



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA [INTERCULTURALISM “FAMOUS SINGERS”]

TRABAJO RECEPCIONAL

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

[ARACELI GONZÁLEZ CABALLERO]

ASESOR: [GABRIELA RUIZ DE LA ROSA]

México, DF. a [13 DE JUNIO DEL 2021.]

UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD AJUSCO



**Especialidad en Enseñanza y Aprendizaje del Inglés
como Lengua Extranjera (EEAILE)**

Interculturalism “Famous Singers”

By Teacher: Araceli González Caballero

Tutor: Gabriela Ruiz de la Rosa

June 13th, 2021



educar para transformar



Date of the assignment June 13th,2021.

DECLARATION LETTER:

I declare that the following **ASSIGNMENT Final Project Araceli Gonzalez Caballero** 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.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unaccepted in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfhh/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”*¹

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

¹ EEAIL-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. *The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.*"

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."*²

² Reglamento General para estudios de posgrado de la UPN. <http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

TABLE OF CONTENTS:

Purpose.....	6
Introduction	6
Language Learning and Teaching Experience.....	9
Framework.....	13
Module 1. Theories, principles and approaches regarding learning and language acquisition.....	14
Chapter 1 My teaching Philosophy.....	15
Module 2. Approaches and methodologies for the four skills: reading, writing, listening and speaking.....	17
Module 3. Intercultural competence, as well as, assessment and testing tools to measure student's development and progress.....	23
Lesson Plan.....	25
Chapter 3: Outcomes Practicing Structures	60
Chapter 4 : Conclusion.....	62
Chapter 5: References.....	63

In this project a discussion language learning and teaching experiences as well as my autobiography will be presented, including the theoretical concepts learned through the first module. The methodologies, approaches and techniques will be linking through theories about language learning and they will be presented by a mind map where it will be identified clearly. On the other hand, an important task based on Kolb's model must be developed in the classroom applications and examples will be provided. It is considerable to recognize the teacher's role as well as the student's role in order to categorize them in a real teaching contexts.

Learning and teaching experiences will be assembled in this document. This is the second edition of Richmond's four-level American English course for monolingual adult and young adult learners whose mother tongue is Spanish or Portuguese. Together with Identities 1 and 2, it forms the first six-level course purpose-built for Latin America, taking learners from Beginner to a strong C1 level. This unique, highly original course, with a brand-new eye catching design, motivating topics and constant opportunities for personalization, helps learners to express who they are-their personality, culture, their identity-in English. English ID helps you learn to be yourself in English. This is a good question. What do Romance language speakers most expect and need from an English course? You might want to note down your own answers before you read on. Our research suggest that, above all, learners expect : 1.-To become fluent listeners and speakers as quickly as possible.2.-Confidence building-to know the L1 equivalent of new language items quickly so that they can overcome their fears and speak meaningful in class.3.- Quick results and a strong sense of progress.4.-Contemporary,locally pertinent ,interesting content, tailored to their likely interests and linguistic needs, real life, adult, local relevance, with lots of personalization ;over teaching on grammar and vocabulary, a systematic approach to pronunciation, plenty of skills practice: specific help with writing and spelling; an appropriate, adult teaching style combined with strong self-study elements ,including autonomous learning tools to speed up their learning: we provide keys to most of the material, audio for all longer texts and all the listening and video activities are available on the Richmond Learning Platform for self-study. Value-both for the time they invest and the money they spent. Methodology, English ID1 is in very sense of communication course, teaching learners to speak in a short a time as possible and focusing on both fluency and accuracy. **Fluency** notice the multiple exchanges modelled throughout lessons in speech bubbles, or the number of Latinate cognates included in every text, with word express marked in pink to give sts confidence to try to say them.

Accuracy: via the 110 Common Mistakes (anticipating likely L1 transfer errors that should be avoided) presented in each lesson, or the 84 Notice tasks in the **Audio scripts** to provide genuine contextualized help with pronunciation and spelling. Learners need to be given opportunities to express their thoughts. English ID and, later Identities progressively adapt as the series evolves to reflect the best learning practices at each of the learner's advancing levels. Initially English ID Starter relies on lots of short in the student's questions and answers exchanged supported by lots of drilling in the student's Book, to be done in class. Then, at subsequent levels, such drills become more discretionary, moving into both Workbook and Teacher's book. At advance levels, there is an increased focus on levels of formality, as a student's need to master various registers gradually increases. The same goes for the lexis- where the initial simple task of matching vocabulary to pictures in the early levels of English ID becomes more abstract and contextualized- and grammar, where spoon feeding is reduced and inductive learning increased, as learners' confidence and foreign language learning experience grow. English ID provides the tools to allow you, the teacher, to incorporate your own pedagogical identity into the course, as well as to emphasize what you think will be more relevant for your learners.

Advantaging Monolingual Classes: Globally most classes are monolingual. English ID was conceived to facilitate monolingual classroom learning. The frequent lack of opportunity to speak English locally means teachers need to maximize fluency practice, getting the students to use the language as much as possible in class. In monolingual classes, learners share the same L1 and most aspects of a culture, which a teacher can exploit. They share similar advantages/difficulties with English too, which should be a unifying "strength" for anticipating problems and errors. Accelerating more time on what is difficult, "sharpens" classes to maximize the learning potential. Adults need a radically different approach from children, whose mother tongue is not yet established, and who learned like sponges, absorbing all the English you throw at them. Young adults' and adults' minds are different; they cannot help but translate-mentally at least and immediately (Seligson, 2019)

Language Learning & teaching Experience

The objectives of a method whether defined primarily in terms of product or process, are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom. (Richards & S. Rodgers, 2001)p.26

Despite the changing status of approaches and methods in language teaching, the study of past and present teaching methods continuous to form a significant component of teacher preparation programs. The reasons for this are the following.

