates. 3. <b>Speaking:</b> The teacher will set the following questions for the students to interview their partner. <b>What is the first thing you do on the opposite side?</b> <b>Do you think airport security is important?</b> <b>Do you think the airport fights against drugs?</b>		--Students must complete the exercises to encourage the practice of vocabulary and grammar.  --Students will complete the exercise and practice oral expression.  --The students interviewed two of their classmates and took note of the answers.	
<b>16 min</b>	<b>Fluently Use</b> (Five Finger Retelling)	The teacher divides the class into four students per group. The teacher will assign the topic to discuss " anecdotes at the airport." The concrete will refer to the person who begins to narrate happiness.		During the film's construction, students will have five opportunities to tell the story from the beginning to the end.	





# AIRPORT



## Check-in /tʃek/



<https://dictionary.cambridge.org/us/dictionary/english/check-in?q=Check-in>



There are a couple of passengers who still haven't checked in, so we may be able to get you on the flight.



Spirit charges \$5 if you skip the airport kiosk and ask the customer service agent to print your boarding pass.



## Boarding Pass /'bɔːr.dɪŋ .pæs/



<https://dictionary.cambridge.org/us/dictionary/english/boarding-pass?q=Boarding+Pass>



## Security Line /sə'kjʊr.ə.t̬ laɪn/



<https://dictionary.cambridge.org/us/dictionary/english/line>



The security line will take about a half hour.





## Security Check

/sə'kjʊr.ə.tʃ tʃek/



<https://dictionary.cambridge.org/us/example/english/security-check>



The weapons and explosives had been given to her by an accomplice in the duty-free shop after she had passed through the security check.



She was stopped by a passport control officer and taken to an interrogation room.



## Passport Control

/ˌpæs.pɔːrt kən'trəʊl/



<https://dictionary.cambridge.org/us/dictionary/english/passport-control?q=Passport+Control>



## Announcement

/ə'naʊns.mənt/



<https://dictionary.cambridge.org/us/dictionary/english/announcement?q=Announcement>



The announcement took London and Paris by surprise, but the White House had been expecting it.



She says the worst experience now is being stuck at an airport baggage carousel while I do selfies with fans



## Baggage Carousel

/'bæɡ.ɪdʒ ker.ə'sel/



<https://dictionary.cambridge.org/us/dictionary/english/baggage?q=Baggage+Carousel>



## SECOND CONDITIONAL

The second conditional is like the first conditional. We are still thinking about the future. We are thinking about a particular condition in the future, and the result of this condition. But there is not a real possibility that this condition will happen.

### IF + CONDITION "PAST SIMPLE" + RESULT "WOULD + BASE VERB"

Notice that we are thinking about a future condition. We use the Past Simple tense to talk about the future condition. We use would + base verb to talk about the future result. The important thing about the second conditional is that there is an unreal possibility that the condition will happen.

#### EXAMPLES

If I married Mary, I would be happy.  
If Ram became rich, she would marry him.



Sometimes, we use should, could or might instead of would, for example: If I won a million dollars, I could stop working.

Complete the Sentences: Fill in the blanks with the appropriate second conditional form of the verbs in parentheses.

- If I (win) \_\_\_\_\_ the lottery, I would buy a big house.
- She (travel) \_\_\_\_\_ the world if she had enough money.
- If it (rain) \_\_\_\_\_ tomorrow, we would stay indoors.
- He (be) \_\_\_\_\_ happier if he had a better job.
- If they (study) \_\_\_\_\_ harder, they would get better grades.

Create Your Own Sentences: Come up with your own second conditional sentences. Think about unlikely or imaginary situations.

- If I (have) \_\_\_\_\_ a superpower, it would be \_\_\_\_\_
- If I (meet) \_\_\_\_\_ a famous person, I would ask them \_\_\_\_\_
- If I (live) \_\_\_\_\_ in a different country, I would want to live in \_\_\_\_\_
- If I (win) \_\_\_\_\_ a million dollars, I would \_\_\_\_\_
- If I (be) \_\_\_\_\_ an animal, I would choose to be \_\_\_\_\_

listen carefully and complete the sentences

- If I had \_\_\_\_\_ my boarding pass, I would ask the airline staff for assistance at the \_\_\_\_\_ counter.
- If there were a long security line, I would arrive at the airport earlier to avoid any delays.
- If the \_\_\_\_\_ check were more efficient, we wouldn't have to spend so much time in line.
- If I lost my passport at passport control, I \_\_\_\_\_ be in serious trouble.
- If there were important \_\_\_\_\_ about our flight, they would be \_\_\_\_\_ over the airport's PA system.
- If my luggage didn't arrive at the \_\_\_\_\_ carousel, I would report it to the \_\_\_\_\_ immediately.



<https://voca.ro/15ORrH2Zlkg6>



Find the words in the alphabet soup—the vocabulary taught above.

