

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

## **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**El desarrollo de las cuatro habilidades del idioma,  
a través de herramientas tecnológicas para el aprendizaje lúdico.  
EL uso de las TIC para la Educación Normal a nivel universitario, en el marco  
de la pandemia 2020.**

**The development of the four abilities of the language,  
Through ludic learning technological tools.  
The use of ICT for Normal Education university student's level,  
In the frame of the pandemic 2020.**

## **TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

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# **THE DEVELOPMENT OF THE FOUR ABILITIES OF THE LANGUAGE, THROUGH LUDIC LEARNING TECHNOLOGICAL TOOLS. THE USE OF ICT FOR NORMAL EDUCATION UNIVERSITY STUDENTS LEVEL IN THE FRAME OF THE PANDEMIC 2020**

## **1. INTRODUCTION**

The current project consists of the application of diverse learning techniques to strengthen the four abilities of the language, using exercises and technological tools with a ludic knowledge approach that allows the students to reach the free production and the use of the language in different contexts.

The project was developed with normalist students of the bachelor's degree in basic education of the Benemérita Escuela Nacional de Maestros, second and third grade, attending a total of 68 students during the actual scholar period 2019-2020 and developed online homeschooling because of the world pandemic.

The teaching and learning process of a second language needs more than the knowledge and development the basic skills like Reading, Writing, Listening, and Speaking; this process is complex than understand and use the language structures or the correct vocabulary when speaks. The process of introducing a new language requires to be aware of all the socio-cultural context that surrounds the language used to conceptualize it in different situations of real life, independently if the interlocutor is a native speaker or not.

Taking in count that English is a lingua franca (Spencer-Oatey, H. & Franklin, P., 2009), used around the world as a media, it is necessary to understand the variety of ways to be able to communicate the correct ideas regardless, but with respect and awareness, of the culture that the interlocutor comes. It is possible to have excellent grammar, vocabulary, and pronunciation and yet still not get the meaning across, referring to language in use as performance to acquire communicative competence. That means

knowing the sociolinguistic rules of the target language, the language that one is learning.

In the context of the Benemérita Escuela Nacional de Maestros, where attend A1 to B1 level with a bachelor of elementary education students, the awareness of the communicative competence in a second language is often work in the classroom.

Taking in count the differences between the students, which despite all are Mexicans, come from different social media and have a variety of life experiences; some of them have the opportunity to travel to the United States or other countries, and need to communicate with others in the English language, or need to improve the English level for a work opportunity or just because they like the language. Unfortunately, this is not the case for all students, and some feel forced to pass the subject.

Plus this, the necessity of developing intercultural competence that helps students to speak a second language effectively besides the culture-context limitations that they confront.

In addition to the above, the 2012 curriculum course purpose is to obtain a B2 high level according to the European Common Framework, which implies a basic knowledge of the language that allows the students to communicate in an oral and write easily in a familiar context close to their environment, and being able to communicate his occupations, interest, and activities, likes, personal profile, costumes, and daily life. (SEP, 2012)

The curriculum points out three spheres to develop his knowledge: learn the language, about the language, and through the language. These spheres referred to global knowledge that includes all the language aspects, the understanding of the linguistics structures, the development of the speaker, and its use in different contexts.

The present academic intervention takes in count the described aspects above and focuses on the development of the four English language abilities with the design of

class activities set up during the first period of the pandemic in Mexico, (March to July 2020), implementing ten sessions, 20 hrs total of practical homeschooling work.

The designed activities were in a homeschooling context; this means that the students work out the activities through the use of technological tools staying at home. One of the primary objectives of the intervention was to make the learning ludic and didactic, using the ICT not only as a communication media but as a learning tool.

The sessions planned include various activities that provide the students with the contextualization of the learning subject, semi control, and free practice and production. The plans included the use of diverse ICT as learning tools that leads the students through a meaningful understanding of the topics. The carried activities allowed the activation of their previous knowledge, understand the meanings of words, phrases, the use in different contexts, the relation to other cultures and their own. Also, the developed exercises help them to understand and apply grammatical structures, pronunciation, and free language production.

It is possible to observe the educational and ludic application of the intervention not only in the technological tools itself but in the combination of activities and topics to reach an understanding and use of the language. That guides the student through the use of diverse learning strategies as images, audio, and video recordings, pre-recorded video classes, the use of platforms as Edmodo, Kahoot, and Lyrics training; and leads the students to use the technology to make their productions, like audio and videos recordings, playing games, and sing songs, applying the learned knowledge.

The studies carried out during the specialization helps to clarify the concepts about learning and teaching a second language. All the content provides the theoretical foundation methods about the nature of language, the nature of the second language learning process, and the applicability of both to a pedagogical setting. Concerning this, it was possible to know the approaches as a generalized set of classroom specifications for accomplishing linguistic objectives, focused on the role of the teacher and the

students, taking into account the previous knowledge, the learning context, the build of learning environments, and the importance of the interculturality.

A challenge faced during the specialization was understanding concepts, the extent of readings, but most of all, write the ideas in an extended way, this help to improve the started level of English;

The reflection of the personal teaching practice to confront, rebuild, and improve the teaching philosophy was the most representative to acquire input and recognize the strengths and weaknesses of all the teaching contexts I develop.

## **2. FRAMEWORK**

### **2.1. Theoretical foundations**

To understand why it is relevant to introduce ludic technics to the teaching-learning process is essential to know the theoretical foundations of the second language acquiring. Knowing the learning theories associated with a method at a level of approach may emphasize the conditions that need meet in order to activate the learning processes. To know the second language learning theories provide the basis for particular teaching philosophy. Based on Richards and Rogers's book, were analyze some of the approaches and methods in language teaching that believe are relevant for this work, and some of which are still in use. (Richards & Rodgers, 2006)

As part of the foundations of the teaching language methods, it can be found during XVIII and XIX century the Grammar-Translation Method, which based on the assimilation of grammatical rules, vocabulary, and translating exercises by analyzing the components of the second language and look for the similarities in the mother tongue.

Later, in XIX and XX century the Direct Method proposed by Gouin and follows by Montaigne and Sauveur, related the speaking ways using objects, gestures, specific situations and actions, without using the mother tongue and translation, but the mistakes are not allowed for the students.

When Skinner and his behavioral methodology appears in 2<sup>nd</sup> world war period, the learning process focuses on the speaking language, and points out the student learn by association and repetition, and sees the language as habits and social conducts in a specific context, and this named as the Audio Lingual Method.

James Asher developed the Total Physical Response Method (TPR) based on the teacher's instruction and the obey attitude of the students. This method includes the interaction between students with relaxing activities.

Hymes (1971), who talked about language as a human communication vehicle, established the concept of communicative competence. Remarks four of them: Grammatical Competence, Sociolinguistic Competence, Discursive Competence, and Strategic Competence. He was beginning with the Communicative Language teaching approach.

In the '70s, Piaget and Vigotsky's research shows alternative cognitive models of learning beyond the behavioral methodological approach. In this research, they show how humans acquire knowledge, depending on the age and the environment where they develop. Both of them established that humans are social subjects who manage schemata; at the moment, we are learning that has to be the base to build significant knowledge. It is essential the way humans see the world that surrounds and shows the differences in learning when we are close to knowledge.

Chomsky establishes linguistic competence as an innate ability of the human being, and the communicative language teaching approach as a goal to cover the needs of communications. According to the author, the students learn how to communicate their ideas in real communication with other speakers; this is the notional-functional approach; this allows the teacher and the students to simulate real situations in which the language makes sense being in use, this is part of the Communicative Language teaching approach.

These models of knowledge show the need for passing over behaviorism to constructivism teaching methodologies. It means that the teacher's role has to change, becoming a negotiator and facilitator of meaning, looking for the autonomy and responsibility-taking of the students about their knowledge and be aware of the process, helping them to notice their competences weakness and strengths.

Stephen D. Krashen, in 1981, established the Monitor model of second language development and built the method of the Natural Approach. This method addresses the process and the condition dimension of learning, and distinguishes the acquisition and



learning, in the way that acquisition refers to the natural assimilation of language rules through using the language for communication. Learning refers to the formal study of language rules and is a conscious process. (Richards & Rodgers, 2006, pág. 18).

The term “Input” is used by Krashen to describe the conditions of acquiring a second language process. He said that the Input must be comprehensible, slightly above the learner’s present level of competence, exciting or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts. With this theory, Krashen joint the process-oriented theory that sees the language as a habit formation, induction, inferencing, hypothesis testing, and generalization, and condition-oriented theories that emphasize the nature of the human language acquisition.

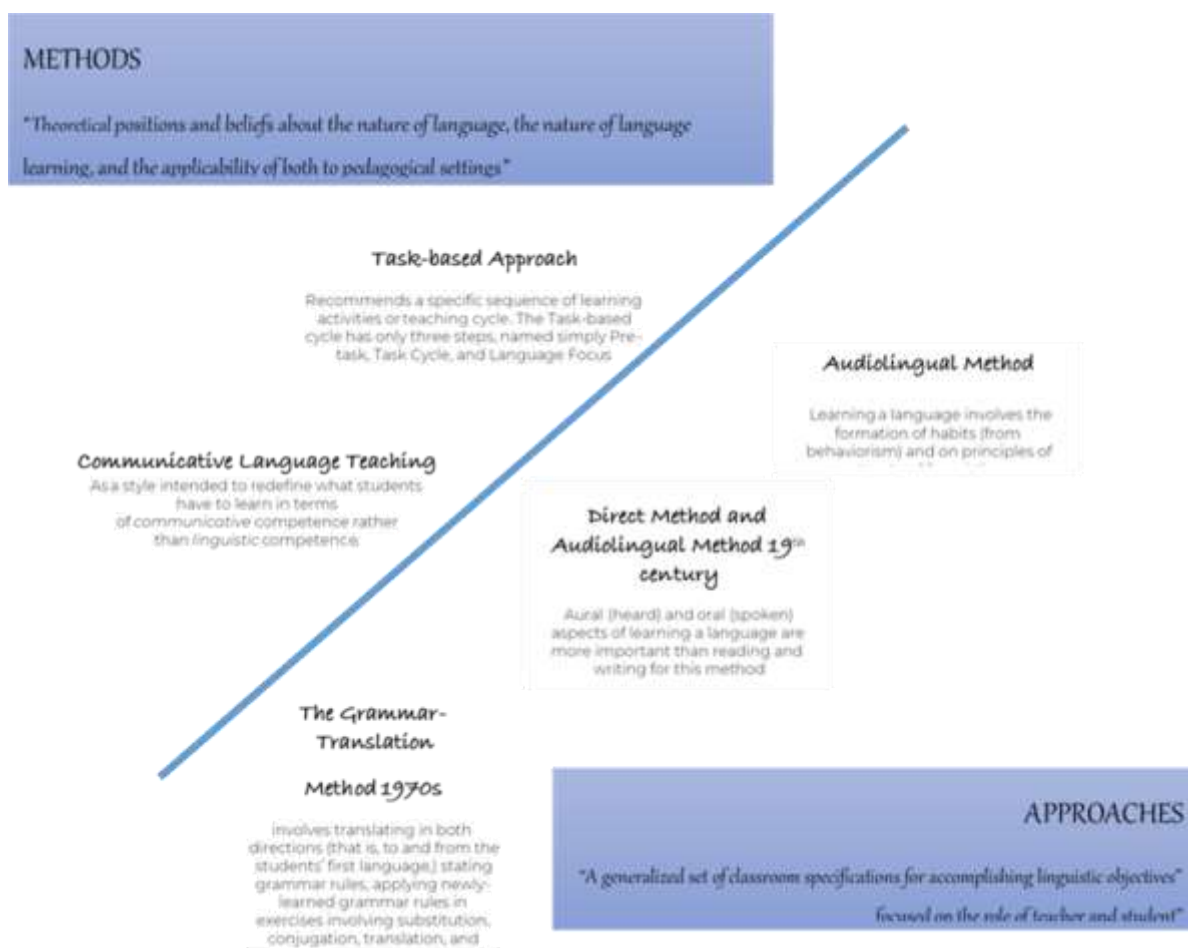
The learning-teaching process of a second language is essential in our world context, where communication is in the English language more often. However, in national education, English teaching is devalued. Even though exists a National strategy for English learning, the development in the schools is not appropriate, and in most cases, the activities are designed for accomplishing the syllabus rather than for students to acquire language skills.

In this way, it is essential to look forward to teaching techniques that help the students to acquire and develop the linguistic skills and to build significant knowledge, and for the teacher to be real monitor in the learning process, the agent that helps bring information closer to students to build knowledge.

## 2.2. Language Teaching Methodologies and Theoretical Perspectives

The implemented methodologies are in the process of teaching a second language, include a wide variety of approaches that range from observing the language itself, the student, the communication, or all of them as part of a whole that makes up the language social ability of communication.

As known, human beings use language to achieve social interaction to communicate in specific contexts, which is why as teachers it is necessary to guide our students through learning processes where, in addition to knowing the ways and language functions use them in a contextualized way in addition to negotiating meanings of it.



The curriculum and programs speak of communicative competence rather than linguistic competences. Then the approach to teaching English focuses on language as a communication element (Communicative Language Teaching), which is focused on using language most appropriately in specific contexts, beyond mere grammar knowledge, emphasizing the continuous use of language for practical purposes.

The approach of the curriculum is closely related to the way Kholb sees learning since he mentions that this is a process that involves going through various phases, but the most important thing, from his point of view, is that it of the action, then going through reflection, so that this knowledge can be functional and it is possible to transfer it through the communication process.

In that way, currently, the development of the classes have specific characteristics that help students obtain the communicative competence, without neglecting to obtain knowledge about grammar and formal and functional aspects of language. The function and form of language as a significant element for social interaction is also essential, but it is elements that not only the teacher must recognize, but it is precisely these elements that should serve to make the student feel committed to their learning.

Continuous reflection on the precision with which language is used, sometimes goes to the background, since it is the fluency and logic with which communication is established, even more than the order of words, since the important thing is to achieve to convey a message, and it is in this sense where the error is currently observed as a natural result of the development of communication skills supported by a positive feedback from the teacher.

As I have been saying, focusing learning in real contexts is essential for students to understand the use of it and build their skills in relation to known environments and situations, and that the student is sought to be autonomous, with elements that allow you to identify your own learning style and strengthen it, thereby breaking the fear of interacting in another language inside and outside the classroom.

The teaching role becomes fundamental in the CLT since it must be a facilitator, with the sufficient capacity to encourage students to construct meanings through original, interactive and playful communicative interactions, while at the same time granting their students freedom to monitor their performance, ensuring that the student's role is that

of a communicator in himself, which implies cooperating, collaborating and being permanently active and attentive to his learning process. (Larsen-Freeman, 1986)

Kholb mentions that for this process to take place, it involves going through phases of Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The author describes as Concrete Experience at the moment when the student uses his previous learning in the class, not only about the language but of the world around him and of the whole context that makes him as an individual, what is necessary for the teacher use for the student to reproduce with their classmates to begin the process of social construction.

Subsequently in the Reflective Observation, the student must reflect and analyze the language experience to which he was exposed and the importance in the social context in which he develops. In the abstract conceptualization stage, both the student and the teacher review the particularities of the language studied

In the Abstract Conceptualization stage, the moment in which the student and the teacher review the terms implications and particularities of the studied language and finally in the Active Experimentation the acquired knowledge is transferred through the assigned tasks either to make texts, answer questionnaires, interrelate actively through language, etc.

The approach that we as teachers have in the classroom with students closely resembles the methodology proposed by Kholb, since, both for textbooks and various strategies that are implemented for the development of skills, it is necessary to travel for these four stages for the acquisition of a second language.

Below I show an example of the application of these two models, on which the current curricula are based.

### 2.3. Interculturality

The teaching and learning process of a second language needs more than the knowledge and develop the basic skills like Reading, Writing, Listening and Speaking; this process is complex that understand and use the language structures or the correct vocabulary when speaks. The process of introducing a new language requires to be aware of all the socio-cultural context that surrounds the language used to conceptualize it in different situations of real life, independently if the interlocutor is a native speaker or not.

Taking in count that English is a lingua franca (Spencer-Oatey, H. & Franklin, P., 2009), used around the world as a media, it is necessary to understand the variety of ways to be able to communicate the correct ideas regardless, but with respect and awareness, of the culture that the interlocutor comes. Because it is possible to have excellent grammar, vocabulary, and pronunciation and yet still not get the meaning across, referring to language in use as performance to acquire communicative competence that means to know the sociolinguistic rules of the target language, the language that one is learning.

In the context of the Benemérita Escuela Nacional de Maestros, where I attend A1 to B2 level with a bachelor of elementary education students, the awareness of the communicative competence in a second language is often work in the classroom. Taking in count the differences between the students, which despite all are Mexicans, come from different social media and have a variety of life experiences; some of them have the opportunity to travel to the United States or other countries, and need to communicate with others in the English language.

Plus this, the necessity of developing intercultural competence that helps students to speak a second language effectively besides the culture-context limitations that they confront.

In addition to the above, the 2012 curriculum course purpose is to obtain a B1 high level according to the European Common Framework, which implies a basic knowledge of the language that allows the students to communicate in an oral and write easily in a familiar context close to his environment, being able to communicate his occupations, interest, and activities, likes, personal profile, costumes, and daily life. (SEP, 2012)

The curriculum points out three spheres to develop his knowledge: learn the language, about the language, and through the language. These spheres referred to global knowledge that includes all the language aspects, the understanding of the linguistics structures, the development of the speaker, and its use in different contexts, that is the main point of this work.

Being that communicative competence refers to verbal and nonverbal communication, that means to know the sociolinguistic rules of the target language, the language that one is learning, but in this case, the intercultural competence appears and adds to the learning about a second language having two relevant competencies to be developed in the second language students.

The first one, communicative competence, involves two cultures: the own culture and the one is being learning (the target language culture). And the second one, Intercultural competence, is about communicating effectively in a range of cross-cultural contexts, and less about having too much culture-specific information about various countries. (Spencer-Oatey, H. & Franklin, P., 2009)

In this case, intercultural competence is essential because permits go through the implications of the learning of a second language like break all the preconceptions about countries and cultures, the owner, and the target language origin. But, what about the competences teaching process? What does the teacher have to take in the count to be able to help the students develop it? Is it possible to develop this kind of competences in a Mexican second language classroom?