- The study of approaches and methods provides teachers with a view of how the field of language teaching has evolved.
- Approaches and methods can be studied not as prescriptions for how to teach but as a source of well-used practices, which teachers can adapt or implement based on their own needs.
- Experience in using different teaching approaches and methods can provide teachers with basic teaching skills that they can later add to or supplement as they develop teaching experiences.

Theory of Language has three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches in methods and language teaching. The first and the most traditional of the three is the *structural view*, the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g. Phonemes), grammatical units (e.g. Clauses. Phrases sentences), grammatical operations (e.g. adding, shifting, joining), or transforming elements), and lexical items (e.g. function words and structure words).

The audiolingual method embodies this particular view of language, as do such methods as Total Physical Response, (TPR) and the Silent way.

The second view of language is the *functional view*, the view that language is a vehicle for the expression of functional meaning. The communicative movement (Richards & S. Rodgers, 2001) in language teaching subscribes to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. Wilkins's National Syllabuses (1976) is an attempt to spell out the implications of this view of language for syllabus design. A national syllabus would include not only elements of grammar and lexis but also specify the topics, notions and concepts, the learners needs to communicate about. The English for Specific Purposes (ESP) movement likewise begin not from a structural theory of language but from a functional account of learner needs (Robinson 1980).

The third view of language can be called the *interactional view* it sees language as a vehicle for the relation of interpersonal relations and for the performance of social transaction between individuals. Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interactional approaches to language teaching include interaction analysis, conversation analysis and ethnomethodology. Interactional theories focus on the patterns of moves, acts, negotiations, and interaction found in conversational exchanges. Language Teaching Content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors.

“Interaction” Has been central to theories of second language learning and pedagogy since the 1980s.

Rivers (1987) defined the interactive perspective in language education: “Students achieve facility in using a language when their attention is focus on conveying and receiving authentic message (That is, messages that contain information of interest to both speaker and listener in a situation of importance to both) this is” Interaction “(Rivers 1987) the notion of interactivity has also been linked to the teaching of reading and writing as well as listening and speaking skills. Carrell, divine, and Esky (1988) use the notion of “interactivity” to refer to the simultaneous use by effective readers of both top down and bottoms up processing in reading comprehension. It is also used to refer to the relationship between reader and writer who are viewed as engaged in a text-based conversation (Grebe in Carrel, Devine, and Esky 1988). Tasked-Based Language teaching also draws on an interactional view of language, as to some extent do

whole language, Neurolinguistics programming, Cooperative Language Learning, and Content- Based instructions. Despite this enthusiasm for “interactivity” as a defining notion in language teaching, a model of “language as Interaction” has not been described in the same level of detail as those models that have been developed for structural and functional views of language theory.

Structural, functional, or international models of language provide the axioms and theoretical framework that may motivate a particular teaching method, such as audiolingualism but in themselves they are incomplete and need to be complemented by theories of Language Learning.

Learning Theories associated with a method at the level of approach may emphasize either one or both of this dimensions. Process-oriented theories build on learning processes, such as habit formation, induction, inferencing, hypothesis testing, and generalization. Condition oriented theories emphasize the nature of the human and physical context in which language learning take place.

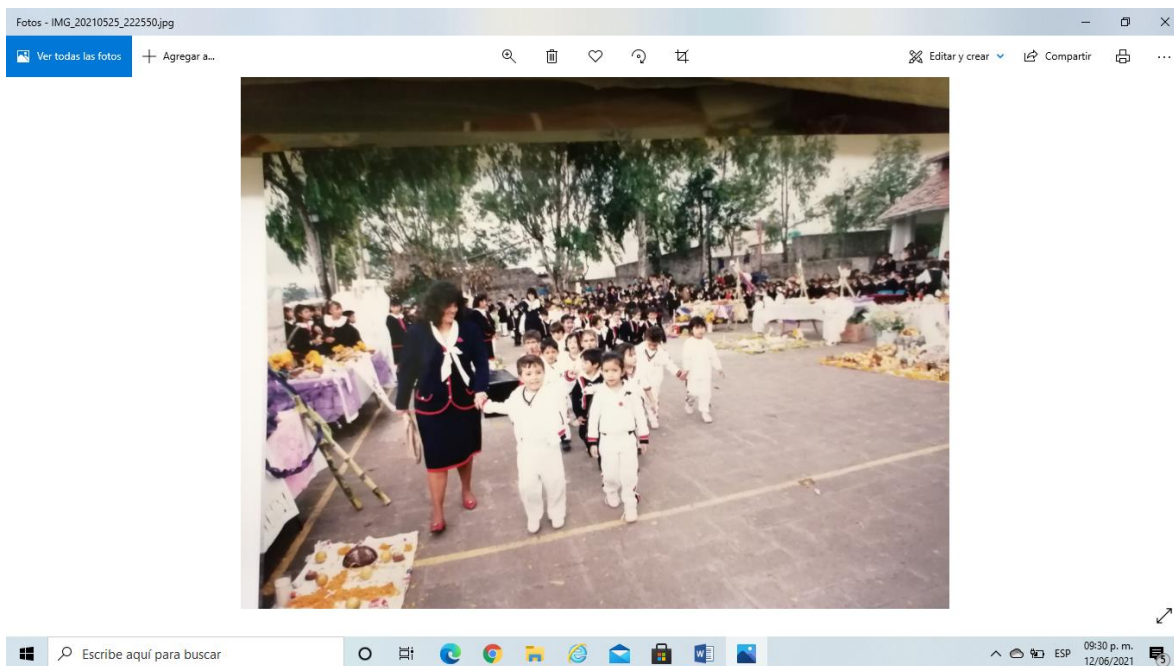
(Richards & S. Rodgers, 2001)pp21,22.