1

2

3

4

5

6

7

T	G	C	K	A	W	F	S	D	D	X	O	J	X
S	E	C	U	R	I	T	Y	C	H	E	C	K	Y
N	P	A	S	S	P	O	R	T	C	O	N	T	R
N	K	I	Z	X	F	G	D	W	N	V	P	Q	O
U	L	S	E	C	U	R	I	T	Y	L	I	N	E
D	B	K	K	T	S	R	C	H	E	C	K	I	N
B	B	A	G	G	A	G	E	C	A	R	O	U	S
H	A	L	U	C	U	M	K	S	G	K	Q	Y	I
O	S	B	O	A	R	D	I	N	G	P	A	S	S
Z	J	A	N	N	O	U	N	C	E	M	E	N	T
U	M	K	M	T	H	P	J	A	R	O	N	N	Z
M	K	P	U	L	B	A	O	B	H	E	O	H	C
U	W	K	Y	I	J	U	K	G	C	J	N	U	M
F	W	T	Y	L	K	C	H	X	Y	T	F	W	Y

complete the dialogue using the second conditional, then practice your oral expression with your partners.

**Passenger A:** "What would you do if you forgot your boarding pass at home?"

**Passenger B:** "If I forgot my boarding pass, I \_\_\_\_\_ rush to the check-in counter and hope they can help me out."

**Passenger A:** "And what if there were a long security line?"

**Passenger B:** "If there \_\_\_\_\_ a long security line, I'd be worried about missing my flight, so I'd arrive at the airport much earlier."

**Passenger A:** "What if the security check were even stricter?"

**Passenger B:** "If the security check were stricter, I' \_\_\_\_\_ make sure I didn't have any prohibited items in my carry-on luggage."

**Passenger A:** "And what about passport control?"

**Passenger B:** "If I \_\_\_\_\_ any issues at passport control, I'd try to stay calm and follow their instructions."

**Passenger A:** "What if there were important announcements about our flight?"

**Passenger B:** "If there were important announcements, I \_\_\_\_\_ listen carefully to make sure I don't miss any updates or changes."

**Passenger A:** "And finally, what would you do if your luggage didn't appear on the baggage carousel?"

**Passenger B:** "If my luggage didn't appear on the baggage carousel, I \_\_\_\_\_ immediately report it to the airline's lost and found desk."



Please analyze the conversation and provide your response based on your knowledge of how you would handle the following situation at an airport.

Customs officer:— Can I see your passport and customs declaration form?

You: \_\_\_\_\_

Customs officer:— Are you carrying any items accepted from a person you don't know?

You: \_\_\_\_\_

Customs officer:— Anything to declare?

You: \_\_\_\_\_

Customs officer:— How much wine do you have?

You: \_\_\_\_\_

Customs officer:— That's all right. Do you have anything else?

You: \_\_\_\_\_

Customs officer:— Well, would you please put your suitcase on this table and open it up?

You: \_\_\_\_\_

Customs officer:— What's in this box?

You: \_\_\_\_\_

Customs officer:— And what's this?

You: \_\_\_\_\_

Customs officer:— I'm sorry, ma'am, but you're not allowed to bring food.



## Final Activity

**For the final activity of this lesson, you will have to put situations that can happen in an airport. You will have to tell five anecdotes that you have experienced. The work will be done in groups of four people. Use the vocabulary and grammar exposed.**

## CONCLUSIONS

After conducting the investigation named "Drama Strategies in the Development of Speaking Skills," the following conclusions have been established:

Speaking skill is one of the most critical areas that students must learn, whereby they express their opinions or ideas together to other people. However, in this research, the students presented low speaking skills. This passed for using traditional methodologies, conventional strategies, or only focusing on applying grammar. It causes the learners to lose interest in learning English. Currently, it can find different methods that help students enhance all English skills exponentially. In this regard, Drama strategies significantly improve speaking skills not only in this area, if not in all the areas of English, which helps them in social communication, the motivation to learn a new language, and be creative in life situations.

Based on the data collected, it can be concluded that teachers are not solely responsible for students' low English proficiency levels. Factors such as the duration of each class, advanced curriculum content, and lack of student interest contribute to this issue. To address this challenge, drama-based strategies can help students express their ideas effectively in real-life situations and improve their speaking skills in acquiring a new language.

Incorporating drama strategies into an academic guide for learning English can have a significant impact on pedagogy. It can create an environment where learners can enjoy enhancing their self-esteem, improving their communication skills with others, and more. Additionally, students can develop essential abilities like listening, writing, reading, grammar, and acquiring new vocabulary. Hence, this academic guide can be an invaluable tool for teaching English as a foreign language.



Drama strategies are effective in improving students' speaking skills, as well as developing their receptive and productive language abilities.

### **RECOMMENDATIONS**

Teachers could consider implementing drama strategies during class hours to facilitate the acquisition of communication and other English skills. These strategies have proven effective in providing a creative and engaging learning experience, which can help students develop their language abilities more dynamically and interactively.