First of all, it is necessary to understand the linguistic, grammatical, and intercultural competences as a whole. Learning a second language's aim is to be able to

communicate with others in the needed situation, regardless of the country or the culture, assuming that the knowledge and use of the English Language is a global way of communication.

Byram's (Byram, M., Gribkova, B., & Starkey, H.,2002), conceptualize the intercultural communicative competence focused on a native speaker model of language learning, and argues that since students achieve that goal, the learner becomes "an incomplete native speaker." He maintains that it is impossible to be a complete native speaker, and the problems that entail trying to fit into the native speaker community and separating from his or her own culture are significant for the language speaker. He points out three competencies that help point out what intercultural competence teaching should be. Byram proposes another goal: to teach students to be intercultural speakers, rather than native speakers. (Byram, 1997)

He proposes three components of it, and the idea of the intercultural speaker, rejecting the notion of the native speaker as a model for foreign language learners; it is a model in an educational context where it is necessary to include the educational objectives; includes specifications and roles of teachers and students. (Byram, M., & Fleming, M. 1998). Byram, Nichols, and Stevens (2001), developing communicative competence in practice. Clevedon, UK: Multilingual Matters.

#### Components Description

- Linguistic Competence: Is the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
- Sociolinguistic (communicative) Competence: Is the ability to give language produced by an interlocutor – whether a native speaker or not –meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.
- Intercultural Competence. Attitudes. It refers to the curiosity and openness, readiness to suspend disbelief about other cultures, and belief about one's own.

- Knowledge. Knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.
- Skills of interpreting and relating. Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
- Skills of discovering and interacting. Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction.
- Critical cultural awareness/political education. An ability to evaluate critically and based on explicit criteria, perspectives, practices, and products in one's own and other cultures and countries.

The culture is contextual because it emerges out of a specific context, environment, and history, and that characteristics determine how people act, believe and perform, through the time. Also, the culture is dynamic; any culture stays static, and change continuously, depending on the necessities of the society itself.

Culture is learned from each member of the society that conforms. It is a community sharing by education, religion, workplaces, and institutions from one generation to another. Furthermore, each member of society is an active participant in it. Moreover, at this point, also the culture is unconscious because when born, we learn it through seeing, listening, doing, and responding to what is around us. (Martin, J. & Nakayama, T., 2010) in (UPN, 2019)

The fact that culture is unconscious learning generates ethnocentrism that is a judge that comes from the own point of view, in this case, from the knowledge that we acquire since we get born and stretch the opportunity to know more about other persons and cultures and limits the knowledge itself. Awareness of ethnocentrism is the foundation of Byram's model of intercultural competence because if individuals were very ethnocentric, they would not have the essential intercultural attitudes that he mentioned



in his model, like curiosity and openness to interacting with people from other cultures, or the intentions to understand their behavior or way of thinking.

Ethnocentric speakers see their culture as the best, and over time they have cultural confrontations that far from helping to develop intercultural competence isolates them, definitively ending the aim of learning a second language that is effective communication. (Bateson, M. C., 1994)

Above mentioned, entails some critical concepts that teachers and students could show, and what limits the knowledge process and the acquisition of the competences.

The stereotypes and prejudice, which comes from the natural human cognitive process of categorization that is a process of putting objects, people, or experiences together in an appropriate group or category that helps us make sense of the world; it helps provide meaning to our lives and also make predictions about the meaning and use of the things, people or circumstances that surround us. These concepts and the selection of the categories where we put our selections learned by various means: media, negative personal experiences, taught to us by others. (Merritt, B. D., 2000)

Overall, the concepts about cultural awareness and intercultural competence, the characteristics of the competencies that are needed to acquire like a student, and develop as teachers, to create an intercultural classroom that allows having a meaningful learning-teaching process, lead us to realize that the language teaching is cultural teaching. To grow students' capacity for intercultural communication is essential for the learner and the teacher of a foreign language to understand its own culture. (Zhu, H., 2010).

In this way, emphasize the importance of cultural input, as any kind of object, information, activity, image, or otherwise, that enables students to create representations of the target language, makes that the culture permeates the classroom setting in the students, the teacher and the school itself. These things help convey representations of the target culture, strengthen the process of construct the meaning of the ideas that communicated and to overcome the stereotypes, about the

target culture, as well as to understand aspects of their own culture. The focus of the learning-teaching process shifts from trying to become a member of the target culture to understanding that we all can create culture. (Kramsch, Claire., 1983) To work cultural awareness and intercultural competences, are four approaches that help teachers to foster interculturality in the classroom: The cultural criticality approach and cultural dialogism, the 'emic' and 'etic' approach, the dynamic process approach, the experiential learning approach (Humphrey, D., 1993) (UPN, 2019)

#### 2.4. Ludic Learning

The ludic learning of the language through diverse techniques inside the communicative language approach could help to achieve this goal to acquire and strengthen the communicative skills of the students.

McLaren y Madrid (1995) (1996) remarks that the implementation of gas and songs in class makes the learning process of a second language more productive because this kind of activities improves the possibilities to learn a new language through have experiential and funny activities; making the students more attentive and therefore what has been learning becomes meaningful, through experiencing emotions and sensations through play.

Talk about “ludic activities” means to all applied techniques related to experiential and fun, like play games, sing, move the body, guess, board games, role play. It is important to remark that these techniques are not only useful for the basic level; even for adults, the interaction with the students convey in good class experience, breaking the tension, and leave them to create and freely participate in the classroom during the activities.

The motivation factor is essential, and beyond the organizational factors, like obtain good grades, the students need to be motivated and feel involved and excited to learn, and this could apply to any subject. (Brumfit, Moon, & Tongue, 1991)

To develop the skills of a second language, exist many types of class games that could be implemented and could center on a specific skill or many of them. Mc Claren and Madrid (1996) distinguish between the different games whose purpose is focusing on a specific area of skill development or knowledge of the language. The language games are two kinds: language games and interactive games.

Language games refer to use the language as the topic of the activity and have to develop with accuracy and precision, like board games. The interactive games allow the students to use the language in a free a useful form during play, like role-playing. One remarkable characteristic of a ludic class is that the students never work alone or separated; the work was always is in pairs, small groups, or all the group.

For this work, I develop three ludic activities: Board games, Play role, and singing as a means to develop language skills.

## 2.5. The good teaching practice

The role that the teacher takes is of high relevance since they have to be prepared to teach in diverse classrooms in terms of religion, socioeconomic status, needs, and sexual preferences. The way teachers confront all the issues that appear during class could mean the success or the fail of the class and the way of how the students develop their skills and acquire competences. The roles that teachers play in the classroom are diverse, and it could combine depending on the teaching topic, the context, the student's characteristics, the curriculum, or even the institution he works.

The teacher could be a mediator who sets the conditions for negotiating meaning, attitudes, and classroom interchange with the students and with the context that is set in the textbook's activities. Also, the teacher could act as a participant and observer taking the role of an ethnographer, a researcher who encourages knowing the students' needs, cultural, and economic backgrounds, and personal worldviews to link their present knowledge to the new knowledge. As an agent of change who facilitates

students learning by giving input to helps them to understand the world and to communicate across linguistic and cultural boundaries playing an active role at many levels in the world.

Teachers, as managers, have to administer the human and material resources available, including the deal with the feelings and psychological needs of the students and themselves. The role of the teacher as a learner it has to be permanent, talking about the continuous professional learning taking new courses and renewing his knowledge and certifications, but also in an intercultural classroom, the teacher become a learner observing and realizing the development of his students, the success or the failure of a planning class.

I believe that in a way or another, all teachers are mentors because teachers are seen as models in many ways, and they can build confidence promoting a suitable learning environment, and guiding the students according to their needs.

Teachers and students must have in count that the classroom is in itself a space of cultural creativity, a community of practice, and a space for cultural encounters, this is described as “the third culture in the classroom,” where students find a neutral space in which they create, explore, and reflect on their culture and contrast it with the target language culture. (Kramsch, C., 1993).

Taking the above into account is essential as teachers to have a great variety of materials according to the target culture, to engage the students in meaningful interaction; the use of the providing textbook, audios, and videos helps to contextualize the target language. Textbooks approach contextualized the usage language in specific contexts, and the content is design with “realia,” that imitates the sociolinguistic and textual conditions, simplifying the texts.

Also, the authentic materials that the teacher provides, like magazines, newspapers, documents, music, movies, podcast, and all the extra information, helps the students to understand the language in different contexts plus the language origin country. Moreover, to accept, understand and promote the English language as a

communication media, to develop intercultural competence as the ability to interact with speakers of different cultures, seeking ways to promote mutual understanding, and showing the ability to learn and adapt to new situations of interaction.

Leave the students to manage their own English learning development and knowledge, for example, with a portfolio, allows them to be aware of what they need to reinforce, and to avoid the breakdowns they could have. Let them practice in the closer scenarios to reality, motivates them to be involved in the cultures and the possibilities that provide, making them curious searchers of cultural information, their own or another.

Focusing on the information above in the class I attend, it is essential to reflect on how much these learned concepts applied in my teaching practice?.

The classroom where I teach is not particular for English classes, so as a teacher, we are not allowed to have specific materials in it. By the other hand, the school does not count with internet and media classroom, so it is not easy to use the ICT to the classroom, because we have to provide all the necessary equipment; otherwise the students have the internet at home so that they can make exercises or research specific information.

A critical point that I mentioned before is that the curriculum does not implement the English as part of the professional competences but the generics, and that permits that students do not take the English class seriously.

Nevertheless, the strategies that I implement, based on the current program, includes the topics that the textbook provides, and are developed with the help of many materials, beginning for the images, audios, and videos that the book itself provides, and the extra materials as podcats, images, game charts that I search and bring to class.

I must say that the student's attitude, at least of my students, is opened to learn and participate in all the designed activities, which helps to develop the topic class by class. I have to admit that I need to implement more strategies base on developing

intercultural competence because my teaching focused on the form and immediate use of it. My role as teaching is like a mediator of meanings because most of my students do not know the language or are under knowledge. Also, I consider a learner because I observe the process of my students, and I'm searching and studying different ways to help them to develop their competences.

Even when I already recognize the need to know the culture of the target language, the fact that I have never been in an English language country limits me to have the experience of intercommunicating and use de language actively in other contexts. However, the experiences of my students enrich the classroom; some of them have family in the USA or have the opportunity to visit some places often.

## 2.6. Teaching Goals

The established goals for my teaching practice based on two critical points of the personal learning process and the development of professional skills.

This change meant a transition in my personal life and professional performance, since changing from building construction field to the construction of knowledge opened up the possibility to socialize the acquire knowledge, to be more reflective of the utility of them in the Mexican society; and learn and grow up from the teaching work focused on supporting the training and strengthening of others as human beings.

This hard transition that involved two professional careers and dedicated to academic achievement, personal and the students, has strengthened as a person, and allows me to establish the teaching goals I reach:

- ✓ Guide the students in acquiring the necessary knowledge to perform in the global society as individuals and professionals in any field of performance.

- ✓ Generate the ideal educational environments, using methods and techniques that allow students to acquire meaningful learning, allowing students to build knowledge and be responsible for their learning processes.

I firmly believe that teachers are short guides, that we have a responsibility to leave "something" in our students, beyond learning specific subjects, always seeking to make reflective students and aware of their role in society. Even more so, with students who are preparing to be teachers as well, since all the acquired knowledge can be transmitted to the students, they will attend.

### **3. CHAPTER. PHILOSOPHY AND THEORY**

#### **3.1. Autobiography and teaching Philosophy**

Establishing a teaching philosophy about professional practice begins with how I learned throughout life. I grow up into a Normalist teacher's family, so the learning and teaching were the main points of seeing life. So I learned that the strategies implemented to reach the learning objectives are essential to acquire proper development independently of the focus area.

The approach of the traditional learning schools I studied was the behavioral methodological approach. (Skinner, 1994); The applicable syllabus instruct students to follow instructions of the teacher, the classroom organization was into lines, and participations were in the order of the questions that the teacher made. The didactic sequences were always following the programmatic steps designed, and the same happens in high school.

In middle school, the learning approach was slightly different because I studied in the UNAM Colegio de Ciencias y Humanidades, where the syllabus approach allows the students to be free of organized. The study form depended on the students, as long as the given schedule was fulfilling, even though teaching practice was under behavioral methodology.

I believe that my teaching philosophy has a significant impact during the study of Bachelor in Architecture at UNAM. During that, the teaching and the learning were under the projects based learning methodology (Perrenoud, 2000) as a part of the constructivism approach (Coll, y otros, 2007); the same methodology implemented as a teacher of an industrial design workshop in technical high school in 2010, which was the first place where I worked as a teacher.

Later in 2016, I joined the Benemérita National School of Teachers (BENM) as a technology teacher applied to education and other subjects. With the syllabus change



in 2018, I integrated into the foreign language teaching center (CELEX) in the same institution.

When I enter to the English school, it was necessary to take the TKT preparation course to learn about the methodologies found in teaching and learning the English language. The course focused on the student's development skills; they provide us with the knowledge of specific frameworks for teaching a second language as Presentation Practice Production, Text-Based, Text- Teach- Test, Leading- model-language-content- task- feedback and Pre-while-post. Also, this was the principal reason I decided to enter the UPN EEAILE.

### 3.2. Teaching Context

The BENM is part of the Normalist teaching public system, which focused on primary education, it means that we guide our students to know how to teach at that basic level. The program that we follow does not consider English teaching as part of the general program for teachers to teach, is considered like the general knowledge that the students need in their professional egress profile, it means that like teachers trainers, we do not teach a methodology for teaching, but we have to help the students to reach the require B2 English level.

Most of the students arrive knowing the basic level of English language, the CELEX, the department in charge of organizing the English classes, and selecting them applying an initial exam to organize the groups by level of English knowledge.

The English master program 2012, published by the SEP, is organized by units. This course starts in the second year of four that lasts the professional preparation to be a primary school teacher, and the goal is to obtain the A1 level in the first six months of it, and B2 at the end of the career, following the standards of the Common European Framework of Reference (CEFR).

According to the program 2012, this curriculum space provides normalist students with the necessary tools to develop their communicative competence in the English area. It

suggests the English teaching through systems work (grammatical structures and functions, vocabulary and phonetics) and skills of the language (reading and listening comprehension, writing, and oral expression).

This level implies a basic knowledge of the language that allows the student to communicate efficiently both orally as written in familiar contexts and close to the personal context. The student will be able to exchange information in English, orally and in writing, about their occupations, interests, activities, tastes, and communicating about their profile, customs, and daily life. The plan affirms that the future teacher becomes a second language student, specific skills developed indirectly that can be very useful for life as a professional teacher. (DGESPE, 2012)

The skills that the plan and program mention guides the English teaching style that the trainers use in their classes. The skills that affirm to be developed by the students applying this program are: (SEP, Plan de estudios, Licenciatura en Educación Primaria, 2012)

- Develop different learning strategies for a second language (cognitive, mnemonic, compensation, affective, social, and metacognitive).
- Use the technological resources and sources of information available in English to keep updates concerning various disciplinary areas and training fields involved in their teaching work.
- Critically analyze the cognitive and social impact that learning a foreign language has in the school environment.

Competences of the final profile to which this course contributes:

- Apply communication skills in various contexts.
- Develop their communication skills to acquire new languages.
- Use a second language to communicate.
- Apply information and communication technologies.
- Participate in work communities and collaborative networks through the use of technology.

The courses are divided into semesters, each one into four units, and designed to provide Receptive skills (reading and listening comprehension) and Productive skills (oral and written communication).

The SEP does not provide English textbooks; that is why the CELEX agreed to use textbooks and other materials that contain topics and similar structures to the program of teaching and guide the students. However, the most important thing is the free teaching that permits the trainers to adapt their classes to their teaching style. One important thing to be mentioned is that the groups vary between 20 and 30 students, and the classrooms do not count with technology, all the materials have to be prepared by the teacher. The class time is limited for the multiple tasks the students have to fulfill in the different subjects. They also have to go to practice at the primary schools three times per semester, decreasing the number of practical classes.

On the other hand, as English teachers of a normalist public school, we have to manage and essential issue that is the conception of learning a second language, in specific the English language is considered invasive to the culture for those who do not know it. The perception of the second language as not indispensable for the career and the fact that the students would not use it to teach it to their classmates limits the community's attitude in front of the possibilities that the English language provides.

The teachers that conform to the CELEX have to strive to emphasize the importance of learning a second language, even if the students are not going to disguise themselves as English teachers, in the first instance, and look for alternative teaching strategies to put the students closer to learning a second language like a way to develop their professional competences.

### 3.3. Curriculum theoretical basis

The program provided us as a trainer the general guidelines for course development and suggested that we have to work with the fundamentals of Social Constructivism and the Learning by Experience, considering that the course's purpose is to promote the student to develop communicative skills in English.

In the Social Constructivism, we found Vygotsky (1978) en (Randall & Thorton, 2001, págs. 51-52), who mentioned that learning is a process that is building through social interaction. On the cultural level, some Social concepts and symbols become learning and development tools that the individual appropriates and assimilates, transforming it into ideas. The individual acquires all these tools through mediated experience that involves dialogue with people, acquiring experiences that the student requires. In this way, the individual progresses through various learning states. Mediated experience requires a scaffolding process from the points of view cognitive, affective, and social. This mediation favors transit in the Zone of Next / Potential. (DGESPE, 2012)

Learning by Experience or Experiential Learning (Kholb) refers to learning as a process that involves going through different phases and starts with the action, but it must go through reflection so that such knowledge is subsequently transferable. For Kolb, there is a learning cycle that It involves the following four phases:

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

Social constructivism perceives the individual as a social entity that participates in a learning community, so social practices carry a significant burden in the course work. Work within the context and the promotion of interaction in pairs, groups, and cooperative work are vital for the students to develop.

This kind of work implies that students and teachers assume various roles and become learning co-builders.