On the other hand, it is meaningful to me to share my experience as a language learner and an English teacher. First of all, I would like to share my experience as English learner, at the beginning it was very difficult to learn the language, I didn't like it because it was very difficult for me, the pronunciation was the most difficult skill. I remember that was very stressful to try to communicate myself. When I started learning English the communicative approach wasn't essential. The main focus was grammar approaches, also there were not so many facilities to practice the skill of listening and there were not communicative practices, only grammar rules, verbs and new vocabulary. The school where I studied English for the first time was very demanding, but now I appreciate that because I was able to achieve my dream of being an English teacher.

When I started teaching English was a very strong experience that I will never forget. I started working as a teacher in a kindergarten. My first class was with a group of 100 children, I remember that they put together two groups with 50 students each, I think the principal put me the test to see if I could really do the job. since I took my children to the same school and moms did not

accept me as a teacher so it was a great challenge. I remember that I was very well prepared with my teaching materials, the colours were to be taught to the children through a song and flashcards, but suddenly when the song was to be taught the tune was forgotten. I remember that I was very nervous but I really wanted to get the job so a miracle happened, I remembered the song and it was successfully taught. Oh my God! It was a very strong experience but I realize that thanks to that I am not afraid of large groups. The most important thing for me is that I worked 15 years in that school, I learned a lot, got experience, I really appreciate the opportunity that the principal gave to me. My second challenge was when I entered college. I was very afraid because I had only worked with children but after the end of the semester, something wonderful happened, I was awarded with the first place in the evaluation of the students of the entire division, that gave me a lot of strength and confidence. I have been working at this wonderful university since 2000.

These memories are present in my mind that had helped me to grow and through this specialization I have realized that I carry out many techniques and methodologies in my classes.



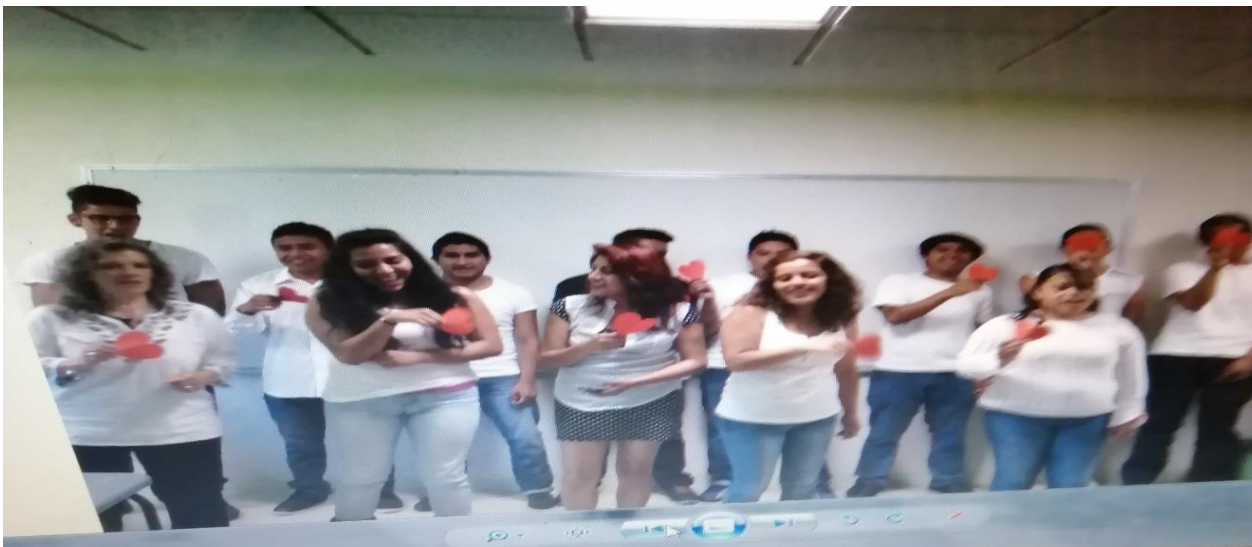
Major trends in language teaching: an account of the condition believed to promote successful language learning. This principle may or not may lead to “a” method. Teachers, may for example, develop their own teaching procedures, informed by a particular view of language and a particular theory of learning, we may constantly revise, vary and modify teaching/learning procedures on the basis of the performance of the learners and their reactions to instructional practice. A group of

teachers holding similar beliefs about language and language learning (i.e. Sharing a similar approach) may each implement these principles in different ways. Approach does not specify procedure. Theory does not dictate a particular set of teaching techniques and activities. What links theory with practice (or approach with procedure) is what we called design. This is in order for an approach to lead to a method, it is necessary to develop a design for an institutional system.

Design is the level of method analysis in which we consider.

- a) What the objectives of a method are?
- b) How language content is selected and organized within the method, that is the syllabus model the method incorporates
- c) The types of learning tasks and teaching activities the method advocates.
- d) The roles of learners.
- e) The roles of teachers.
- f) The roles of instructional materials.

(Richards & S. Rodgers, 2001)pp.24,25.