Teachers must consciously motivate their students to get involved in the learning process, as active participation can significantly enhance the effectiveness of the teaching methods. This can be achieved by creating a positive and inclusive learning environment that encourages students to feel comfortable expressing themselves and taking risks in their language learning.

At the same time, students should be actively willing to learn, improve their language skills, and participate in the lessons taught by their teacher. By demonstrating a positive attitude towards learning, students can maximize the benefits of their teacher's drama strategies and accelerate their progress in acquiring English skills.

Teachers who teach English as a foreign language are recommended to consider using the academic guide "Drama Strategies." This guide provides clear instructions on acquiring a new language. The teacher can modify or implement vocabulary, conversations, and activities that help students improve their oral communication and other English language skills.

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## ANNEXES

### Annex 1. *Teachers' surveys.*



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



#### INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT VICTOR MANUEL GUZMAN.

**Instrument: Interview**

**Objective: Determine English teachers' knowledge when applying the different drama strategies in the classroom to develop speaking skills.**

**Establish the strategies used by teachers in the development of speaking skills at Victor Manuel Guzman High School.**

1. From your point of view, in what ways do you think students can learn and improve their speaking skills? Please clarify and provide a further explanation.
2. What is the best strategy you use in the classroom to help students to develop their speaking skills? Describe it.
3. Do you think utilizing drama and its various tactics can enhance students' speaking skills?
4. Have you used dramatization strategies to develop speaking skills with your students?  
Yes- No Why?
5. Consider that. Is it possible to design various drama strategies that can inspire students to enhance their speaking abilities? Yes-not Why?
6. Do you think drama strategies would help the student expose their greatest fears and improve personally as a scholar in developing speaking skills?

**THANK YOU FOR YOUR COOPERATION**

**Annex 2. Teachers and students' surveys.**



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE  
SEGUNDO DE BACHILLERATO DE LA UNIDAD EDUCATIVA "VICTOR  
MANUEL GUZMAN"**

**Objetivo:** Obtener información sobre las diferentes estrategias utilizadas por los docentes de Inglés las cuales son aplicadas en las horas de clase y el desarrollo de las habilidades de Speaking a través de la dramatización.

Identificar las estrategias utilizadas por los docentes de inglés para el desarrollo de la habilidad de hablar.

**Instrucciones:** Estimado estudiante, por favor lea detenidamente las siguientes preguntas y responda con objetividad, en vista de que sus respuestas serán de ayuda para el desarrollo de la investigación, la misma que busca conocer las estrategias utilizadas actualmente por los docentes en las clases de inglés para el desarrollo de la habilidad de speaking.

**Datos generales**

Sexo

Femenino

masculino

• **¿Qué tan importante crees que es aprender inglés?**

Extremadamente útil ( )

Muy útil ( )

Algo útil ( )

No muy útil ( )

Para nada útil ( )

• **¿Qué tipos de estrategias te gustaría realizar en las clases de inglés?**



- Dramas ( )
- Juegos ( )
- Canciones ( )
- Talleres ( )

- Según tu opinión ¿Las estrategias que has experimentado en las clases de inglés te ayudan a mejorar tus habilidades de Speaking?

- Siempre ( )
- Casi siempre ( )
- A veces ( )
- Nunca ( )

- ¿Consideras que el desarrollo del Inglés a través de la dramatización mejorarían en gran nivel tu Speaking?

- SI       NO       TAL VEZ

- ¿Crees que tu aprendizaje sería más formativo a través de una representación dramática estimulando el hablar de forma creativa?

- Totalmente en desacuerdo
- desacuerdo
- me es indiferente
- De acuerdo
- totalmente de acuerdo

- ¿Qué tipo de dramatización te gustaría representar y poder así mejorar tus habilidades del habla?

- Dramatización Musical ( )
- Dramatización en Comedia ( )
- Dramatización en Melodrama ( )
- Dramatización en Farsa ( )

**GRACIAS POR SU COLABORACIÓN**

**Annex 3.** Approval document to conduct research at the institution.



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. UTN-FECYT-D-2023-0079-O  
Ibarra, 22 de mayo de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SR. VILLARRUEL  
PAZMIÑO BYRON ISRAEL**

**Magíster**  
**Mirian Tapia**  
**RECTORA**  
**UNIDAD EDUCATIVA VÍCTOR MANUEL GUZMÁN**  
**Ibarra**

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que el señor VILLARRUEL PAZMIÑO BYRON ISRAEL, portador de la cédula de ciudadanía 1004436216, estudiante de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "DRAMA STRATEGIES IN THE DEVELOPMENT OF SPEAKING SKILLS IN SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH - SCHOOL"

Por la favorable atención le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE Firmado digitalmente  
por JOSE LUCIANO  
REVELO RUIZ  
LUCIANO Fecha: 2023.05.22  
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