According to these two theoretical foundations, which generally guide the degree plan and study programs, recommended for English trainers to include in the class items such as:

- They learn by discovery: that implies providing the student with opportunities to see the linguistic models in a specific context, through a text generator. The student extracts the signifiers through context, then invited to practice opportunities in context.
- Task-Based Learning TBL Task-Based Learning: talking about a pedagogical application that adapts to the teaching criteria of English that are working in basic education, it also recommended following the project-based method.
- The use of authentic materials during the course is essential from this pedagogical approach. It refers to authentic materials as a spoken or written language produced in the course of genuine communication and not necessarily written with specific educational purposes. (Nunan, 1994)

The approach that arises regarding learning a second language in the curricula contains a vision that pays attention to the functional and structural aspects of language. Both as a means of communication and human interaction and the study of form, grammar, and phonetics, it seeks to make learning experimental, that is, in use.

The linguist Roman Jakobson (1960) pointed out the importance of identifying language functions in terms of the work of those who act in the communication process, identifying the transmitter, the receiver, and the message as parts of the process; with this, is possible to conceptualize the elements on that teacher of a second language should focus.

The construction of learning through a pre-established curriculum involves recognizing teaching techniques and methods of learning through which the teacher can design and implement the classes. Considering various elements such as the model proposed by Diane Larsen-Freeman's (1986), where it indicates the form, the meaning, and the use of the language in a dialectical process, where all the elements interconnect to conform the language and the communication of the same.

The author mentions “Form,” the real “form” of the language, and the rules that generate these forms. Pronunciation and spelling, grammar, and word-formation will include in that aspect of language. “Meaning” as those ideas that allow us to shape the meaning of words, phrases, and even higher language levels and “use” is how language is putting into play in a specific context.

The curriculum promotes the evaluation of three types:

1. Summative evaluation: Midterm and end of course exams
2. Formative evaluation: Through the portfolio of evidence and continuous evaluation within the class.
3. “Illuminative” evaluation or self-evaluation: Through self-reflection exercises such as checklists and self-assessment rubrics included in portfolios.

Examinations will be seen as a component of the evaluation it should not have most of the weight to accredit the course or not, since the evaluation will have to be part of the daily life in the classroom.

Each communicative task that the teacher developed must be analyzed in terms of how effective the communication has been among the students, how the message was transmitted, and how adequately they used the vocabulary and grammatical structures, mentioning some aspects.

The evaluation must determine the student's progress according to their initial domain of the language. This development must focus primarily on the student's effectiveness to communicate, not on the correct structure and vocabulary, or the number of correct answers.

Self-assessment and self-reflection are encouraged to be implemented to create awareness in the student of their own mistakes and facilitate self-correction. Peer observations will also be constructive in fostering a collaborative learning environment.

### 3.4. Summary of the implementation

The designed lessons plan bases on the current program 2012 for A2 and B1 levels of the bachelor's degree in basic education (SEP S. d., 2012 A). The project planning includes ten sessions, 20 hrs total with second and third-grade students. The lessons are focused on grammar, speaking, listening, writing, reading, and vocabulary using Presentation, Practice, Production (PPP) framework for speaking and writing, and Pre/ While / Post framework for reading and listening skills, including grammar and vocabulary exercises.

The aims of the project were:

- To create the necessary conditions to generate distance learning environments according to students' needs in the context of the global pandemic.
- To encourage students to learn, adapt and implement ICT in their learning process using EDMODO platform as a digital medium to make up a portfolio
- To develop productive and receptive skills in a distance way, using diverse digital material and practice with ludic and technological didactic resources.
- To interact with intercultural characteristics and talk about their context on the provided activities.
- To encourage students to talk about their context, experiences, feelings, and thoughts in a second language.

During the first three lessons, the students developed listening, reading, writing, speaking skills, grammar, and vocabulary knowledge. During the lessons, three readings were used as the focus of the activities. These writing and listening stories gave the students a specific intercultural context, which provides an understanding of the grammar structures and the verbal tense learned in the pre-recorded video classes. The developed control exercises focused on grammatical structures and the

understanding of tense verb topics and developing communicative skills in free production. The recreational part and ICT use of the session was making audio records and videos related to their context, where they show their strengths and weaknesses when using the language.

The lessons four to eight the students developed listening and writing skills, using various videos where stories and different played games show in a specific intercultural context and related to their own. The videos and ludic activities were related to free production writing, where students can develop an understanding of the topic, strengthen the communicative skills to express their ideas systematically, and manage the learned topic in a real context. The writing sentences activities allow free practice, where the students could understand and show their ability to describe things, actions, persons, or situations in daily life.

In the last two lessons, students develop two projects. The first one focuses on integrating the acquired knowledge in a text where describes some previously selected topic of their preference. In the text the students describe what they love the most in life, integrating the intercultural component based on the student ability to talk about their feelings and thoughts in specific situations and contexts, where they live or have experience; then, the students made a slides presentation where they set out their production in free speaking practice, explaining the chosen topic. The project leads the students through language understanding developing activities that allow them to use the four abilities of the language telling personal experiences.

The Lyrics Training Project consists of using the platform of the same name <https://es.lyricstraining.com/en> as a digital tool for strengthening linguistic skills of the additional English language, such as pronunciation, vocabulary, strengthening of the reading and listening. Through this platform's use, it will be possible for the students to strengthen language skills using the Karaoke or practice resources that the platform gives. The planning leads the students to practice the four language skills through sing as a ludic activity.



After finishing the lessons, the students were able to write texts that exposed their ideas and feelings in order and coherently, relating with intercultural aspects, relating and describing their contexts with another, and speaking production expressing more confidence and fluency when talking in public.

The ludic didactic approach understood as the continuous action and production of the students during the learning process, through the variety of activities that can be fun, interactive, and productive, let the work and performance into the learner, and permits them to make an effort to show the acquired language ability confidentially and with an autonomy of their knowledge. (Madrid & McLaren, 1995) when the students perform multiple kinds of activities that encourage them to produce the language, most of all when this activity leads them to make personal creations that involve their preferences.

Students were evaluated with a rubric (Tobón Tobón, 2005), where were described three levels of development, and each indicator described according to the expected performance acquired level.

This kind of evaluation instrument allows the teacher to provide feedback during all the learning processes and conduce to students reflections about their performance in each evaluating skill or required product.

It was notorious at the end of the implementation plan that the level of performance in the writing and speaking skills was higher than at the beginning; in the texts and audio records, the students made were fewer mistakes than at the beginning, and there was an improvement in pronunciation. Also, the ludic activities permit them to engage with the subject of the lessons and involve personal topics to show their preferences and likes, besides interacting with their classmates in a different way when they sing or play games.

The use of ICT permits all to continue the learning process during the pandemic and know different, personal, and autonomous ways of learning, look for solutions to submit their activities.

In the pandemic frame, it was urgent to implement ICT as the medium for teaching and learn how to develop competencies, abilities, and skills through useful ludic technological tools and didactic methods; this was challenging as a teacher, and for the students I attend. However, it enriches the teaching practice developing teaching-learning strategies taking into account the specific needs and characteristics of the learners.

### 3.5. Summary of the teaching philosophy

The previously described, conform all the influential factors of the teaching philosophy I implemented in the class. That could be described under the constructivist approach, with project learning base methodology, using ludic techniques to get the students closer the second language learning.

In this work are the ludic techniques that take the attention in the learning-teaching a second language process, to establish the importance of a ludic environment to reach the teaching objectives independently of the age of the students, to build significant learning of the language.

Otherwise, during the Specialization of Teaching and learning English as a Foreign Language, I have received the necessary information to know the approaches to teach a second language and to reflect on the personal teaching practice that I have developed. Be able to focus on the improved teaching strategies in order to reach the students learning and, at the same time, enrich the learning, being capable of recreating the teaching philosophy that guides the personal practice.

I learn how the Communicative Language Teaching Approach has to be implemented focuses on language as a communication element in specific contexts, beyond grammar knowledge, emphasizing the continuous use of language for practical purposes. The approach of the curriculum is closely related to the way Kolb (Kolb, 1984) sees learning since he mentions that this is a process that involves going through various phases, but the most important thing, from his point of view, is that it of the action, then going through reflection, so that this knowledge can be functional and it is

possible to transfer it through the communication process. Also, I learn the Byram (Byram, 1997) model to provide practical support when created intercultural communicative competence and the relevance that this has for the knowledge process.

## **4. CHAPTER: METHODOLOGY AND PRACTICE**

### **4.1. Lesson planning**

In the framework of the COVID19 pandemic, it was necessary to rethink how to implement the English lessons using technological resources, taking into account the students' abilities and possibilities in this regard.

A total of 68 students attended academically using this technological tool, through which they accessed the teaching resources and uploading the activities scheduled through the same platform.

The style of the professional teaching I develop has intended to look for a fun, different way of teaching in the classroom, with all the students' interaction, with didactic sequences that involve board games, songs, role-playing games, among others, involving technological tools.

The objective was to cover the course program, get students to continue learning new topics, practicing them, and identifying their use in everyday life and relationships intercultural in the use of language in various situations using the next strategies:

1. Virtual classrooms in EDMODO platform
2. Pre-recorded video classes
3. Printed grammar and reading exercises
4. Video recording daily life practices
5. Audio recording speaking and listening practices
6. Playing practices with YouTube videos
7. Video intercultural approach
8. Kahoot playing practices
9. Ludic singing practice with Lyrics Training Platform

Also, as a complementary integration skills evaluation element, there were develop two final projects, where the students show the four abilities of the language:

Project 1. "What I love": This project aims to practice verb tenses and elements of the language that we have worked on during the semester, through the free written and oral production and presentation of a specific topic.

The students were free to choose the topic about what they like the most in life, what passionate. For example, discuss since when they like it, why want it so much, what characteristics it has, how is done (if it is the case), who is involved in it, or with whom they do it.

Project 2. Lyrics Training: This project consists of using the platform of the same name <https://es.lyricstraining.com/en> as a digital tool for strengthening linguistic skills of the additional English language, such as pronunciation, vocabulary, reading, and listening, and it developed in teamwork.

This final project using ICT focused on identifying and using vocabulary and common expression through a music platform.

The sequence of activities guide the students to identify and use the previous tenses, vocabulary, and expressions in a song and practice the listening, reading, writing, speaking, and pronunciation while singing

The planned activities focus on developing different skills through ludic activities, where the student's production is high to allow them to use the language in different contexts inside the classroom, during control, semi control, and free activities.

Also, students develop the skills to reflect and relate, interpret a document or event from other parts of the world, explain it and connect it to documents from one's own, develop social, linguistic skills, and break afraid of talking in public.

The designed lesson plans bases on the current program 2012 for A2 and B1 levels of the bachelor's degree in basic education (SEP S. d., 2012 A) following the next schedule:

| <b>LEARNING UNIT</b> | <b>CONTENTS</b>                                                                                                                   | <b>GRAMMATICAL STRUCTURE</b> | <b>TIME</b> | <b>SESSION</b> |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------|----------------|
| <b>1</b>             | Past continuous affirmative, negative and interrogative to express two actions in progress two actions one interrupted by another | WAS, WERE<br>ING             | 3HRS        | 1y2            |
| <b>2</b>             | Present perfect affirmative, negative and interrogative                                                                           | HAVE EATEN                   | 1.5HRS      | 3              |

|          |                                                                                                 |                                               |         |      |
|----------|-------------------------------------------------------------------------------------------------|-----------------------------------------------|---------|------|
|          | To express and indefinite past actions that began in the past but continue in the present       |                                               |         |      |
|          | Past Perfect, affirmative, negative and interrogative<br>To express sequences in the past tense | HAD EATEN                                     | 1.5HRS  | 4    |
| <b>3</b> | Prepositions of time and place                                                                  | IN, ON, AT                                    | 1.5 HRS | 5, 6 |
|          | Prepositions of movement and direction                                                          | ABOUT, WITH, AFTER, FOR                       | 1.5 HRS |      |
|          | Adverbs of place, time, frequency, order, and way                                               | HAPPILY, NOW, THERE, ALMOST, ALWAYS           | 1.5HRS  | 7    |
| <b>4</b> | Modals:<br>Abilities, asking permission,                                                        | CAN, SHOULD, MAY, HAVE TO Y<br>MUST<br>MUSN'T | 1.5HRS  | 8    |
|          | Project "What I love."                                                                          |                                               | 3HRS    | 9    |
|          | Project Lyrics Training                                                                         |                                               | 5HRS    | 10   |

The designed lessons use two specific frameworks. The first one is Presentation-Practice and Production. This framework is often used when grammar and vocabulary are taught. It is useful because it provides the teacher with a guide for the activities that have to develop the students. One of the particularities of this framework is that it allows a bigger description in the lesson plan and leads the students through the general context of the topic to the lesson's free production practice. This framework is used to focus on grammar, speaking, listening, writing, reading, and vocabulary. One disadvantage of this framework is that the activities could be extended and sometimes bored for the students; that is why sometimes I switch the framework steps' order.

The second framework used is the Pre-While- Post for listening and reading, writing, and speaking activities. This framework encourages the students to use authentic material like audios or text as the context of the topic, and use the content to make free productions.

With these materials and using the frameworks, it was possible to introduce the intercultural approach in the topics and lead them to practice writing and speaking as free production.

### Presentation, Practice, Production PPP

1. **LEAD IN:** To activate previous knowledge, to set the context, and engage students. Activate Schemata -previous knowledge-
2. **PRESENTATIONMEANING:** To give Ss a chance to focus on the meaning of the target language and the teacher can check the understanding
3. **FORM:** To help Ss notice and focus on the grammatical form of the words
4. **PRONUNCIATION:** To help Ss identify pronunciation features of the phrases and practice it in a controlled way
5. **PRACTICE AND PRODUCTION:** To help the Ss to practice grammar and vocabulary

### Pre/ While / Post

1. **LEAD IN/ CONTEXT SETTING:** To activate previous knowledge describing characteristics of people and drill vocabulary
2. **LISTENING FOR GIST:** To develop listening skills in the context of personal information
3. **LISTENING FOR SPECIFIC INFORMATION:** Listen intensely for detailed information
4. **POST LISTENING:** Ss Stablish the comprehension level about the information

#### 4.2. The concept of the Evaluation in Mexico

The educational assessment in Mexico has had several changes in look, shape, and application. Martínez y Blanco (2010) makes the distinction on three evaluative stages in Mexico, ranging from 1970 to 2010.

The Secretaria of Public Education (SEP) has spent interest in collecting information to formulate statistics and start with the development of learning examination tools [80's and 90's].

The evaluation's interest was reoriented and focused on learning, mainly in basic education, developing evidence that mediates utilization and sets national standards for it.

In the mid-to-late 1990s, the application of international tests of TIMSS, the Latin American Laboratory for the Evaluation of the Quality of Education and PISA, begins. (Acosta Osornio, and Others, 2018). Furthermore, in [2002], the National Institute for the Evaluation of Education [INEE] was created, which was formulated as a mission To evaluate the educational system's whole.

Are established four areas to be developed: the establishment of indicators, design of tests, evaluation of resources and processes of schools, and international projects. Moreover, it began the implementation of the Quality and Educational Achievement Examinations [Excale] [2005], which applied every four years in national and state samples of the third preschool, third and 6th grade and third high school, as well as tools for the evaluation of school resources and processes. (Cordero Arroyo, 2013)

University education goes beyond the development of teaching skills. Teachers are requested to have the credits as education professionals capable of generating the skills needed in their students and students to acquire the skills, basic and necessary skills for life.

These credits are indispensables to be able to define what is a trainer or teacher. Jiménez, B. [1996] within the Tejada study (2009), tells us that: "it comprises a heterogeneous group of people, with very different professions, difficult to discern, to conceptualize, to establish responsibilities and to assign functions. The different provenance, their initial training, their theoretical and practical conception of life and work, the diversity of situations in which they have to operate, the levels and modalities of training, the specialties, the materials to be used or designed, the diversity of the target groups, only add complexity to a new 'profession' and not profiled in most of their competences.



Pérez (2013) highlights the differences between general and specific competencies, which are: organizing and promoting learning situations, managing learning progress, developing and promoting differentiation mechanisms, involving students in their learning and work, working in teams, collaborating at school operate, inform and collaborate with parents, use new technologies, understand the duties and ethical dilemmas of the profession, recognize self-training.

Communication needs are significant for the establishment of deep learning. Ayala [2008] in Tejada (2009), in its Teaching Competency Model, considers the design of scenarios, processes, and learning experiences meaningful to students in real contexts. According to technological advances, using teaching techniques according to the age of students; promote the development of skills, attitudes, and values.

The teacher has the challenge of innovating his pedagogical practices and, in turn, promoting the advancement or acquisition of skills in the student daily. To do this, perform teaching practices that have influence and real impact on students by providing active learning, with a direct relationship of academic performance and the student's role.

In the new educational model, "Aprendizajes Clave para la Educación Integral," issued by SEP in 2017 (SEP S. d., 2017), the language is conceived as a communicative, cognitive, and reflective activity through which ideas are: expressed, exchanged, and defended; interpersonal relationships are established and maintained; information access; it participates in the construction of knowledge and reflects on the process of discursive and intellectual creation.

The references to assess the learning of a second language in all educational levels are:

- Use the foreign language as a means to express ideas and thoughts with confidence and efficiency towards people from other cultures.

- Use the foreign language to organize thought and discourse; critically analyze and solve problems, as well as participate in various exchanges and cultural expressions of their own and other countries.
- Use the foreign language to interact creatively and ethically, with awareness and empathy with other's perspectives and feelings.
- Recognize the English language as a builder of knowledge, sharper identity, as a tool for regulating behavior, experience, and values. Reflect on language and culture to interpret and produce meaning in linguistic and cultural exchanges.

According to national and international standards, the educational model establishes the English proficiency and efficiency levels were being defined the levels, descriptors, and scales in two referential frames:

- National reference framework, developed by the SEP, which offers descriptive scales of proficiency and competence in English and its equivalences with the international rankings of the Council of Europe.
- Common European Framework of Reference for Languages, Learning, Teaching, Evaluation, and developed by the Council of Europe and the Association of Language Evaluators in Europe, which presents a set of descriptive scales of proficiency and competence levels to unify guidelines for language learning and teaching.