Framework:

Language Friendly: English ID is not just another international series. It is a language-friendly series which embraces sts' existing language knowledge-a fundamental pillar of all foreign language learning through, e.g. exploiting cognates, familiar structures, famous song lines, and local cultural background-to help them better understand how English works.

Learner Friendly: English ID respects the learner's need to be spoken to as an adult, so sts explore a full range of topics requiring critical thinking. It also helps sts to negotiate and build their own new identity in English.

In addition, English ID supports sts, helping them avoid obvious errors in form, word order, and pronunciation; motivate sts, as they discover they can recognize a lot of English, which they already have "Inside themselves" Offers a vast range of activities, resources and recycling in order to ensure, sts have enough practice to finally learn to speak English.

Module 1: Theories, principle and approaches regarding learning and language acquisition

Flexi lessons; Each English ID lesson is linear, and can be taught directly from the page, with our interleaved *Teacher's book lesson* plans reflecting and fully supporting this. However, as we appreciate that all teachers and classes are different, English ID also provides multiple entry points for each lesson for you to choose from. You can begin with the suggested **warm up** activity in every teacher's book lesson plan. The books closed presentation either of main lexis or grammar. The common mistakes board them corrected or focus on them on the page at the start of class to highlight what to avoid and thus maximize opportunities to get things right throughout the class. The grammar pages for a more traditional, deductive presentation. Divide lexical presentations into two phases: first focus on cognates, then the other words. Have sts guess the pronunciation of the words they recognize.

Read the lesson text (on page-reading or listening from the **Audio script section**) **In pairs, sts try to pronounce the pink-stressed words. Teach the class as usual, then come back to the words at the end of the class, and have sts pronounce them better. Underline the words which look the same or similar in Spanish. Then check as the lesson evolves whether they are or are not true cognates and how to pronounce them. This is especially good for weaker learners, as it helps them get familiar with texts in a nonthreatening way., Do the same above with suffixes.**

Chapter 1 My Teaching Philosophy

As I mentioned before “Teaching” is an incredible challenge!

To my mind, being a teacher is amazing. I really love my career. I believe that the role of a teacher is transcendental because we have the opportunity to change lives. I started working with children and it was an amazing experience, nowadays I work with young adults and it is as wonderful as working with kids, obviously we have to use different techniques, different materials and different responsibilities, but with the same importance. To my mind to be human is essential to help our students, we must listen to them before assess them because a lot of situations are able to modify her or his learning. Another important point is that we have to be available to help them and seek strategies for the doubts they have. It is also essential that they are motivated as they will have significant learning.

My standpoints on language, language learning and language teaching is composed with a lot of meaningful steps. for instance, first of all we have to understand what is “language” To my mind language is the main method of communication and there is not a specific time to learn it. If you want to do it, you can do it. Language is a complex object that serves not only communicative, but also cognitive and reflection purposes.

As Richards and Rodgers said (2001-2002) p.20. p.21. there are three different theoretical views of language and the nature of language proficiency explicit or implicit inform current approaches and methods in language teaching. The first, and the most traditional of the three, is the structural views, the view that language is a system of structurally related elements for the coding of meaning. The second view of language is the functional view, the view that language is a vehicle for the expressions of functional meaning. This theory emphasizes the semantic communicative dimension rather than merely the grammatical characteristic of language” The English for specific purpose (ESP) movement likewise begins not from a structural theory of language but from a functional account of learner needs.

Robinson (1980). The third view of language can be called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transaction between individuals. Language is seen as a tool for the creation and maintenance of social relations.

Rivers (1987) define the interactive perspective in language education “students achieve facility in using a language when their attention is focused on conveying and receiving authentic message (that is, messages that contain information of interest to both speaker and listener in a situation of importance to both) This is *interaction*” (p.4).

On the other hand, language teaching is a relevant pedagogy profession. My philosophy is to be human as I mentioned before, take inclusion into account, and pay attention on the first day of the class. To me is very memorable because is when the new students have the first contact with you and the first impression remains forever. I usually give the welcome to my students and introduce the rules that they have to follow during the course. On the other hand, I like that my students to feel confident and I feel motivated as well, in order they get a meaningful learning. Other important thing that I love is when my students are interested in the lessons and ask their doubts. There is a phrase that I like telling them " There are no silly questions but silly those who don't ask", (anonymous) I love that they participate, practice and get the knowledge. In the language system we mean the various rules that allow us to combine sounds to make words and combined words to make sentences.

In the language teaching the role of students as the role of teachers must be joined by the activities to develop .Students are very important because they are crucial into the classroom to develop the classes as the same as the teacher in order to guide the activities. The teacher's role has three steps as “motivator” in this step the teacher has the opportunity to motivate their students for instance with the tone of voice, his or her body language, with the materials that they will use, to get the students attention with a warm up etc.

The second step are “The resources”, to my mind is very important to plan which activities are we going to develop in order to have in this case the technological items ready to use them, as we know technology is essential but sometimes we are able to have some problems, in this case we have to have a plan “B” I always try to have an extra activity in case of.

The third step is when the teacher has to give feedback. In my opinion feedback is needed to tell the students their weaknesses through responding positively and encouragingly to the content of the activity, it is very important to focus on the problem the students could have.

Studying in a great environment, the learning outcomes are better. Richards, Rodgers (2002).

Module 2: Chapter 2 Approaches and methodology for the four skills: reading, writing, listening and speaking.

The fifth lesson in each unit is an integrated skill page, which gives sts the opportunity to immerse themselves in a highly engaging, contemporary topic and practice all four skills in a real-world activities

English course books have often been too long, too repetitive, or inflexible, meaning teachers have either to rush to get through them-denying sts the practice they need to achieve and adequate degree of fluency – or start omitting sections, often leaving sts feeling frustrated. English ID was designed to be flexible, so you can tailor it to fit your schedule. English Id has ten core units, each comprised of five approximately one hour lessons, followed by an integrated **Writing** lesson. Richmond Learning Platform for English ID, which can be accessed using the code on the inside front cover of the student’s book. Vocabulary teaching is a particularly strong feature of English ID because of the variety of input and review options.

Talking about speaking, the most popular way to teach/learn vocabulary is through some kind of “picture key”, approach, where students can work out the meaning from the visual, without the need to translate, and then cover and test themselves. Every English Id units begins with a contextualized, lesson integrated picture dictionary. Core vocabulary is presented through various combinations of this basic four steps approaches.

- 1.- Match words/phrases to pictures
- 2.- Guess pronunciation from the pink stress sts’ own linguistic experience, and growing knowledge of English
- 3.-Listen to the words in contexts and check/ repeat as necessary.
- 4.- Cover and test yourself / a partner, either immediately or any time later for review

Speaking: English at every stage of every lesson English Id teachers spoken English and prioritizes oral fluency. Fluency natural precedes accuracy, and this is why English Id gives sts plenty of cognates to express themselves quickly, leading to accuracy sooner.

In order to learn both quickly and well, sts should be given every opportunity to try to express their ideas and opinions in comprehensible English at every stage of every lesson. After all practice and personalization are the best way to improve and self-correct, and whatever method you use, accuracy will always be the last element of competence learners will acquire. In English ID, every lesson, be it a listening, vocabulary, grammar, reading, or writing focus, is full of controlled oral practice and personalized speaking opportunities, clearly marked and modelled by multiple speech bubbles on every page.

Listening: English ID has a huge amount of recorded material, listening homework should be set as often as possible, as what sts most need is to spend the maximum time in the company of English in order to become truly confident when expressing themselves in English. These days this is relatively –they can listen while doing other things at home traveling to the gym etc. In addition to the material included in the course itself. Teachers may find some of the following suggestions helpful, either in or out of class.

Have sts create their own listening practice at this level, listening to music or podcasts, watching tv or movies, using bilingual websites to figure out what words mean, sending each other recordings in English via, e.g. WhatsApp-dictogloss short sections of any listening activity, listen and remember (or write down) all you can, then compare in pairs. Pause at any time in any listening to check comprehension: What do you think was said? After any short section is a key question in trying to teach rather than keep testing listening. If time permits: synthesize students how words blur and have a variety of sound shapes in connected speech an elicit /explain how pronunciation changes. Expose sts to “the difficult”, phoneme variations in connected speech; dictate multiple examples of phrases containing the same weak forms- Model process used by L1 listeners: decoding sounds into words/ clauses and building larger scale meaning; Transcribe elision as the hear it: old people, blind man- ably man etc. Study and interpret e.g. pairs. He said he called Vs he said he´d called. Expose sts to “the difficult”, e.g. Phoneme variations in connected speech; dictate multiple examples of phrases containing the same weak forms: model process used by L1 listeners

decoding sounds into words/clauses and building larger scale meaning -the following are some ideas for listening homework that you could set your students. Listen to recording to the class itself(flipped), instructions, stories, pair work, role plays, etc. Web-based listening to recordings of the class itself (flipped)- instructions, stories, pair work, role plays, etc.; web based listening: songs, podcasts searching online for the huge number online lessons available now, YouTube, radio, audiobooks, tv. (with subtitles in L1&L2: homework partners-call/record messages, check answer with partner, dub favourite movie scene, etc.

Reading: English ID provides substantial reading practice in terms of the amount available, and the complexity of cognate-rich texts, building on sts' existing language knowledge to gain fluency more quickly. We strongly suggest you break up longer texts, giving short tasks: Keep tasks to 2 or 3 minutes then have students share what they remember, and predict what comes next before reading on: Sts in pairs each read a different paragraph to create an information gap, then tell each other what they read. Give sts (via the digital board, cut up slips, or let them choose) random samples of the texts-a couple of lines from different paragraphs, or the first and last line of each paragraph, etc., to share what they understood and speculate about what else they will read.

With any text, you can get sts to cover it with a sheet of paper, read one line at a time, guess what comes next in pairs, the unveil the next line to see if they were right. Then they do the same with the next line, and so on. Make each st in a group responsible for finding the answer to one of the questions that share with the group. Help sts experience different reading skills: skimming, scanning, etc., even within the same text, by setting different tasks, and perhaps giving them role-cards for different paragraphs or columns of text: A) Read and translate the text word by word) Read the text in order to memorize as much of the information as you can, C) Read the text for the general idea.: D) read the text aloud quietly to yourself at a comfortable speed.

Writing: Our writing syllabus is primarily covered by the integrated Writing lessons at the end of each unit. Here students are given a clear written model, a variety of tasks to analyse it, specific writing tips and a structured model to draft, check then, share with a classmate, before finally submitting it to you or positing on the class learning platform/wiki. The intention is to protect

you, the busy teacher, from having to dedicate time to excessive marking of avoidable mistakes, as well as to help sts be more in control of their own writing.