The course programs of the 2012 curriculum of the normalist bachelor's degree in basic education (SEP S. d., 2012 A) proposes the communicative method of language teaching. The assessment of three types promoted: summative, formative, and illuminative.

#### 4.3. Design of project monitoring and evaluation instruments

According to the competency model, the rubric helps to observe and follow the development of language skills. This type of evaluation instrument shows the

expectations to be achieved and their different degrees of achievement; It allows us to analyze the tasks that make up the competencies and share the criteria to evaluate progress from the beginning and throughout the learning process with continuous and formative evaluation. (Masmitja Josep Alsina, 2013)

Laura Frade (Frade Rubio, 2007) notes that the rubric grants evaluation criteria in terms that the scale used in performance descriptors is both numerical, percentage, and descriptive with qualitative assessments. The design of the rubric allows it to answer by all those involved during the teaching and learning process: students and teachers.

The use of the rubric allows evaluating each part of an activity or a set of activities carried out in a specific context and which are also verifiable by the person who evaluates since it highlights those activities in real life. According to the competences approach established in the current plans and programs, a rubric allows the dissection of complex tasks such as the features and competencies of the graduation profile in more straightforward tasks distributed gradually and operationally.

Designed Instruments for learning assessment:

| Global Evaluation | Concept |                                                                                                                                                                                                                        | Concept %         | Unit %      |
|-------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------|
|                   | UA1     | <ul style="list-style-type: none"> <li>Classroom performance (face-to-face)</li> </ul>                                                                                                                                 | 15%               | 15%         |
|                   | UA2     | <ul style="list-style-type: none"> <li>Development and upload on time in EDMODO platform (online)</li> </ul>                                                                                                           | 15%               | 15%         |
|                   | UA3     | <ul style="list-style-type: none"> <li>Development and upload on time in EDMODO platform (online)</li> <li>Lyrics Training Project (Platform Practice)</li> <li>“What I love” Project (Advance)</li> </ul>             | 15%<br>5%<br>5%   | 25%         |
|                   | UA4     | <ul style="list-style-type: none"> <li>Development and upload on time in EDMODO platform (online)</li> <li>Lyrics Training Project (Final presentation)</li> <li>“What I Love” Project (Final presentation)</li> </ul> | 15%<br>15%<br>15% | 45%         |
| <b>Total</b>      |         |                                                                                                                                                                                                                        |                   | <b>100%</b> |

## Evaluation Rubric

| Evaluation Rubric                        |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developed skills, practices and projects | Excellent (10)                                                                                                                                                                                                                                                                                                                                                                              | Good (9 y 8)                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Regular (7 y 6)                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Writing                                  | Write sentences at the specified verbal time: with the elements of grammatical structure, without the extra supports (dictionaries, apps) The elaborate sentences are related to the activities of everyday life                                                                                                                                                                            | Write sentences at the specified verbal time, with extra supports (dictionaries, apps, teacher support) The elaborate sentences are related to the activities of daily life.                                                                                                                                                                                                                                                                                      | Write sentences at a specified verbal time, with errors in the sentence position, even using a dictionary and always requires the support of the teacher. It rarely relates it to everyday life                                                                                                                                                                                                                                                       |
| Reading                                  | Read fluently, clearly, respect all punctuation marks, and have acceptable pronunciation according to the vocabulary taught. Ss Identifies all sentences of the specified verbal time within the reading. Dispels doubts from the new vocabulary found without the help of supports                                                                                                         | Read fluently, clearly, respect most punctuation marks, and have acceptable pronunciation according to the vocabulary taught. Ss Identifies some sentences of the specified verbal time within the reading. Dispels doubts from the new vocabulary found with the help of the teacher                                                                                                                                                                             | Read with little fluency, clarity regularly does not respect the punctuation marks and does not have an acceptable pronunciation according to the vocabulary taught. It does not identify the sentences of the specified verbal time within the reading. Dispels doubts from the new vocabulary found with the help of the teacher and the permanent use of supports                                                                                  |
| Speaking                                 | Participates regularly during the class using the vocabulary and specific verbal times required Always establish conversations with his peers and with the teacher, making use of verbal time and specific vocabulary, linking him to situations of everyday life He converses very fluently using vocabulary and verbal times learned autonomously                                         | He frequently participates during class using the vocabulary and specific verbal times required He frequently establishes conversations with his peers and with the teacher, using verbal time and specific vocabulary, linking him to everyday situations He converses with little fluidity using the vocabulary and verbal times learned, with support.                                                                                                         | He occasionally participates during class using the vocabulary and specific verbal times required Occasionally establishes conversations with his peers and with the teacher, using verbal time and specific vocabulary, linking him to everyday situations He almost does not converse and makes no use of the vocabulary and verbal times learned. Requires ongoing support                                                                         |
| Listening                                | Listen to pre-recorded conversations and/or person-to-person being able at all times to respond in writing or verbally exercises involving the content heard. Identify at all times in audios, videos, and conversations person-to-person phrases of specific verbal time without the support of the teacher.                                                                               | Listen to pre-recorded conversations and/or person-to-person being able to frequently respond in writing or verbally exercises involving the content heard. Frequently identifies specific verbal time phrases in audios, videos, and conversations without teacher support.                                                                                                                                                                                      | Listen to pre-recorded conversations and/or person-to-person being able to occasionally respond in written or verbal manner exercises involving the content heard. Occasionally identifies specific verbal time phrases in audios, videos, and conversations in audios, videos, and person-to-person conversations without teacher support.                                                                                                           |
| What I love Project 1                    | Individually choose an interesting theme, from something love in life. Write a text in English using the verbal times seen in class appropriately and consistently according to what is writing. Add images and items that deem necessary for the work. (pre-delivery of advances) The length of the text should be one quartet. The language to be used will be exclusively English Make a | Individually choose an interesting theme, from something love in life. Write a text in English using the verbal times seen in class, but confuse some elements such as helpers or verbal form, according to what is writing. Add only 1 or 2 images, and the items are deemed necessary for the work. (pre-delivery of advances) The extent of the text is less than one quartet. The language to be used will be exclusively English Make a presentation, can be | Individually choose an interesting theme, from something love in life. Write a text in English using the verbal times seen in class. Use them inconsistently and inappropriately in most of the text, according to what is writing. It does not add images or items that are deemed necessary for the work. (pre-delivery of advances) The extent of the text is less than half a quarter. The language to be used will be exclusively English Make a |

| Evaluation Rubric                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developed skills, practices and projects | Excellent (10)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Good (9 y 8)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Regular (7 y 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                          | presentation, can be with slides or video. The presentation should last a minimum of 3 minutes and a maximum of 5 minutes. Ss must upload it to the space indicated in EDMODO.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | with slides or video. The presentation should last a minimum of 3 minutes and a maximum of 5 minutes. Ss must upload it to the space indicated in EDMODO.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | presentation, can be with slides or video. The presentation should last a minimum of 3 minutes and a maximum of 5 minutes. Ss must upload it to the space indicated in EDMODO.                                                                                                                                                                                                                                                                                                 |
| Lyrics Training Project 2                | Organized in teams of 5 people choose a song on the Lyrics Training platform. They write the lyrics in Word and underline the verbal times and elements of the English language seen in class that they identify. They upload the lyrics to EDMODO already underlined Practice on the platform completing the lyrics of the song from basic to intermediate level, take photography of the Practice, and upload it to EDMODO. They produce a music video tasting the chosen song. All the students have excellent pronunciation. The video is uploaded individually to the EDMODO platform. The participation of each student must be at the same time. The chosen song has extensive, non-repetitive lyrics | Organized in teams of 5 people choose a song on the Lyrics Training platform. They write the lyrics in Word and upload it to EDMODO Practice on the platform completing the lyrics of the song from basic to intermediate level, take photography of the Practice and upload it to EDMODO. They produce a music video tasting the chosen song. All members have excellent pronunciation. Organized in teams of 5 people choose a song on the Lyrics Training platform. They write the lyrics in Word and upload it to EDMODO Practice on the platform completing the lyrics of the song from basic to intermediate level, take photography of the Practice and upload it to EDMODO. They produce a music video tasting the chosen song. All members have excellent pronunciation. The video is uploaded individually to the EDMODO platform Some team members participate very little, compared to the others The chosen song has a somewhat repetitive extensive lyric | Organized in teams of 5 people choose a song on the Lyrics Training platform. They write the lyrics in Word and upload it to EDMODO Practice on the platform completing the lyrics of the song from basic to intermediate Level Elaborate a music video tasting the chosen song. All members have excellent pronunciation. The video is uploaded individually to the EDMODO platform. Some team members participate only once. The song chosen is repetitive in all its lyrics |

The designed evaluation tools allow the student's assessment learning process during the semester, but, most of all, allow them to be aware of their development. To design a rubric that includes the develop skills level and the specific characteristics of each topic and skills.

The students know these evaluation tools since the beginning of the semester and discuss with them, to let them know which the required development was. When the pandemic begins, the Edmodo platform use and the technological tools were included in the rubric, taking as another knowledge to develop.

Each practice was graded with this evaluation instrument and permits to have a closer numeric grade to the development of the students. This obtained grade helps to decide the acquired level of English language knowledge and the level they will be the next scholar year.

#### 4.4. Video Script

The carried out activities shown in the video correspond to the current semester for A1 and B1 level of the English course in the Benemérita Escuela Nacional de Maestros during the scholar period 2019-2020 with a 2<sup>nd</sup> and 3<sup>rd</sup>-grade students.

| <b>TIME MARK</b> | <b>STAGE</b>                  | <b>ACTIVITY</b>                           | <b>METHODOLOGICAL REMARK</b>                                                                                                                |
|------------------|-------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 01:44 min        | Program Schedule              | A brief explanation of the project plan   | The plan designed based on the current plan. There were ten sessions designed for 20hrs of class.                                           |
| 01:52min         | Class Planning                | Explanation about the planning design     | The plan session designed focuses on the skills development using the PPP and the Pre- While Post frameworks                                |
| 02:08min         | Prerecorded sessions          | Showing the pre recorder video classes    | Video classes focus on the understanding of the subject, the frames and the uses of the language                                            |
| 04:24min         | Taking notes                  | Examples of the student's notes           | To reinforce the acquired knowledge, the students take notes after watching the video classes to register the information.                  |
| 04:52min         | Writing and Grammar practices | Examples of grammar and reading practices | To practice vocabulary and the use of the language in various context                                                                       |
| 05:05min         | Writing and speaking practice | Writing texts and audio recorders         | Developing production skills making text and audios using the language in specific contexts, relating with intercultural knowledge provided |

|          |                                                  |                                                                                                                                   |                                                                                                                                                                                                                                                                            |
|----------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 05:47min | Comprehension reading and listening activities   | Examples of reading activities and comprehension practices                                                                        | To strengthen reading and listening comprehension.                                                                                                                                                                                                                         |
| 06:00min | Evaluation session using Kahoot platform         | Recorder evaluation session using Kahoot platform                                                                                 | An alternative evaluation process using ICT as a ludic tool. The students could be aware of their development                                                                                                                                                              |
| 06:18min | Online games using YouTube videos                | Examples of the video that used to reinforce the knowledge                                                                        | The use of different resources of information joins with ludic activities provides the student with another way to develop language skills. Otherwise, encourage them to perform the activities in a funny and interactive way                                             |
| 06:49min | Intercultural videos                             | Examples of videos as material for developing listening and speaking practices                                                    | Provide the students with examples of every daily life and the use of the spoken language. Also allows them to practice listening to diverse kind of pronunciation                                                                                                         |
| 07:31min | Production Exercises                             | Examples of free production practices after watch or listen the provided audiovisual materials                                    | Producing diverse exercises where they apply the acquired knowledge like drawing timelines using specific texts about the learned topic                                                                                                                                    |
| 07:43min | Speaking practice in real contexts               | Video recorder using the language in the personal context                                                                         | The free production practice using the language in a real context allows the students to a reflexive and use of the acquired knowledge. Plus, using audios and video recorder by the students are alternatives to practices that permit them to evaluate their performance |
| 08:16min | Final project, for writing and speaking practice | Write a text talking about their personal life and a topic of their preference; make a PPT presentation with an audio recorder to | With this project, the students apply all the knowledge using it to their context                                                                                                                                                                                          |

|          |                               |                                                                                                                       |                                                                                                                           |
|----------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|          |                               | perform the speaking skill                                                                                            |                                                                                                                           |
| 08:53min | Final project Lyrics Training | Use the Lyrics Training Platform, practice in the platform and recording a video where they sing a song in a teamwork | To strengthen the four abilities of the language through singing a song, and practicing it in the lyric training platform |
| 10:51min | Evaluation Rubric             | A brief explanation of the evaluation model                                                                           | The rubric permits to assess the performance of the students during all the learning process                              |

UPN EEAILE/ Final Project Video/ Martinez Muñoz/ Jun 2020

**URL: <https://youtu.be/FeuY0l8KhSQ>**



Video QR code



## **5. CHAPTER: EXPERIENCE REPORT**

### **5.1. Report of the lesson given and critical analysis**

A total of 68 students, divided into three groups, were working in the assigned task during six weeks of virtual classes.

The development of the four skills that they were working and practicing through the different topics, exercises, and practices was growing through time, and in was notorious the strengthen of the worked skills.

It was challenging to organize the topics and the virtual classes, and keep them related to the ludic didactic objective than was standing at the beginning of this teaching project. However, I believe that the language productions that the students develop were practical, and the ludic objective, seen as keeping the student producing the language in various contexts and forms, maintain their attention through interesting and different activities materials and technological tools, knowing the intercultural component relating the language with their context, was accomplished.

Following the evaluation rubric, it was possible to establish if the objectives of the lessons were cover. Student's average is 75% - 85% of the accomplishment of the tasks and 80% - 87% of the skills development according to the designed rubric in each implemented lesson plan.

The activities in the implemented plans make the students be able to present and describe characteristics of their context, focus on grammar use and form of the verbs tenses. During lessons 1 to 4, the students have had mistaken about the use of the tenses during the free practices. They were shame about the pronunciation, and it was difficult to elicit the answers.

Plans 5 to 10 contains a variety of activities that focus on the four language skills, in order to lead the strength of speaking and writing skills. The activity was delivered on

time and showed the right attitude when they write and record the videos and the audios using the language in their specific contexts.

The ludic use of the Kahoot and Lyrics Training technological platforms was an innovation for the development of the class and learning facilitator tools. The students show enthusiasm and effort to perform the activities in teamwork.

With the implementation of the Lyrics Training project, students knew how to use and manage the Letters platform by learning its features.

- Develop communicative competence through music and singing.
- Strengthen vocabulary using the Lyricstraining platform in mode (writing and selection).
- Develop the English language hearing skills in Karaoke mode, with the use of such a platform.

According to Byram's model, this exercises allows intercultural attitudes because it generates curiosity and openness about the place and the people in the given readings, and at the same time to learn about the own culture, sharing the personal experiences, and the importance and meaning in Mexico about the topics. Also, students develop the skills of interpreting and relate a document or event from another culture, to explain it and relate it to documents from one's own.

Nevertheless, the positive attitude and interest of students allow this project to be successfully implemented beyond connectivity problems and the hard that the topics could be for the level and previous knowledge of the students.

As a teacher, faced uncertainty about the implementation of the lessons only using ICT, the number of students that would be able to be in the virtual classrooms; the technological issues students will handle with, but most of all, if the didactic strategies would help them to reach the objective language level. At the end of the project, it was possible to realize how to manage class time using ICT and improve the classes with all these tools, to achieve teacher and students better performance.

## **6. CHAPTER: CONCLUSIONS**

The different components of the curriculum applied and the plan class for language teaching must content the different components of the target culture and the kind of interactions that students and teacher must have to develop the intercultural competence, and needs to be precise according to with the students and teacher culture characteristics, to avoid the Ethnocentrism, prejudices, and stereotypes, that we take to the classroom.

Methodological approaches help to implement diverse strategies in class and clarify the roles that teachers and students can represent to know the target culture, searching the intercultural competence in the language classroom.

The different roles of a teacher can be mixt to achieve the objectives depending on the student's characteristics, and the purposes of the main topic of the class, creating diverse knowledge environments, that allows the student to recognize, explore, know, understand and respect the similarities and differences between cultures, beyond the separate words usage knowledge.

As teachers, we need to examine diverse materials that allow the students to have the opportunity to reflect on his knowledge and the diverse way to apply it, by making the conscientious about their attitude, knowledge, and skills using the second language and confronting different situations. All this includes the evaluation tools as a dialectic instrument to strengthen the acquired knowledge.

The ludic activities seem like free production leads the students to be creative and to have confidence in the use of the language by making relations with their contexts, cultures, beliefs, feelings, and thoughts. Join the ICT use that permits the students to enrich their knowledge with diversifying technological tools, and during the pandemic framework, allow us to continue with the teaching-learning process.

My English teaching practice must be strengthened, and need to be a focus in the intercultural competence as the main objective of the teaching plus the essential communication, and the language has to be seen as the key to open the student's minds to a world of possibilities, even for their personal and professional life.

The Specialization in Teaching and Learning English as a Foreign Language provides me with the needed knowledge about the theoretical and methodological foundation behind the English language teaching. It also allows me to understand the different approaches to get students close to the language and the importance of implementing the intercultural approach in the lessons.

I also feel that my English skills strengthened during the EEAIL; in the beginning, it was tough to read and understand the content of the topics, plus write the assignments. The reflection of the personal teaching practice was critical during all the learning process and allowed me to recognize the successes and weaknesses to provide the students with the resources for a successful knowledge.