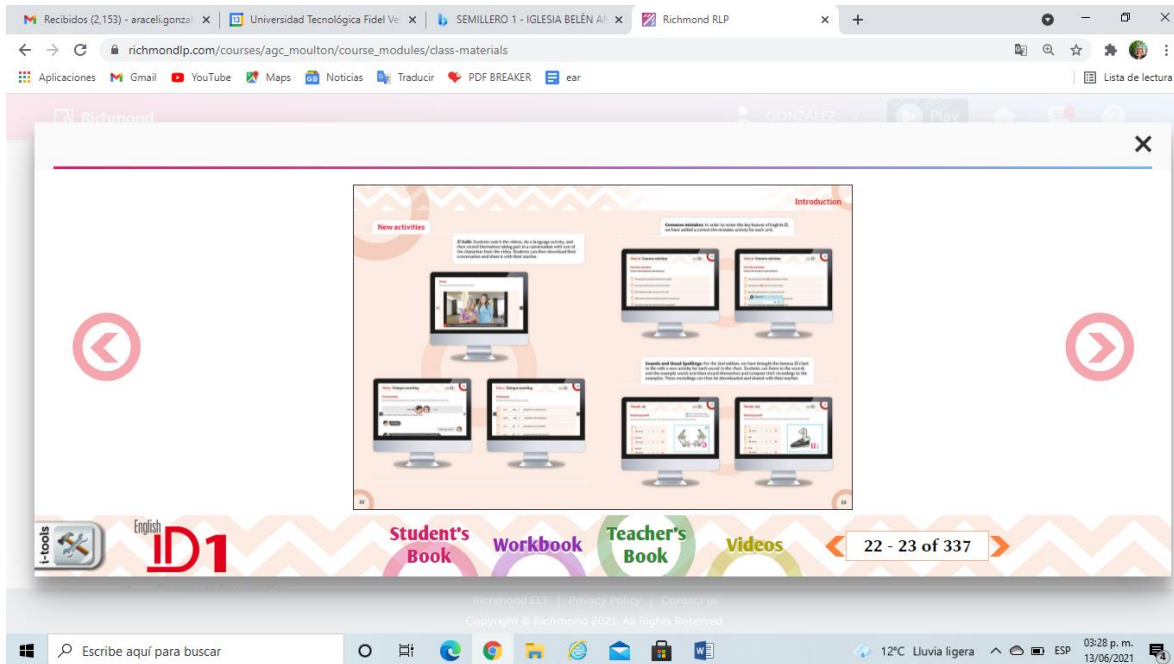
Pronunciation: The English ID “audio script” section is not just a script to be read or listened to with no clear focus. It’s designed to provide real training with listening and pronunciation. It aims to help sts learn to listen better as the course progresses by focusing on features of pronunciation: noticing sounds, stress aspects of connected speech, intonation and spelling relationships; Spoken language) e.g., noticing discourse signals such as fillers, pauses, repetition, self-correction, and interruptions); sub-skills of listening, like inferring, predicting, identifying main points in discourse, understanding attitudinal meaning and all aspects of listening. Again it is flexible and both teacher and learner –friendly. All the tasks are “noticing” tasks. The tasks are always highlighted”, making them all free-standing, to avoid the need for teacher intervention, unless, of course, you wish to spend time here’s, you can choose to do them in class. Or sts can do them on their own. It is a good idea for sts to listen, read and notice the “Audio script” tasks as extra preparation before a role-play. Rather than just listening (and reading) again and again trying to memorize dialogues before role playing them, this tasks give a clear focus for additional listening and pre-role playing pronunciation practice. All new polysyllabic words are introduced in context, with the stress highlighted for students in pink. Regularly marking stress on new words (in the book and on the board) means you progress from just teaching form and spelling, on to really prioritizing teaching, modelling and recording spoken language. Words stress is shown in pink only the first time a word appears. To include it each time would give no sense of syllabus or progress to sts. The “Sounds and unusual spellings”) chart is another excellent resource. This gives two words illustrated model for each of the 40 sounds in U.S English, and access to the phonetic. Symbol.

Knowing all the potential sounds in a language sets a ceiling on their guesses and builds confidence. If students can learn those two words per sound, they should be able to have a reasonable guess at the pronunciation of words in a dictionary and begin to get comfortable with using phonetics. Remember, learning to guess pronunciation of new words is a key skill. The table also provides model words to illustrate the usual spelling patterns for each sound. Sensitizing students to sound-spelling combinations is a key part of learning to read, write, and pronounce with confidence. To the extent that you choose to work on pronunciation, any of the following ideas may be helpful. Emphasize the relevance of the pronunciation tasks to improve listening comprehension and increasingly natural-sounding English. Make sure students understand that their pronunciation does not need to be “perfect” or “near native” but it does need to be clear and facilitate communication. To that end, focus on features that most impinge on international communication. Explore what students already know, e.g. from song lyrics, TV, their travels, etc. and have them record and listen to themselves imitating texts they like or wish to deliver better. Model new words in context rather than in isolation, e.g. in a phrase *The environment not just environment*, so they get used to stressing and reducing. In this way, the focus on intonation, phrase or sentence stress, word boundaries, etc. increases. Respond naturally to incorrect models or effect of “wrong” intonation and encourage repetition to say it better, e.g. say Excuse me? In response to incorrect pronunciation of flat intonation. Highlighted linking (a line between words: an orange), pauses (/ = short pause), // = longer pause) and sentence stress shift (eliciting different meanings according to which words are stressed). Work on transcripts, e.g.,

shadow read text and sub-vocalize to self; notice and underline most stressed words/pauses/links. Turn any audio script into a proper listening and pronunciation vehicle. Spot the “music”, e.g., help them hear changes of pitch. Have sts track, shadow, rehearse, imitate, repeat, and record themselves.

Reviews: There is ample opportunity for review and recycling throughout the book via the six review lessons. These include many additional activities focusing on speaking, grammar, listening, reading, writing, self-test (error-correction) and point of view(debate)Some skills alternate across the review units, but all are thoroughly covered. Don't forget, you can always look back at the song lines and re-use the lesson question titles, too.

The screenshot displays a web browser window with multiple tabs. The active tab is titled 'SEMILLERO 1 - IGLESIA BELÉ' and shows the URL 'richmondip.com/courses/agc_moulton/course_modules/class-materials'. The page content is a colorful interface for the 'English ID1' course. At the top, it says 'Welcome to English ID1' and 'Ready, an English course you can understand!'. Below this is a grid of lesson thumbnails, each with a title and a small image. Navigation arrows are visible on the left and right sides of the grid. At the bottom of the page, there are buttons for 'Student's Book', 'Workbook', 'Teacher's Book', and 'Videos'. A page indicator shows '4 - 5 of 169'. The browser's taskbar at the bottom shows the search bar with the text 'Escribe aquí para buscar', several application icons, and system information including '12°C Lluvia ligera' and the date '04:27 p. m. 13/06/2021'.



(Seligson, 2019)

Module 3: Intercultural Competence as well as assessment and testing tools to measure student's development and progress.

Learning a language is a challenge task, although teaching is more challenging, but pretty rewarding. In this paper my *Teaching Philosophy* will be described as well as my standpoints. Develop the four skills that form the language, (listening, reading, writing and speaking). To communicate it is essential to know the language of the person with whom you want to communicate. It is meaningful to have the ability to manage the four skills included in the target language. So in this paper the simple past of regular and irregular verbs will be developed and the intercultural communicative competence will be taken into account. In conclusion talking about my Teaching Philosophy and planning my lesson is relevant for me in order to get a meaningful learning from my students.

As a teacher assessment is an essential component in your profession as well as it has a deep and lasting impact in the students as the assessment they are continually submitted. A lot of teachers do not fully appreciate the extensive power they wield over students when they take on the role of evaluators. This "power" is somehow perceived by

students and teachers need to be aware of the effect of this one on their relationship with them.

The teachers not only assess the progress of their students. They must also evaluate the effectiveness of the material they use in their teaching and their own performance.

There are three areas that will be taken in consideration in this assignment and they are:

- ✓ The assessment of the students' performance
- ✓ The assessment of the course content
- ✓ The assessment of the teachers' performance

It is relevant that the teacher is well prepared because sometimes the students don't agree with grades given or with a comment by the teacher.

On the other hand, Teachers must assume the role of a professional of teaching in order to impart classes in a meaningful way.

Talking about the Bloom's Taxonomy that helps us a lot in assessing students

Regardless of the matter we teach. We know that students have learned when we can observe a change in their behaviour. That is when they are able to do something that they couldn't do before. As to speak English correctly or solve a math problem or fix an electronic item. During their assessment, the change of their behaviour is identified and measured. Benjamin Bloom's Taxonomy has been used since 1950 and understand the level of learning is a concept of great importance to all teachers. On the other hand, we can ask what is Formative assessment and what is summative assessment?

"Formative assessment" The formative assessment is the one that is carried out at the end of each learning task and its objective is to report on the achievements obtained. The Formative assessment also known as continuous assessment or process assessment, it has a clear intentionality of modification, improvement or adjustment of the ongoing educational process itself.

"Summative assessment" The summative assessment is the one that after a period of learning, during or at the end of a program or a course. It pursues the objective of rating learning based on performance is giving a rating and determining and reporting on the level reached. The summative assessments also known as" Product assessment "well, assesses finished processes.

For instance, a formal test, a questionnaire, etc. They are examples of this kind of assessment, in which it is reported through a rating, regardless of the rating system used (numerical, approved) etc.

To my mind the exams have to be reliable and valid. It doesn't matter who or what is being evaluated. The tool used must provide the best and most accurate information, we can mention the five principles included practicality, reliability, validity, authenticity and wash back. On the other hand, we can mention the different components of test validity, namely construct validity, content validity, criterion related validity and face validity.

Some exams will be in this assignment.

(Macleay C. , 2002, págs. pp.2,3)

Lesson Plan

1.-Lesson plan When did you start school?	
Author	Araceli González Caballero
Educational stage	Postgraduate UPN
Title of your Lesson plan	When did you start school?
Learning Objective of the plan	Simple past
Communicative skill considered	Speaking, listening and reading
State of the following options	When did you star school? Famous.....as a tattoo artist!1
Functions	Talking about past events, listening and reading about a famous tattoo artist.
Main Grammar structure	Sts start using the simple past in the affirmative form, the rules are taught in the next lesson.
Other Grammar structures	Recycle saying years (1983, 2009) Biography vocabulary (be born, start school, get divorce, get married to).Vocabulary related to text (get piercing / tattoos, trouble, musicians, receive an award, record an album, play the guitar).
Brief description of the plan	The main topic of the unit 8 is the simple past with both regular and irregular verbs. The contexts are the story of a famous tattoo artist from the 1870s, Frida Kahlo's biography, talking about your last vacation, and an interview with a songwriter. Questions with and without auxiliaries (subject questions) are introduced and practiced through a quiz on pop culture. The unit ends practicing more phone language and polite requests and responses
Hours of the plan implementation	1 hour

Number of sessions	1 session
Contents required for the lesson	[Reading/audio/Video/Interactive]
Link of the content and link of the video	Richmondlp.com https://ydray.com/get//Rv16248481696495/Em1DXKzF9Nn