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## 8. APPENDIX

### 8.1. Lesson Planning

#### Plan Class 1. Past Continuous



|  <span style="margin-left: 150px;"><b>Teaching Sequence Template</b></span>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Lesson plan identification cell.</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Plan Class Number                                                                                                                                                                                                                                | 01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Teacher                                                                                                                                                                                                                                          | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Educational stage                                                                                                                                                                                                                                | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Title of the Lesson plan                                                                                                                                                                                                                         | <b>A strange Experience</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Learning Objective of the plan/Competency                                                                                                                                                                                                        | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>○ Develop in the student the ability to understand readings that tell anecdotes in English at the intermediate level, by understanding and identifying auxiliary verbs in simple past and verbs in continuous form with the use of ING endings; inference of new vocabulary and obtaining specific information for the acquisition of communicative skills in the language.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>○ Guide students to the use of common expressions in daily life to relate personal experiences.</li> </ul>                                                                                                                                                                                                                                                                          |
| Communicative skill considered                                                                                                                                                                                                                   | Grammar, Listening, Reading, Writing, Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Framework                                                                                                                                                                                                                                        | Presentation, Practice, Production PPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Functions                                                                                                                                                                                                                                        | -Talk about past events<br>-Tell anecdotes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Main Grammar structure                                                                                                                                                                                                                           | Past Continuous Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Other Grammar structures                                                                                                                                                                                                                         | Verbs with ING continuous form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Brief description of the plan                                                                                                                                                                                                                    | <p>It chose a brief story about a personal experience of family, that has an unusual experience in a restaurant.</p> <p>The ludic part of the lesson is to develop with a visual printed worksheet game, where the students identify everyday activities that has to be explaining when they write sentences using the learning tense.</p> <p>Also, the free production speaking is a ludic part combined with where the students record personal audio reading their texts telling a personal experience.</p> <p>This activity strengthens the communicative skills to express their ideas systematically and helps them to notice their pronunciation and the management of the learned topic.</p> <p>The planning leads the students through the understanding of the past continuous tense through activities that allow them to use the four abilities of the language in personal contexts where personal stories can tell.</p> |
| Hours of the plan implementation                                                                                                                                                                                                                 | 3 hrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Number of sessions                                                                                                                                                                                                                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Contents required for the lesson                                                                                                                                                                                                                 | Virtual classroom in EDMODO Platform, video class session, recorded audios, exercises for printed uploaded in EDMODO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Link of the content                                                                                                                                                                                                                              | <a href="https://drive.google.com/drive/folders/1NUajUj0u_u1t4C_2oO4NxJcNoIGyIxNv?usp=sharing">https://drive.google.com/drive/folders/1NUajUj0u_u1t4C_2oO4NxJcNoIGyIxNv?usp=sharing</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |





|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |              |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|
| To help the Ss to practice the four skills | <p>true or false questions to confirm the reading comprehension.</p> <p><u>Writing and Speaking:</u></p> <p>i) Ss Download the writing worksheet, and watch the images about actions in past continuous, and write a description about what the characters are doing</p> <p>j) Ss Write 5 lines paragraph using the past continuous tense and record and audio reading their texts where the student tells a personal</p> <p>k) All the exercises have to upload in the EDMODO platform</p> | <b>Individual</b> | <b>60min</b> |
| <b><u>Materials</u></b>                    | Edmodo platform, pre-recorded Video class, worksheets, audio, notebook, printer, internet                                                                                                                                                                                                                                                                                                                                                                                                   |                   |              |
| <b><u>4.Intercultural component</u></b>    | The free activities of this lesson, where writing and speaking communication are the focus, the intercultural component is inserted based on the way like the student tell a personal experience, according to with their sociocultural context, and reflect about the importance to be able to explain relevant events about their personal life.                                                                                                                                          |                   |              |
| <b><u>5. Evaluation</u></b>                | The use evaluation method bases on a rubric, which signs the student's development categorized in the four language skills, attitudes, and the accomplishment of the tasks. See further information about this in the Instruments of learning assessment                                                                                                                                                                                                                                    |                   |              |
| <b><u>6.Conclusion</u></b>                 | The conclusion will be divided into two categories: Grammar learning and free production practice, according to the purposes of the lesson (Develop in the student the ability to understand readings that count anecdotes). So students will show in the writing and speaking exercises what they learned and how they did it, but also they will state what they can and will apply in their daily lives related to the topic.                                                            |                   |              |
| <b><u>7. Follow up activities</u></b>      | After the teacher reviews his students' writings and audios gives them feedback, make them notice the mistakes in grammar and pronunciation.                                                                                                                                                                                                                                                                                                                                                |                   |              |

## Plan Class 2. Present Perfect Tense

|  <b>Teaching Sequence Template</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Lesson plan identification cell.                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Plan Class Number                                                                                                                                                                                       | 02                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Teacher                                                                                                                                                                                                 | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Educational stage                                                                                                                                                                                       | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Title of the Lesson plan                                                                                                                                                                                | <b>Who is she? What has she done? What has happened?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Learning Objective of the plan/Competency                                                                                                                                                               | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>o Develop in the student the ability to understand readings in the present perfect tense in English at the intermediate level, by understanding and identifying auxiliaries in present perfect and verbs past participle tense and how they are related; inference of new vocabulary and obtaining specific information for the acquisition of communicative skills in the language. To relate situations that had happened.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>o To know specific situations that could happen in other countries related to the weather and the way of life of the people around it.</li> </ul>                                                                                                                   |
| Communicative skill considered                                                                                                                                                                          | Grammar, Listening, Reading, Writing, Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Framework                                                                                                                                                                                               | Presentation, Practice, Production PPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Functions                                                                                                                                                                                               | -Talk about past events<br>-Tell anecdotes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Main Grammar structure                                                                                                                                                                                  | Present Perfect Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Other Grammar structures                                                                                                                                                                                | Past participle verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Brief description of the plan                                                                                                                                                                           | <p>It chose a brief story about a girl and her dog playing in the snow and how life could be in a place with that kind of weather. The exercises are focus on the grammar structures and the understanding of the verbal tense about facts that had happened.</p> <p>Also, the free production speaking is a ludic part combined with where the students record personal audio reading their texts telling a personal experience related to the weather in their contexts. This activity strengthens the communicative skills to express their ideas systematically and helps them to notice their pronunciation and the management of the learned topic.</p> <p>The planning leads the students through the understanding of the present perfect tense through activities that allow them to use the four abilities of the language telling personal experiences.</p> |
| Hours of the plan implementation                                                                                                                                                                        | 3 hrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Number of sessions                                                                                                                                                                                      | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Contents required for the lesson                                                                                                                                                                        | Virtual classroom in EDMODO Platform, video class session, recorder audios, exercises for printed uploaded in EDMODO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Link of the content                                                                                                                                                                                     | <a href="https://drive.google.com/drive/folders/1mAt1kgkm1Nb2dNYyt5m0055bhoSiBzhk?usp=sharing">https://drive.google.com/drive/folders/1mAt1kgkm1Nb2dNYyt5m0055bhoSiBzhk?usp=sharing</a><br><a href="https://youtu.be/CHcNB6qUcaY">https://youtu.be/CHcNB6qUcaY</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| EEAILE tutor on line                                                                                                                                                                                    | Gernot Potengowski                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| <b>2.Introduction to the Lesson.</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                            |                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>STAGE &amp; STAGE AIMS</b>                                                                                                                                                                                                                                                              | <b>PROCEDURE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>INTERACTION PATTERN</b>                                                 | <b>TIME:</b>                                                 |
| <p><b>Stage 1: PRESENTATION</b></p> <p><b>MEANING</b><br/>Stage Aim: To give Ss a chance to focus on the meaning of the target language and the teacher can check the understanding</p> <p><b>FORM</b><br/>Stage Aim: To help Ss notice and focus on the grammatical form of the words</p> | <p style="text-align: center;"><i><b>Present Perfect Tense</b></i></p> <p><u>Grammar:</u></p> <p>a) Ss watch the video class about the structure of the present perfect tense</p> <p>b) T explains how to structure the affirmative, negative and questions sentences with a timeline to settle the meaning and the frequent use of time expressions and give examples</p> <div style="text-align: center;"> <p>= truth of a fact</p> <p>A horizontal timeline with stars above it. Below the timeline, 'A time in the past' is written under the first few stars, and 'NOW' is written under the last few stars. An arrow points from left to right.</p> </div> <p>c) T explains the meaning and correct use of the verbs in the past participle tense</p> <p>d) T show some examples of the structure of the present perfect tense<br/><u>(affirmative) Subj + aux have/ has + verb past participle +complement</u><br/><u>(negative) Subject + aux have/has + not + verb past participle + complement</u><br/><u>(questions) aux have/has + subj +verb past participle +complement</u></p> <p>e) Ss writes the shown exercises in their notebook to reinforce the knowledge and complete the tenses table previously made it.</p> <p>f) Ss Downloads the grammar exercises, and answer the exercise worksheets using the correct tense form</p> | <p><b>Open Class</b></p> <p><b>Individual</b></p>                          | <p><b>25min</b></p> <p><b>30 min</b></p>                     |
| <b>3.Communicative skills development.</b>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                            |                                                              |
| <p><b>LISTENING AND PRONUNCIATION</b><br/>To help Ss identify pronunciation features of the phrases and practice it in a controlled way</p> <p><b>Stage 2 and 3: PRACTICE AND FREE PRODUCTION</b><br/>To help the Ss to practice the four skills</p>                                       | <p><u>Listening:</u></p> <p>g) Ss Download the audio exercise and listen to the story identifying the new vocabulary and practicing the correct pronunciation of the words</p> <p>h) Ss answer the questions about the listened story in the exercise worksheet</p> <p><u>Reading:</u></p> <p>i) Ss Download the reading worksheet, and complete the exercises using the corresponding verbal tenses and forms, using the affirmative, negative and question forms in the sentences.</p> <p><u>Writing and Speaking:</u></p> <p>j) Ss Write 5 lines paragraph using the present perfect tense and record and audio reading their texts where the student tells a personal</p> <p>k) All the exercises have to upload in the EDMODO platform</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Individual</b></p> <p><b>Individual</b></p> <p><b>Individual</b></p> | <p><b>35min</b></p> <p><b>30 min</b></p> <p><b>60min</b></p> |
| <b>Materials</b>                                                                                                                                                                                                                                                                           | Edmodo platform, pre-recorded Video class, worksheets, audio, notebook, printer, internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                            |                                                              |
| <b>4.Intercultural component</b>                                                                                                                                                                                                                                                           | The free activities of this lesson, where grammar and writing- speaking communication are the focus, the intercultural component is inserted based on the student knowing about another countries kind of weather and related with their context, to reflect about the importance to be able to explain relevant characteristics about their countries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                            |                                                              |
| <b>5. Evaluation</b>                                                                                                                                                                                                                                                                       | The use evaluation method bases on a rubric, which signs the student's development categorized in the four language skills, attitudes, and the accomplishment of the tasks. See further information about this in the Instruments of learning assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                            |                                                              |
| <b>6.Conclusion</b>                                                                                                                                                                                                                                                                        | The conclusion is divided into two categories: Grammar learning and free production practice, according to the purposes of the lesson (To relate situations that had happened). So students will show in writing and speaking free practices what they learned and how they did it, but also they will state what they can and will apply in their daily lives related to the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                            |                                                              |
| <b>7. Follow up activities</b>                                                                                                                                                                                                                                                             | After the teacher reviews his students' writings and audios, gives them feedback, make them notice the mistakes in grammar and pronunciation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                            |                                                              |

## Plan Class 3. Past Perfect Tense

| 1. Lesson plan identification cell.       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan Class Number                         | 03                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Teacher                                   | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Educational stage                         | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Title of the Lesson plan                  | <b>A love Story</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning Objective of the plan/Competency | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>o Develop in the student the ability to understand readings in the past perfect tense in English at the intermediate level, by understanding and identifying auxiliaries in past perfect and verbs past participle tense and how they are related; inference of new vocabulary and obtaining specific information for the acquisition of communicative skills in the language.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>o To talk about specific situations and social arrangements related to the family structure.</li> </ul>                                                                                                                                                                           |
| Communicative skill considered            | Grammar, Listening, Writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Framework                                 | Presentation, Practice, Production PPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Functions                                 | -Talk about past events                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Main Grammar structure                    | Past Perfect Tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Other Grammar structures                  | Past Participle Verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Brief description of the plan             | <p>It chose a brief story about a couple and how they had met, and develop their life through the present days. The exercises are focus on the grammar structures and the understanding of the verbal tense about facts that had happened.</p> <p>The interactive video showed a brief love story that is related to the free production writing by making a timeline as a ludic exercise, where he students can develop an understanding of the topic, and strengthens the communicative skills to express their ideas systematically and helps them to notice their pronunciation and the management of the learned topic.</p> <p>The planning leads the students through the understanding of the past perfect tense through activities that allow them to use the four abilities of the language telling personal experiences.</p> |
| Hours of the plan implementation          | 1.5 hrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Number of sessions                        | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Contents required for the lesson          | Virtual classroom in EDMODO Platform, video class session, recorder audios, exercises for printed uploaded in EDMODO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Link of the content                       | <a href="https://drive.google.com/drive/folders/1Qg6kfls4FI-ubHicuO2Lec-pR7yWAZoT?usp=sharing">https://drive.google.com/drive/folders/1Qg6kfls4FI-ubHicuO2Lec-pR7yWAZoT?usp=sharing</a><br><a href="https://youtu.be/K1y6MdCfZPA">https://youtu.be/K1y6MdCfZPA</a><br><a href="https://youtu.be/CWq7CcqDQkA">https://youtu.be/CWq7CcqDQkA</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| EEAILE tutor on line                      | Gernot Potengowski                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| 2.Introduction to the Lesson.                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                      |                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------|
| STAGE & STAGE AIMS                                                                                                                                                                                                                                                                         | PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | INTERACTION PATTERN                                  | TIME:                                            |
| <p><b>Stage 1: PRESENTATION</b></p> <p><b>MEANING</b><br/>Stage Aim: To give Ss a chance to focus on the meaning of the target language and the teacher can check the understanding</p> <p><b>FORM</b><br/>Stage Aim: To help Ss notice and focus on the grammatical form of the words</p> | <p style="text-align: center;"><b>Past Perfect Tense</b></p> <p><u>Grammar:</u></p> <p>a) Ss watch the video class about the structure of the past perfect tense</p> <p>b) T explains how to structure the affirmative, negative and questions sentences with a timeline to settle the meaning and the frequent use of time expressions and give examples</p> <p>c) T explains the meaning and correct use of the verbs in the past participle tense. This tense used to describe actions that had happened before another</p> <div style="text-align: center;"> </div> <p>d) T show some examples of the structure of the present perfect tense<br/> <u>(affirmative) Subj + aux had+ verb past participle</u><br/> <u>+complement</u><br/> <u>(negative) Subject + aux had + not + verb past participle</u><br/> <u>+ complement</u><br/> <u>(questions) aux had + subj +verb past participle</u><br/> <u>+complement</u></p> <p>e) Ss writes the shown exercises in their notebook to reinforce the knowledge and complete the tenses table previously made it.</p> <p>f) Ss Downloads the grammar exercises, and answer the exercise worksheets using the correct tense form</p> | <p style="text-align: center;"><b>Open Class</b></p> | <p style="text-align: center;"><b>25min</b></p>  |
| <b>3.Communicative skills development.</b>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                      |                                                  |
| <p><b>LISTENING AND PRONUNCIATION</b><br/>To help Ss identify pronunciation features of the phrases and practice it in a controlled way</p> <p><b>Stage 2 and 3: PRACTICE AND FREE PRODUCTION</b><br/>To help the Ss to practice the four skills</p>                                       | <p><u>Listening:</u></p> <p>g) Ss Watch the video about past perfect “The love story of James and Jessica” in the next link <a href="https://youtu.be/CWq7CcQDQkA">https://youtu.be/CWq7CcQDQkA</a>, and focus on the related facts, applying the past perfect tense.</p> <p>h) Ss listen and watch to the shown story identifying the new vocabulary and practicing the use of the tense when two or more situations are related</p> <p><u>Writing:</u></p> <p>i) Ss Elaborate a time line following the video examples about the shown story using the past perfect tense in correct way.</p> <p>j) All the exercises have to upload in the EDMODO platform</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;"><b>Individual</b></p> | <p style="text-align: center;"><b>15min</b></p>  |
|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;"><b>Individual</b></p> | <p style="text-align: center;"><b>30 min</b></p> |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Materials</u></b>                  | Edmodo platform, pre-recorded Video class, worksheets, audio, notebook, printer, internet                                                                                                                                                                                                                                                                                                    |
| <b><u>4. Intercultural component</u></b> | The free activities of this lesson, where grammar and writing- speaking communication are focus on, the intercultural component is inserted based on the student knowledge about the familiar arrangements and customs, which can be related with the student's context, to reflect about the importance to be able to explain relevant events that happened in the past moments to this day |
| <b><u>5. Evaluation</u></b>              | The use evaluation method bases on a rubric, which signs the student's development categorized in the four language skills, attitudes, and the accomplishment of the tasks. See further information about this in the Instruments of learning assessment                                                                                                                                     |
| <b><u>6. Conclusion</u></b>              | The conclusion is about the free production practice, according to the purposes of the lesson ( To talk about specific situations and social arrangements related to the family structure). Students will show during the freewriting practice what they learned and, but also, they will state what they can and will apply in their daily lives related to the topic.                      |
| <b><u>7. Follow up activities</u></b>    | After the teacher reviews his students' writings and audios, gives them feedback, make them notice the mistakes in grammar and sense on the content of their timelines.                                                                                                                                                                                                                      |

Plan Class 4. Prepositions of time, place, and movement.

| 1. Lesson plan identification cell.       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan Class Number                         | 04                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Teacher                                   | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Educational stage                         | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Title of the Lesson plan                  | <b>Where is it, and where are you going?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Learning Objective of the plan/Competency | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>o Develop in the student the ability to understand the specific use of the time and place prepositions in specific contexts where they need to explain daily activities, times and places they had visited, and the place where the things are; inference of new vocabulary, and obtaining specific information for the acquisition of communicative skills in the language.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>o To talk about specific situations related to the time and places they had been, or they will be.</li> </ul>                                                                                                                                                                                                                                                           |
| Communicative skill considered            | Listening and Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Framework                                 | Pre, While, Post                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Functions                                 | -Talk about time and places                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Main Grammar structure                    | Prepositions of time, place and movement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Other Grammar structures                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Brief description of the plan             | <p>It chose brief videos about the use of the prepositions of time, place, and movement.</p> <p>The video is related to free production writing by making schedules, writing, and speaking productions giving specific directions; and free speaking practice by recording a video where shows specific things and places of their home.</p> <p>The designed activities for free production using the prepositions in daily life situations allows the ludic didactic, where the students can understand and show their ability to explain what they do every day in specific places and times.</p> <p>The Kahoot platform used as a ludic technological tool to reinforce the knowledge about the learned topic</p> <p>The planning leads the students through the understanding of the past perfect tense through activities that allow them to use the four abilities of the language telling personal experiences.</p> |
| Hours of the plan implementation          | 3 HRS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Number of sessions                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Contents required for the lesson          | Virtual classroom in EDMODO Platform, video class session, recorder audios, exercises for printed uploaded in EDMODO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Link of the content                       | <p><a href="https://drive.google.com/drive/folders/1HwUXBm600sN6I4UDg1I46DchMf7jKEFc?usp=sharing">https://drive.google.com/drive/folders/1HwUXBm600sN6I4UDg1I46DchMf7jKEFc?usp=sharing</a></p> <p><a href="https://youtu.be/x5Pz5dG4lgQ">https://youtu.be/x5Pz5dG4lgQ</a></p> <p><a href="https://youtu.be/4yYPey867SA">https://youtu.be/4yYPey867SA</a></p> <p><a href="https://drive.google.com/drive/folders/11BOn3Hgf9sxnJi9T_smhS8g1vC6gis9X?usp=sharing">https://drive.google.com/drive/folders/11BOn3Hgf9sxnJi9T_smhS8g1vC6gis9X?usp=sharing</a></p> <p><a href="https://youtu.be/mISlu8j9i04">https://youtu.be/mISlu8j9i04</a></p> <p><a href="https://youtu.be/DPYJQSA-x50">https://youtu.be/DPYJQSA-x50</a></p> <p><a href="https://youtu.be/Rzg8QBIXCaY">https://youtu.be/Rzg8QBIXCaY</a></p> <p><a href="https://youtu.be/f2MkzbUpt-c">https://youtu.be/f2MkzbUpt-c</a></p>                                    |
| EEAILE tutor on line                      | Gernot Potengowski                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |







| STAGE & STAGE AIMS                                                                                                                                                                                                                 | PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | INTERACTION PATTERN | TIME:        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------|
| <p><b>Stage: LEAD IN/ CONTEXT SETTING AND LISTENING FOR GIST</b></p> <p>Stage Aim: To activate previous knowledge and drill vocabulary. To develop listening skills in a specific context</p>                                      | <p style="text-align: center;"><i>Prepositions of place and movement</i></p> <p><u>Grammar :</u></p> <p>a) Ss watch the video <a href="https://youtu.be/mISlu8j9i04">https://youtu.be/mISlu8j9i04</a> about the everyday use of the prepositions of movement related to daily activities</p> <p>b) Ss writes the shown exercises in their notebook to reinforce the knowledge and complete the tenses table previously made it.</p>                                                                                                                                                     | <b>Open Class</b>   | <b>20min</b> |
| <p><b>Stage: LISTENING FOR SPECIFIC INFORMATION</b></p> <p>Stage Aim: Listen intently for detailed information</p> <p><b>Stage: POST LISTENING</b></p> <p>Stage Aim: Ss Stablish the comprehension level about the information</p> | <p><u>Listening:</u></p> <p>c) Ss watch the second video asking for and Giving Directions <a href="https://youtu.be/DPYJQSA-x50">https://youtu.be/DPYJQSA-x50</a> and write in their notebooks a list of the shown sentences underlining the prepositions of time and place</p> <p>d) Ss Downloads the grammar exercises, and answer the exercise worksheets using the correct preposition</p> <p><u>Writing:</u></p> <p>e) Ss Download the exercise worksheet and follow the instructions to get to Mary's house</p> <p>f) All the exercises have to upload in the EDMODO platform</p> | <b>Individual</b>   | <b>20min</b> |
| <p><b>Stage: LEAD IN/ CONTEXT SETTING AND LISTENING FOR GIST</b></p> <p>Stage Aim: To activate previous knowledge and drill vocabulary. To develop listening skills in a specific context</p>                                      | <p><u>Grammar :</u></p> <p>a) Ss watch the video <a href="https://youtu.be/Rzg8QBlxCaY">https://youtu.be/Rzg8QBlxCaY</a> about the everyday use of the prepositions of place related to daily activities</p> <p>b) Ss writes the shown exercises in their notebook to reinforce the knowledge and complete the tenses table previously made it.</p>                                                                                                                                                                                                                                     | <b>Open Class</b>   | <b>20min</b> |





## Plan Class 5. Adverbs of place, time, frequency, order, and way

|  <span style="margin-left: 150px;"><b>Teaching Sequence Template</b></span>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Lesson plan identification cell.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Plan Class Number                                                                                                                                                                                                                                | 07                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Teacher                                                                                                                                                                                                                                          | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Educational stage                                                                                                                                                                                                                                | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Title of the Lesson plan                                                                                                                                                                                                                         | <b>Describe it!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Learning Objective of the plan/Competency                                                                                                                                                                                                        | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>o Develop in the student the ability to understand the specific use of the adverbs in specific contexts where they need to describe things, actions, situations or people, inference of new vocabulary, and obtaining specific information for the acquisition of communicative skills in the language.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>o To describe specific situations related to the time and places they had been, or they will be.</li> </ul>                                                                                                                                                                                                                                            |
| Communicative skill considered                                                                                                                                                                                                                   | Listening and Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Framework                                                                                                                                                                                                                                        | Pre, While, Post                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Functions                                                                                                                                                                                                                                        | -Talk about adverbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Main Grammar structure                                                                                                                                                                                                                           | Adverbs of place, time, frequency, order, and way                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Other Grammar structures                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Brief description of the plan                                                                                                                                                                                                                    | <p>It chose two brief videos about the frequent use of adverbs as a part of the speech to describe subjects, actions, and objects.</p> <p>The videos related to free production writing, where he students can develop an understanding of the topic, strengthens the communicative skills to express their ideas systematically and helps them to notice their pronunciation and the management of the learned topic. The writing sentences describing activities allows the free practice, where the students could be able to understand and show their ability to describe things, actions, persons, or situations in daily life.</p> <p>The planning leads the students through the understanding of the adverbs through activities that allow them to use the four abilities of the language telling personal experiences.</p> |
| Hours of the plan implementation                                                                                                                                                                                                                 | 1.5 hrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Number of sessions                                                                                                                                                                                                                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contents required for the lesson                                                                                                                                                                                                                 | Virtual classroom in EDMODO Platform, video class session, recorder audios, exercises for printed uploaded in EDMODO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Link of the content                                                                                                                                                                                                                              | <a href="https://youtu.be/94aFcx6oliY">https://youtu.be/94aFcx6oliY</a><br><a href="https://youtu.be/L0USJe44yS4">https://youtu.be/L0USJe44yS4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| EEAILE tutor on line                                                                                                                                                                                                                             | Gernot Potengowski                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| 2.Introduction to the Lesson.                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                |                     |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|
| STAGE & STAGE AIMS                                                                                                                                                                 | PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                      | INTERACTION PATTERN | TIME:  |
| <b>Stage: LEAD IN/ CONTEXT SETTING AND LISTENING FOR GIST</b><br>Stage Aim: To activate previous knowledge and drill vocabulary. To develop listening skills in a specific context | <p style="text-align: center;"><i>Adverbs of place, time, frequency, order, and way</i></p> <p><u>Grammar :</u></p> <p>g) Ss watch the video “Parts of Speech for Kids: What an Adverb is?” <a href="https://youtu.be/94aFcx6oliY">https://youtu.be/94aFcx6oliY</a></p> <p>h) Ss writes the shown exercises in their notebook to reinforce the knowledge and complete the tenses table previously made it.</p> | Open Class          | 30min  |
| 3.Communicative skills development.                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                |                     |        |
| <b>Stage: LISTENING FOR SPECIFIC INFORMATION</b><br>Stage Aim: Listen intensely for detailed information                                                                           | <p><u>Listening:</u></p> <p>i) Ss watch the video <a href="https://youtu.be/LOUSJe44yS4">https://youtu.be/LOUSJe44yS4</a> what an Adverb is? Useful Grammar Rules, List &amp; Examples</p>                                                                                                                                                                                                                     | Individual          | 30min  |
| <b>Stage: POST LISTENING</b><br>Stage Aim: Ss Stablish the comprehension level about the information                                                                               | <p><u>Writing:</u></p> <p>j) Ss Write 5 sentences about daily life using adverbs</p> <p>k) All the exercises have to upload in the EDMODO platform</p>                                                                                                                                                                                                                                                         | Individual          | 30 min |
| <b>Materials</b>                                                                                                                                                                   | Edmodo platform, pre-recorded Video class, worksheets, audio, notebook, printer, internet, videos                                                                                                                                                                                                                                                                                                              |                     |        |
| <b>4.Intercultural component</b>                                                                                                                                                   | The free activities of this lesson where listening and writing communication and are focus on the intercultural component based on the student knowing a specific situation, where they have to describe people, things, events or feelings in a determined time and place, relating the topic with their personal life and their thoughts.                                                                    |                     |        |
| <b>5. Evaluation</b>                                                                                                                                                               | The use evaluation method bases on a rubric, which signs the student’s development categorized in the four language skills, attitudes, and the accomplishment of the tasks. See further information about this in the Instruments of learning assessment                                                                                                                                                       |                     |        |
| <b>6.Conclusion</b>                                                                                                                                                                | The conclusion is about the free writing production practice, according to the purposes of the lesson (Describe people, things, events). Students will show during the freewriting practice what they learned, and they will state what they can apply in their daily lives related to the topic.                                                                                                              |                     |        |
| <b>7. Follow up activities</b>                                                                                                                                                     | After the teacher reviews his students’ writings and audios, gives them feedback, make them notice the mistakes in grammar and sense on the content of their timelines.                                                                                                                                                                                                                                        |                     |        |

## Plan Class 6. Modal Verbs

|  <span style="float: right;">  </span> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching Sequence Template</b>                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>1. Lesson plan identification cell.</b>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Plan Class Number                                                                                                                                                                                          | 08                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Teacher                                                                                                                                                                                                    | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Educational stage                                                                                                                                                                                          | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Title of the Lesson plan                                                                                                                                                                                   | <b>Make your bed!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Learning Objective of the plan/Competency                                                                                                                                                                  | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>o Develop in the student the ability to understand the specific use of the time and place prepositions in specific contexts where they need to explain daily activities, times and places they had visited, inference of new vocabulary, and obtaining specific information for the acquisition of communicative skills in the language.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>o To talk about specific situations related to the time and places they had been, or they will be.</li> </ul>                                                                                                                                                                                                                                                                                                                    |
| Communicative skill considered                                                                                                                                                                             | Listening and Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Framework                                                                                                                                                                                                  | Pre, While, Post                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Functions                                                                                                                                                                                                  | -Talk about Modal verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Main Grammar structure                                                                                                                                                                                     | Modal verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Other Grammar structures                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Brief description of the plan                                                                                                                                                                              | <p>It chose a brief video about discipline and a healthy lifestyle. The video story is related to the free production writing by exposing the student's ideas about how they can make a better world and their proffers about it using the modal verbs to model the congruence of the texts.</p> <p>The students can develop an understanding of the topic and strengthen the communicative skills to express their ideas systematically and helps them to notice their pronunciation and the management of the learned topic. The writing text allows the ludic didactic part of the free production, where the students could be able to understand and show their ability to explain what they do every day in specific places and times.</p> <p>The planning leads the students through the understanding of the modal verbs through activities that allow them to use the four abilities of the language telling personal experiences.</p> |
| Hours of the plan implementation                                                                                                                                                                           | 1.5 hrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Number of sessions                                                                                                                                                                                         | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Contents required for the lesson                                                                                                                                                                           | Virtual classroom in EDMODO Platform, video class session, recorder audios, exercises for printed uploaded in EDMODO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Link of the content                                                                                                                                                                                        | <a href="https://drive.google.com/drive/folders/1HIPTp_HjdgivDEGHg3yyb-tG9OXWd5Oq?usp=sharing">https://drive.google.com/drive/folders/1HIPTp_HjdgivDEGHg3yyb-tG9OXWd5Oq?usp=sharing</a><br><a href="https://youtu.be/6LetBxEFORy">https://youtu.be/6LetBxEFORy</a><br><a href="https://youtu.be/7klvBZNkKc">https://youtu.be/7klvBZNkKc</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| EEAILE tutor on line                                                                                                                                                                                       | Gernot Potengowski                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| 2.Introduction to the Lesson.                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------|
| STAGE & STAGE AIMS                                                                                                                                                                                                   | PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | INTERACTION PATTERN | TIME:        |
| <b>Stage: LEAD IN/ CONTEXT SETTING AND LISTENING FOR GIST</b><br>Stage Aim: To activate previous knowledge and drill vocabulary. To develop listening skills in a specific context                                   | <p style="text-align: center;"><i>Modal Verbs</i></p> Grammar :<br>a) Ss watch the video: Modal verbs<br><a href="https://youtu.be/6LetBxEFORy">https://youtu.be/6LetBxEFORy</a><br>b) Ss Write in the notebook the shown sentences and underline the Modal Verbs                                                                                                                                                                                                                                                                                                     | <b>Open Class</b>   | <b>30min</b> |
| 3.Communicative skills development.                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |              |
| <b>Stage: LISTENING FOR SPECIFIC INFORMATION</b><br>Stage Aim: Listen intensely for detailed information<br><br><b>Stage: POST LISTENING</b><br>Stage Aim: Ss Stablish the comprehension level about the information | Listening:<br>c) Ss listen to the attached audio carefully. Repeat the audio if it is necessary<br>d) Ss Download the exercise and answer the first part<br>e) Ss Watch the attached Video “How Being In Quarantine Can Change The World. Goalcast McRaven ‘Make Your Bed’ Speech or go the link<br><a href="https://youtu.be/7klvBZNkNKc">https://youtu.be/7klvBZNkNKc</a><br>f) Ss In the exercise sheet, answer the second part<br><br>Writing:<br>g) Ss Upload the exercises to Edmodo’s assignment<br>h) All the exercises have to upload in the EDMODO platform | <b>Individual</b>   | <b>30min</b> |
| <b>Materials</b>                                                                                                                                                                                                     | Edmodo platform, pre-recorded Video class, worksheets, audio, notebook, printer, internet, videos                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |              |
| <b>4.Intercultural component</b>                                                                                                                                                                                     | The free activities of this lesson where listening and writing communication, focus on the intercultural component inserted based on the student knowing specific situations, where they have to proffer ways to get a better world, taking in in a count the Us marines lifestyle and comparing the possibilities of change in their contexts.                                                                                                                                                                                                                       |                     |              |
| <b>5. Evaluation</b>                                                                                                                                                                                                 | The use evaluation method bases on a rubric, which signs the student’s development categorized in the four language skills, attitudes, and the accomplishment of the tasks. See further information about this in the Instruments of learning assessment                                                                                                                                                                                                                                                                                                              |                     |              |
| <b>6.Conclusion</b>                                                                                                                                                                                                  | The conclusion is about the free production practice, according to the purposes of the lesson (To talk about how they could change the world). Students will show during the freewriting practice what they learned, and they will state what they can apply in their daily lives related to the topic.                                                                                                                                                                                                                                                               |                     |              |
| <b>7. Follow up activities</b>                                                                                                                                                                                       | After the teacher reviews his students’ writings and audios, gives them feedback, make them notice the mistakes in grammar and sense on the content of their timelines.                                                                                                                                                                                                                                                                                                                                                                                               |                     |              |

## Plan Class 7. Final Projects

| 1. Lesson plan identification cell.       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan Class Number                         | 09                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Teacher                                   | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Educational stage                         | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Title of the Lesson plan                  | <b>What I love!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Learning Objective of the plan/Competency | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>o Develop in the student the ability to express their feelings and thoughts using different tenses, prepositions, adverbs, and modal verbs in specific contexts; inference of new vocabulary, and obtaining specific information for the acquisition of communicative skills in the language.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>o To write a text describing specific situations about their personal life.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Communicative skill considered            | Writing, speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Framework                                 | Presentation, Practice, Production PPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Functions                                 | -Talk about daily life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Main Grammar structure                    | All the learned tenses, prepositions, adverbs, and modal verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Other Grammar structures                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Brief description of the plan             | <p>The “What I love” project aims to practice the use of verb tenses and elements of the language that we have worked on during the semester, through the written and oral presentation of a specific topic.</p> <p>Students are free to choose the topic about they like the most in life, what passionate them. For example, discuss: since when like it, why want it so much, what characteristics it has, how is done (if it is the case), who is involved in it, or with whom you do it.</p> <p>It can be any topic: reading, exercising, cooking, playing an instrument, family traveling, painting, singing, dogs walking, being with their children, playing a game, the city. Their passion and imagination is their limit. The writing text describes activities preferences in life.</p> <p>The planning leads the students through the understanding of the adverbs through activities that allow them to use the four abilities of the language telling personal experiences.</p> |
| Hours of the plan implementation          | 3 hrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Number of sessions                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Contents required for the lesson          | Virtual classroom in EDMODO Platform, personal information, personal research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Link of the content                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| EEAILE tutor on line                      | Gernot Potengowski                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |





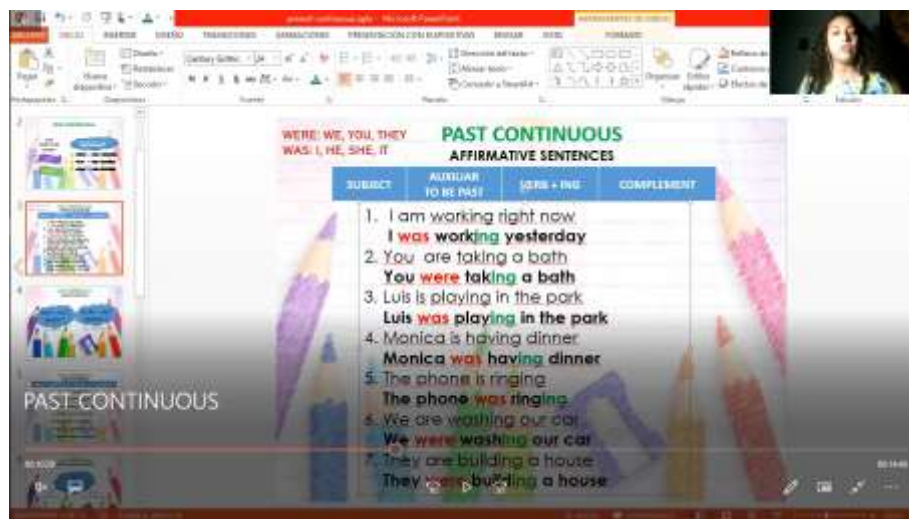
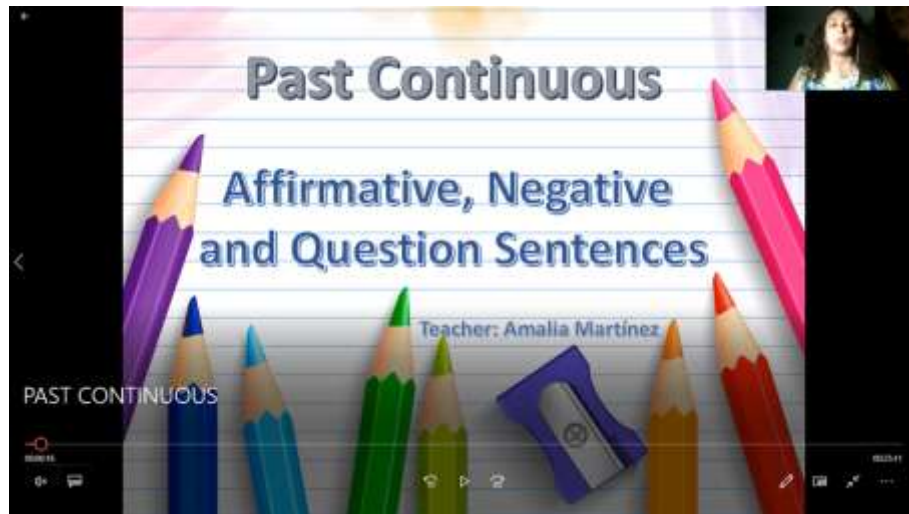
### 1. Lesson plan identification cell.

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan Class Number                         | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Teacher                                   | Reyna Amalia Martínez Muñoz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Educational stage                         | Licenciatura en Educación Básica, BENM. Fourth and Sixth Semester. Level B1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Title of the Lesson plan                  | <b>Sing! Lyrics Training Project</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Learning Objective of the plan/Competency | <p><b>Language purpose</b></p> <ul style="list-style-type: none"> <li>o Develop in the student all the language skills practicing through an interactive and ludic singing platform, where they can use the language in lyrics and sing. inference of new vocabulary, and obtaining specific information for the acquisition of communicative skills in the language.</li> </ul> <p><b>Formative-intercultural purpose</b></p> <ul style="list-style-type: none"> <li>o To learn how to express ideas, feelings, and describing situations through lyrics in the English language.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Communicative skill considered            | Listening, Reading, Writing and Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Framework                                 | Presentation, Practice, Production PPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Functions                                 | -Use the language for diverse purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Main Grammar structure                    | All the learned tenses, prepositions, adverbs, and modal verbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Other Grammar structures                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Brief description of the plan             | <p>The Lyrics Training Project consists of using the platform of the same name <a href="https://es.lyricstraining.com/en">https://es.lyricstraining.com/en</a> as a digital tool for strengthening linguistic skills of the additional English language, such as pronunciation, vocabulary, strengthening of the reading and listening.</p> <p>The platform consists of a compendium of subtitled YouTube music videos; in this case, we will work in the English language. With this platform, it is possible, as a game, to complete the lyrics of the songs, in three levels: basic, intermediate and advanced, in such a way that will strengthen the ability to listen in another language, read, write and speak, through the melodies they like.</p> <p>Through the use of this platform, it will be possible to strengthen language skills using the Karaoke or practice resources that the platform gives.</p> <p>The planning leads the students to practice the four language skills through ludic activities</p> |
| Hours of the plan implementation          | 5 hrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Number of sessions                        | 2.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Contents required for the lesson          | Virtual classroom in EDMODO Platform, personal information, personal research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Link of the content                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| EEAILE tutor on line                      | Gernot Potengowski                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| 2.Introduction to the Lesson.                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                 |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------|
| STAGE & STAGE AIMS                                                                                                                                                                                                                                                                         | PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | INTERACTION PATTERN                             | TIME:                                      |
| <p><b>Stage 1: PRESENTATION</b></p> <p><b>MEANING</b><br/>Stage Aim: To give Ss a chance to focus on the meaning of the target language and the teacher can check the understanding</p> <p><b>FORM</b><br/>Stage Aim: To help Ss notice and focus on the grammatical form of the words</p> | <p><b>Sing! Lyrics Training Project</b></p> <p>f) Ss choose the song that likes in English on the Lyrics Training platform.</p> <p>g) Ss Identified in the lyrics, tenses of the verbs, prepositions, adverbs and modal verbs learned during the semester. In a word document, write the lyrics in English of the chosen song. Underline the elements of the language that have worked on during the semester.</p> <p>h) Upload the Word document in the corresponding space in EDMODO</p>                                                                                                                                                     | <p><b>Team Work</b></p>                         | <p><b>60min</b></p>                        |
| 3.Communicative skills development.                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                 |                                            |
| <p><b>READING, LISTENING, AND WRITING</b><br/>To help Ss identify pronunciation features of the phrases and practice it in a controlled way</p> <p><b>Stage 2 and 3: SPEAKING PRACTICE</b><br/>To help the Ss to practice the four skills</p>                                              | <p><u>Skills practice</u></p> <p>i) Ss As a team, work remotely (each one at home using some technological resource as videoconferences such as ZOOM, SKYPE, or whatever they have accessible) and practice in the Lyrics Training platform the four skills</p> <p>j) Ss Record a music video in which the voices are heard singing in the English language and upload it to the corresponding assignment in EDMODO. The video will have the duration of the song; the video can edit it, put backgrounds and transitions.<br/>The condition is divided the song time, among participants in such a way that everyone sings the same time.</p> | <p><b>Team Work</b></p> <p><b>Team Work</b></p> | <p><b>120min</b></p> <p><b>120 min</b></p> |
| <b>Materials</b>                                                                                                                                                                                                                                                                           | Edmodo platform, pre-recorded Video class, worksheets, audio, notebook, printer, internet, videos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                 |                                            |
| <b>4.Intercultural component</b>                                                                                                                                                                                                                                                           | The practice activities of this lesson focus on the four language skills. The intercultural component is inserted based on the student's ability to use the language in different contexts and for different purposes to express their feelings and ideas through lyrics and singing.                                                                                                                                                                                                                                                                                                                                                          |                                                 |                                            |
| <b>5. Evaluation</b>                                                                                                                                                                                                                                                                       | The use evaluation method bases on a rubric, which signs the student's development categorized in the four language skills, attitudes, and the accomplishment of the tasks. See further information about this in the Instruments of learning assessment                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |                                            |
| <b>6.Conclusion</b>                                                                                                                                                                                                                                                                        | The conclusion is about the free production practice, according to the purposes of the lesson ( use the language in different contexts and for different purposes to express their feelings and ideas, through lyrics and singing) Students will show during the freewriting and speaking practice what they learned. They will state what they can apply in their daily lives related to the topic.                                                                                                                                                                                                                                           |                                                 |                                            |
| <b>7. Follow up activities</b>                                                                                                                                                                                                                                                             | After the teacher reviews his students' writings and audios, gives them feedback, make them notice the mistakes in grammar and sense on the content of their timelines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                 |                                            |

8.2. Materials and resources for learning (readings, audios, audiovisuals, interactive materials, etcetera.)

Lesson 1: Past Continuous



## PAST CONTINUOUS (last Saturday)

- Look at the pictures and answer the questions below.

|               |             |                   |                     |                   |                |
|---------------|-------------|-------------------|---------------------|-------------------|----------------|
|               | play soccer | prepare breakfast | play computer games | wash the car      | swim in a pool |
|               | wash dishes | play a guitar     | do the laundry      | play with the dog | get up         |
|               | 8:00 a.m.   | 11:15 a.m.        | 2:00 p.m.           | 5:30 p.m.         | 7:45 p.m.      |
| Jake          |             |                   |                     |                   |                |
| Jake's father |             |                   |                     |                   |                |

1. What was Jake doing at 8:00 a.m.?  
He was getting up.
2. What was Jake's father doing at 5:30 p.m.?  
 \_\_\_\_\_
3. What was Jake's father doing at 11:15 a.m.?  
 \_\_\_\_\_
4. What was Jake doing at 2:00 p.m.?  
 \_\_\_\_\_
5. What was Jake's father doing at 8:00 a.m.?  
 \_\_\_\_\_
6. What was Jake doing at 11:15 a.m.?  
 \_\_\_\_\_
7. What was Jake's father doing at 2:00 p.m.?  
 \_\_\_\_\_
8. What was Jake doing at 7:45 p.m.?  
 \_\_\_\_\_
9. What was Jake doing at 5:30 p.m.?  
 \_\_\_\_\_
10. What was Jake's father doing at 7:45 p.m.?  
 \_\_\_\_\_



Student Name: \_\_\_\_\_ Grade and Group: \_\_\_\_\_

## PAST CONTINUOUS



|      |      |          |
|------|------|----------|
| I    | was  |          |
| You  | were |          |
| He   | was  |          |
| She  | was  | playing. |
| It   | was  |          |
| We   | were |          |
| They | were |          |

|      |         |          |
|------|---------|----------|
| I    | wasn't  |          |
| You  | weren't |          |
| He   | wasn't  |          |
| She  | wasn't  | playing. |
| It   | wasn't  |          |
| We   | weren't |          |
| They | weren't |          |

wasn't = was not  
 weren't = were not

|      |      |          |
|------|------|----------|
| Was  | I    |          |
| Were | you  |          |
| Was  | he   |          |
| Was  | she  | playing? |
| Was  | it   |          |
| Were | we   |          |
| Were | they |          |

| Yes, |       | No,  |          |
|------|-------|------|----------|
| I    | was.  | I    | wasn't.  |
| you  | were. | you  | weren't. |
| he   | was.  | he   | wasn't.  |
| she  | was.  | she  | wasn't.  |
| it   | was.  | it   | wasn't.  |
| we   | were. | we   | weren't. |
| they | were. | they | weren't. |

- Fill in the blanks below to complete the sentences. Use the words in the above boxes.

- A: Were they watching TV at midnight? B: No, they weren't.
- We \_\_\_\_\_ eating lunch in the cafeteria at noon.
- A: \_\_\_\_\_ you talking on the phone a few minutes ago? B: No, I \_\_\_\_\_.
- I \_\_\_\_\_ walking home when I saw the car accident.
- My classmate and I \_\_\_\_\_ studying together at the library.
- While he \_\_\_\_\_ cleaning the house, we \_\_\_\_\_ cooking.
- A: What \_\_\_\_\_ you doing at one o'clock? B: I \_\_\_\_\_ sleeping.
- The car engine \_\_\_\_\_ working, so I had to fix it.
- A: \_\_\_\_\_ you listening to the teacher? B: Yes, I \_\_\_\_\_.
- At seven o'clock, Mr. Smith \_\_\_\_\_ robbing the bank.
- Steven \_\_\_\_\_ doing his homework, he was playing with his friends.
- It \_\_\_\_\_ raining last night, so I took my umbrella.
- Anne \_\_\_\_\_ studying in London last year.
- I \_\_\_\_\_ working as a teacher when I first met your mother.
- We \_\_\_\_\_ swimming while you \_\_\_\_\_ playing volleyball

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Teacher: Reyna Amalia Martínez Muñoz  
Level A2

Student Name: \_\_\_\_\_ Grade and Group: \_\_\_\_\_

**Past Continuous Listening Exercise**

Listen the audio and the answer the questions.

1- Who was Daniel on holiday with?

\_\_\_\_\_

2- Why did they stop at a restaurant?

\_\_\_\_\_

3- What were the people in the restaurant doing?

\_\_\_\_\_

4- What instrument was the musician playing?

\_\_\_\_\_

5- What was strange about their clothes?

\_\_\_\_\_

6- When they went into the restaurant, did they see the musician?

\_\_\_\_\_

Student Name: \_\_\_\_\_ Grade and Group: \_\_\_\_\_

### Past Continuous Reading Exercise

1. Read the story, identify the past continuous sentences, and underline it in red.

## A STRANGE EXPERIENCE

Last month I was on holiday in Ireland with my mum and dad. One day, we were driving through a small village. It was time for lunch, so we stopped at a restaurant.

It was a large old building. We looked through the window. There were lots of people in the restaurant. They were eating, drinking and chatting. A musician was playing the violin. But there was something strange about the people. They weren't wearing normal modern clothes. They were wearing hats, jackets and dresses from another century. We couldn't understand it. But we were hungry, so we opened the door.

When we went into the restaurant, everything was different. The people were wearing normal clothes. The musician wasn't there- the music was on CD. It was a very strange experience!

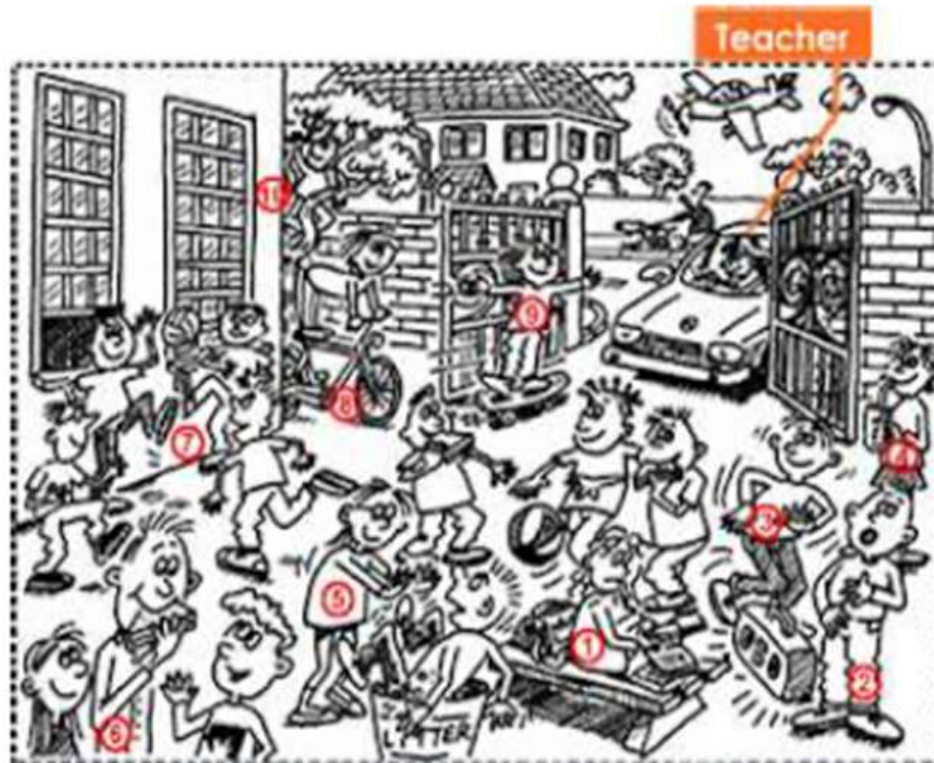
2. Mark true (T) or false (F).
  - a. The family was at a party in the United States ( )
  - b. They weren't driving through a small village ( )
  - c. They stopped in a restaurant for lunch ( )
  - d. The building was new and small ( )
  - e. There was a dancer and a clown in the restaurant ( )
  - f. The people seems to be of another century ( )
  - g. When they enter to the restaurant, everything was normal again ( )



Student Name: \_\_\_\_\_ Grade and Group: \_\_\_\_\_

PAST CONTINUOUS WRITING EXERCISE

1-Look at the picture and write what these people were doing when the teacher arrived at the school ?



Example

1- When the teacher arrived , the girl in number 1 was sitting on a bench and she was studying .

## Lesson 2: Present Perfect

| SUBJECT              | AUXILIARY (has, have) | VERB (not) | COMPLEMENT               |
|----------------------|-----------------------|------------|--------------------------|
| I                    | have                  | (not)      | to live                  |
| My boyfriend and I   | have                  | (not)      | gone to that restaurant  |
| She                  | has                   | (not)      | many opportunities       |
| My mom and my sister | have                  | (not)      | ridden horses            |
| Rachel               | has                   | (not)      | flown to Europe for work |
| Anthony              | has                   | (not)      | read many actors         |
| My dog               | has                   | (not)      | bled                     |

BENEMÉRITA ESCUELA NACIONAL DE MAESTROS  
CENTRO DE ENSEÑANA DE LENGUA EXTRANJERA  
TEACHER: REYNA AMALIA MARTÍNEZ MUÑOZ  
LEVEL B1

MARCH, 2020 VIRTUAL CLASSES

Student Name: \_\_\_\_\_ Grade and Group: \_\_\_\_\_

### PRESENT PERFECT TENSE EXERCISES

Directions: Complete the following sentences in the present perfect tense.

Example: It has been a secret for thirty years.

Example: They have been nice in the past.

- 1) She \_\_\_\_\_ (to be) happy all day.
- 2) It \_\_\_\_\_ always \_\_\_\_\_ (to snow) here in December.
- 3) Dan \_\_\_\_\_ (to be) sick for three days.
- 4) Li and Susan \_\_\_\_\_ (to try) four times already and will not give up.
- 5) The old car \_\_\_\_\_ (to be) a piece of junk since I bought it.
- 6) We \_\_\_\_\_ not \_\_\_\_\_ (to take) this test before.
- 7) My uncle \_\_\_\_\_ (to be) to China.
- 8) Our father \_\_\_\_\_ never \_\_\_\_\_ (to drive) to California before.
- 9) I \_\_\_\_\_ (to speak) to the president before.
- 10) The old man \_\_\_\_\_ occasionally \_\_\_\_\_ (to need) help crossing the street.

Directions: Put the following sentences in the present perfect simple tense.

- 1) I do the laundry.  
\_\_\_\_\_
- 2) It is cold.  
\_\_\_\_\_

Directions: Now make your own sentences in the present perfect simple tense.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

## 2. Present Perfect Listening Practice

Listen to the audio and go over it and fill in the blanks with the right words from the box below.

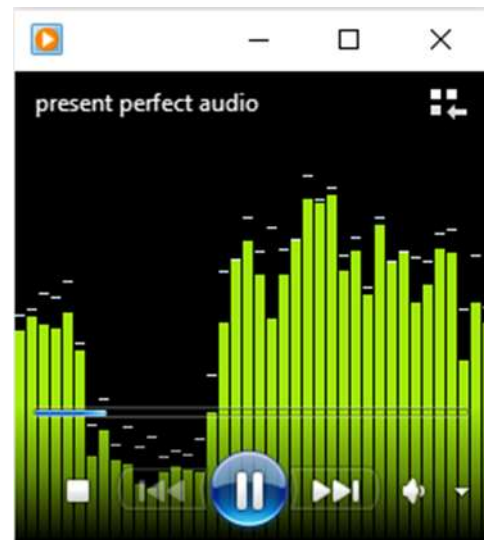
|     |           |          |       |        |
|-----|-----------|----------|-------|--------|
| dog | Christmas | always   | likes | beside |
| top | snowed    | followed | pulls | has    |

Recently, it has \_\_\_\_\_ in Maria's town. In the last week, it has snowed three times. Maria has \_\_\_\_\_ loved the snow. She has played in the snow many times before.

Maria's \_\_\_\_\_, Sparky, has never played in the snow. This is Sparky's first snow. He \_\_\_\_\_ not felt the cold yet.

Maria has just received a new sled for \_\_\_\_\_. She puts on her warm clothes and snow boots. She \_\_\_\_\_ the sled up the hill. Sparky has run outside with Maria. Sparky has \_\_\_\_\_ Maria up the hill. He feels good!

Maria has finally reached the \_\_\_\_\_. She sits on her sled. She rides down the hill. Sparky runs \_\_\_\_\_ the sled. They have finally reached the bottom. Sparky has followed Maria all the way down the hill. Sparky has decided that he \_\_\_\_\_ the snow too



### 3. Present Perfect Reading Practice

By Really Learn English



#### Who is she? What has she done? What has happened?

Recently, it has snowed in Maria's town. In the last week, it has snowed three times. Maria has always loved the snow. She has played in the snow many times before.

Maria's dog, Sparky, has never played in the snow. This is Sparky's first snow. He has not felt the cold yet.

Maria has just received a new sled for Christmas. She puts on her warm clothes and snow boots. She pulls the sled up the hill. Sparky has run outside with Maria. Sparky has followed Maria up the hill. He feels good!

Maria has finally reached the top. She sits on her sled. She rides down the hill. Sparky runs beside the sled. They have finally reached the bottom. Sparky has followed Maria all the way down the hill. Sparky has decided that he likes the snow too!

#### Present Perfect Reading Practice – Exercises

A. Answer the following questions. Use the Present Perfect tense.

1. Recently, where has it snowed? How many times has it snowed there in the last week?

---

---

2. Has Sparky ever played in the snow before today? What has Maria received for Christmas?

---

---

3. Where has Maria taken her sled? Who has followed her?

---

---

B. Rewrite the following sentences as negative sentences, yes/no questions, WH-questions (using the underlined word or phrase) and tag questions.

Examples for the sentence "Nick has broken the glass."

Negative: Nick has not broken the glass.

Yes/No Question: Has Nick broken the glass?

WH-Question: Who has broken the glass?

1. Maria has always loved the snow.

Negative: \_\_\_\_\_

Yes/No Question: \_\_\_\_\_

WH-Question: \_\_\_\_\_

2. Maria has just received a new sled for Christmas

Negative: \_\_\_\_\_

Yes/No Question: \_\_\_\_\_

WH-Question: \_\_\_\_\_

3. Sparky has followed Maria all the way down the hill.

Negative: \_\_\_\_\_

Yes/No Question: \_\_\_\_\_

WH-Question: \_\_\_\_\_

### Lesson 3: Past Perfect

**PAST PERFECT**

(Actions that had happened before another)

Past → Present → Future

**HAD**  
(Auxiliary verb)

I, WE, YOU, THEY  
HE, SHE, IT

HABÍA

They started living together after they **had got married**

1:09 / 2:00

Student name: \_\_\_\_\_ grade and group: \_\_\_\_\_

GRAMMAR WORKSHEET

PAST PERFECT

had not = hadn't

|      |     |       |                                  |
|------|-----|-------|----------------------------------|
| I    |     |       |                                  |
| You  | had | eaten | (before the<br>taxi<br>arrived). |
| He   |     |       |                                  |
| She  |     |       |                                  |
| It   |     |       |                                  |
| We   |     |       |                                  |
| They |     |       |                                  |

|      |     |     |       |                                  |
|------|-----|-----|-------|----------------------------------|
| I    |     |     |       |                                  |
| You  | had | not | eaten | (before the<br>taxi<br>arrived). |
| He   |     |     |       |                                  |
| She  |     |     |       |                                  |
| It   |     |     |       |                                  |
| We   |     |     |       |                                  |
| They |     |     |       |                                  |

|     |                                           |       |                                  |
|-----|-------------------------------------------|-------|----------------------------------|
| Had | I<br>you<br>he<br>she<br>it<br>we<br>they | eaten | (before the<br>taxi<br>arrived)? |
|-----|-------------------------------------------|-------|----------------------------------|

|      |      |     |     |      |
|------|------|-----|-----|------|
| Yes, |      | No, |     |      |
| I    | had. | I   | had | not. |
| you  |      | you |     |      |
| he   |      | he  |     |      |
| she  |      | she |     |      |
| it   |      | it  |     |      |
| we   |      | we  |     |      |
| they | they |     |     |      |

Study the boxes above. Then, complete the sentences.

- A: Had Jim ever (fly) flown before his flight last week?  
B: Yes, he \_\_\_\_\_.
- A: \_\_\_\_\_ your sister (eat) \_\_\_\_\_ breakfast before she left?  
B: No, she \_\_\_\_\_.
- James said he \_\_\_\_\_ already (see) \_\_\_\_\_ the movie last year.
- I got lost because I (forget) \_\_\_\_\_ to bring a map.
- They (not study) \_\_\_\_\_ English before last year.
- She (live) \_\_\_\_\_ in Leeds before she moved to London.
- The baby (fall asleep) \_\_\_\_\_ before eight o'clock.
- I (not think) \_\_\_\_\_ of that question before.
- Sue got wet because she (not bring) \_\_\_\_\_ an umbrella.
- He (own) \_\_\_\_\_ his car for a year before he sold it.
- I didn't notice that the traffic light (turn) \_\_\_\_\_ red.
- He (order) \_\_\_\_\_ rice, but the waiter served him soup.

## Lesson 4: Prepositions of time and place

**PREPOSITIONS**

**TIME**

- Centuries.....The 1900's
- Decades.....The 90's
- Years.....1990, 2000
- Months.....March, June
- Weeks.....5 Weeks
- Seasons.....Spring
- Periods of Time.....The Future
- Holidays.....The Easter Holiday
- Parts of the Day.....The Morning

**PLACE**

- France..... Countries
- Paris..... Cities
- Manhattan..... Neighborhood
- A Car..... Enclosed Space

**General**

**IN**

**(Bigger)**

I ate hotcakes **in** the morning  
We go back to school **in** 6 weeks

I would like to be **in** Acapulco right now  
I live **in** Doctores town hall

Yeah, my bus leaves at 5:00  
Where are you going?





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LEVEL B1

APRIL, 2020 VIRTUAL CLASSES

STUDENT NAME: \_\_\_\_\_ GRADE AND GROUP: \_\_\_\_\_

Exercise 3. Instructions: Write the correct preposition (on, in, at)

1. Don't sit on the grass. It's wet.
2. What do you have \_\_\_\_\_ the bag?
3. Look! There's a man \_\_\_\_\_ the roof. What's he doing?
4. There are a lot of fish \_\_\_\_\_ this river.
5. Our house is number 45 - the number is \_\_\_\_\_ the door.
6. "Is the post office near here?" "Yes, turn left \_\_\_\_\_ the traffic light."
7. I have a small vegetable garden \_\_\_\_\_ the back yard.
8. My sister lives \_\_\_\_\_ Mexico City.
9. There's a small park \_\_\_\_\_ the top of the hill.
10. I think I heard the doorbell. There's somebody \_\_\_\_\_ the door.
11. Munich is a large city \_\_\_\_\_ southern Germany.
12. There's a gas station \_\_\_\_\_ the end of the block.
13. It's difficult to carry a lot of things \_\_\_\_\_ a bicycle.
14. I looked at the list of names. My name was \_\_\_\_\_ the bottom of the list.
15. There's a mirror \_\_\_\_\_ the wall \_\_\_\_\_ the living room.

Exercise 4. Instructions: Write the correct preposition (on, in, at)

1. "Where's your sister? Is she home?" "No, she's at school."
2. There was a big table \_\_\_\_\_ the middle of the room.
3. What is the longest river \_\_\_\_\_ the world?
4. Were there many people \_\_\_\_\_ the concert last night?
5. Will you be \_\_\_\_\_ home tomorrow afternoon?
6. Who is the man \_\_\_\_\_ this photograph? Do you know him?
7. "Is your son going to get married soon?" "No, he's still \_\_\_\_\_ college."
8. Eric is coming by train. I'm going to meet him \_\_\_\_\_ the station.
9. Charlie is \_\_\_\_\_ the hospital. He had an operation yesterday.
10. How many pages are there \_\_\_\_\_ that book?
11. "Are you hungry after your trip?" "No, I ate \_\_\_\_\_ the plane."
12. I'm sorry I'm late. My car broke down \_\_\_\_\_ the way.
13. "Is Tom here?" "No, he's \_\_\_\_\_ his brother's."
14. Don't believe everything you see \_\_\_\_\_ the newspaper!
15. I walked to work, but I came home \_\_\_\_\_ the bus.
16. A (on the phone): Can I speak to Anne, please?  
B: No, sorry. She'll be \_\_\_\_\_ the university until 5:00 today.

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STUDENT NAME: \_\_\_\_\_ GRADE AND GROUP: \_\_\_\_\_

Exercise 5.

Read the sentences below and find the preposition mistakes. Write the sentence with the correct preposition.

I have an appointment at Tuesday. \_\_\_\_\_

The train leaves in three o'clock. \_\_\_\_\_

The books are at the table. \_\_\_\_\_

Take a right in the crossroad. \_\_\_\_\_

I always read in the bus. \_\_\_\_\_

Alameda garden is on Madrid. \_\_\_\_\_

My dad lives on Toledo. \_\_\_\_\_

I have an appointment in half past five. \_\_\_\_\_

My sister is at school, she'll be home by three. \_\_\_\_\_

Lesson 5 : Prepositions of movement



(IN THE DIRECTION OF)

She is walking **to** / **towards** the park.

They are coming **from** the park.

Pausa (k)

3:26 / 10:43



Oh, it's not far from here. Can you see the museum next to the bank?

Persona Finance

2:43 / 3:41

Student Name: \_\_\_\_\_ Grade and Group: \_\_\_\_\_

**Prepositions of Movement**



**Give and Follow Instructions exercise**

- Look at the map above
- Starting in the red star, write the instructions to Mary's House using the correct prepositions
- Write at least 4 instructions



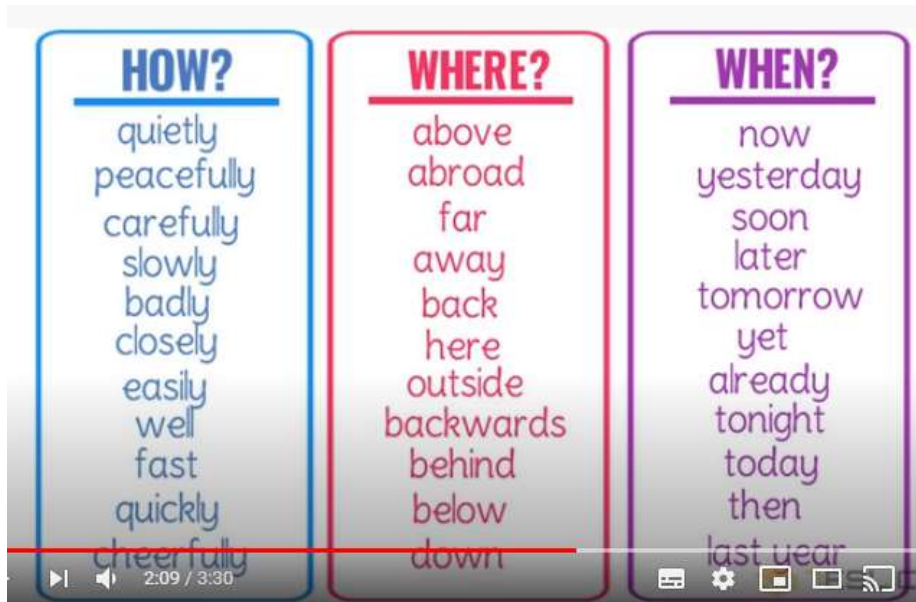
Mary's House

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

## Lesson 6: Prepositions Of Place



Lesson 7: Adverbs



Lesson 8: Modal Verbs

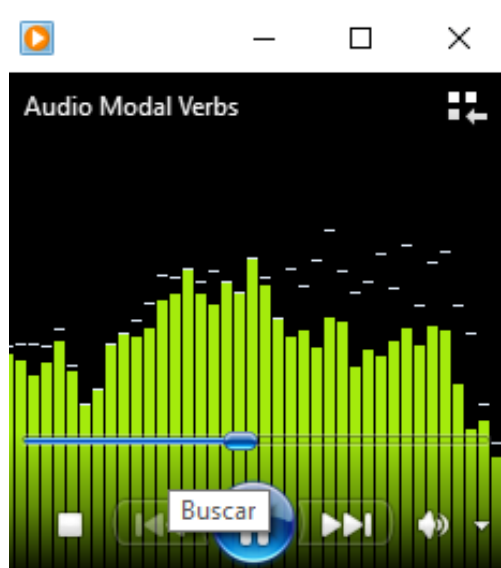


A video player interface showing a slide with the following text:

***MODAL VERBS***  
**COULD, MAY, MIGHT**  
**for possibility**

It **could** rain this afternoon.  
It **may** rain this afternoon.  
It **mighth** rain this afternoon.

The video player includes a small inset video of a woman in the top right corner and a control bar at the bottom with play, pause, and volume icons.



An audio player window titled "Audio Modal Verbs" with a green bar graph visualization. The window includes a search button labeled "Buscar" and standard playback controls (play/pause, stop, next, previous, volume).

Student Name: \_\_\_\_\_ Grade and Group: \_\_\_\_\_

**Modal Verbs**

**Listening Exercise**

Part 1. Gist. Instructions: After listening to the audio, please answer the next questions.

1. Which is the first task that the speaker talks about?
  - a. Make the bed every day
  - b. Make the breakfast for the mother
  - c. Do the homework
2. Who do you think the speaker is?
  - a. A Politician
  - b. A Warrior
  - c. A Marine
3. What do you think he is talking about?
  - a. About cleaning the house when it is dirty
  - b. About do little things to achieve significant changes
  - c. About be soldiers

Part 2. Specific Information. Instructions: After watching the video, please complete the next sentences filling in the blanks with the correct modal verb, according to the video.

1. If you want to change the world, start off by making your bed. If you make you bed every morning, you \_\_\_\_\_ have accomplished the first task of the day.
2. Every morning, my instructors, who at the time were all Vietnam veterans, \_\_\_\_\_ show up in my barracks room, and the first thing they would do was inspect my bed.
3. If you want to change the world, you \_\_\_\_\_ be your very best in the darkest moments, but changing the world \_\_\_\_\_ happen anywhere, and anyone \_\_\_\_\_ do it.

Part 3. Production: Answer the next question using at least 5 modal verbs, and the correct tenses structures.

1. How could you change the world?

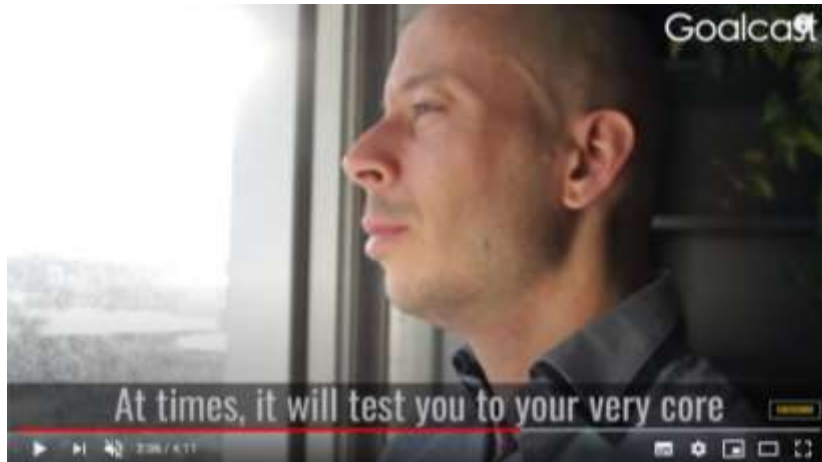
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## Project 1: Lyrics Training



All the used resources can found in the next Google Drive Link:

<https://drive.google.com/drive/folders/1J52JZIOdbmPpRjDeaitNTH3yYxDN9t3b?usp=sharing>

Pre-recorded video classes:

<https://www.youtube.com/playlist?list=PL5mYG-FXpubS98I13CPm1yNkeFn51LUQY>

## 9. DECLARATION LETTER



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

### **Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera**

I Reyna Amalia Martínez Muñoz, declare that the following Final Project (The development of the four abilities of the language, through ludic learning technological tools) is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:

Reyna Amalia Martínez Muñoz

Date: Aug 30<sup>th</sup>, 2020