2.-Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	Warm up Books closed Write tattoo on the screen. Ask: What's a tattoo? Do you like tattoos? Do you have any tattoos? Sts can discuss these questions in pairs or as a whole class. What did you know about.....?	Books open Students will discuss about a famous person from the past. Sts offer ideas. Every time someone says something correct , students discuss.	1
Set the objective of the lesson [Describe how you will present the objective of the lesson]	Common mistakes in the pronunciation of regular verbs in simple past Showing students the /id/is in fact adding another syllable onto the word and we only do this with words that end in sounds /d/ or /t/	Students practice the pronunciation /t/ worked /d/ agreed, died, married, moved, toured, studied, covered, learned /id/started, wanted.	1
Information processing activity [Describe how students interact with the content of the lesson. This can be done	Refers students to the photo of Maud Stevens Wagner and ask. Have you heard of her? What tattoos can you see on Maud? Tell sts they are going to learn about Maud's life. Tell students to look at the picture and complete the matching activity. Play 8.1 so they can check their answers. Note tell students that Maud and her husband gave traditional "hand poked" tattoos to people all their lives despite the invention of the tattoo machine. interesting and painful	Sts listen 8.1 and check the answers Turn to page 319 for the complete audio script.	1

individually or in teams.]			
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	Verbs in simple past. track 8.2 Agreed, started, covered studied. died. toured, learned, wanted, married, worked, moved	Track 8.2 Students should write the verbs in the correct group, according to the pronunciation of their ed endings. Read and listen again to check.	1
1st practice [Describe the students activities to practice what was presented to them]	Sts look at the examples play track 8.2 for sts to check Paircheck and classcheck	Sts look at the examples play track 8.2 for sts to check Paircheck and classcheck	1
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	Ask the class to say if they think the sentences are true or false, then they read and check their answers in pairs	Students read and decide what information remembered correctly	1
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Simple past regular verbs +- Simple Past. Use the simple past to talk about completed past events. The simple past has only one form for all persons except was/were I/you/he/she/it/we/they lived in Mexico. I/she he/it was born in Puebla You/we/they were born in Cuernavaca	Common mistakes. Remind students to use the simple past when referring to finished past events.	1

	<p>Form the negative using did not /didn't + infinitive.</p> <p>Richard didn't live with his parents</p> <p>Common Past time expressions ,include: a few moments/ minutes ago/an hour ago/last night/Monday/week/month/year/century/yesterday evening /afternoon morning/ in 2017/ in 1974 etc.</p>		
<p>Summary [Describe how you summarize what was presented on the lesson]</p>	<p>Show students /t/ is unvoiced and /d/ is voiced. Ask them to put their hand on their throat and say the sounds, With /d/ they should feel some vibration and with /t/ none. Tell sts we add /t/ to verbs that end in unvoiced consonants, e.g. ask, and we add/d/ to verbs that end in voiced consonants or vowels, e.g. travel.</p> <p>Make it personal. Refer sts to the example in blue. Then, tell them to write their own biography or sts could write the biography for a famous person.</p> <p>Monitor and prompt self- correction of simple past.</p>	<p>Sts should look at the photo of Frida Kahlo. And say what do they know about Frida Kahlo- Sts will say dates as a review. Sts fill in the information with the correct form of the verbs. Play track 8.3 so they can check answers. Listen again track 8.3 and choose the correct answer.</p>	1

3.-Formative assessments: **Simple past**

Complete the sentences with the correct form of the verb.

Rubric:(Global)

Title of the Criteria	Simple Past
Description of the Criteria	<p>Fill in the blanks with the verbs in the box.</p> <p>Write the verbs in the simple past form</p>
Mandatory points	10
Due Date	May 18 th 2021

Richmond RLP x | https://richmondip.com/api/inte... x Richmond RLP x +

richmondip.com/courses/agc_everly/course_modules/class-materials

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

Richmond GONZÁLEZ Play

start get (x3) finish study be die

Kurt Cobain born on February 20, 1967. His parents divorced when he was seven years old. He in high school, but he wasn't a very good student. He didn't high school. After he left high school, he a job working in a restaurant. In 1987, Kurt Cobain, David Grohl, and Krist Novoselic a band called Nirvana. In February 1992, he and Courtney Love married in Hawaii. Kurt Cobain in April, 1994.

Try again Clear all Submit

Escribe aquí para buscar ESP 01:34 p. m. 22/05/2021

3.1 Formative Assessment **Unit 8 Pronunciation**

/t/, /d/, or /ɪd/

Put the words in the correct group, according to the pronunciation of their *-ed* endings.

:: drag to move wordpool ::

Rubric(Global)

Title of the Criteria	Simple Past
Description of the Criteria	Pronunciation: students will put the words in the correct group according to the pronunciation of the <i>ed</i> endings
Mandatory points	10
Due Date	May 18 th 2021

Richmond RLP x https://richmondlp.com/api/inte... Nueva pestaña x Trabajo en clase de Multon 21-2 x +

richmondlp.com/courses/agc_everly/course_modules/class-materials

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

Richmond GONZÁLEZ Play

Answer Pool:

lived decided wanted stopped asked hated worked visited

learned played started studied liked traveled watched

/t/ /d/ /id/

Try again Clear all Submit

Copyright © Richmond 2021. All Rights Reserved.

Escribe aquí para buscar

03:47 p. m. 22/05/2021

Nueva pestaña x Richmond RLP x +

richmondlp.com/courses/agc-moulton/course_modules/class-materials

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

Richmond GONZÁLEZ

8 8.1 When did you start school?

Reading

Grammar: Simple past regular verbs

MAUD STYRA WALKER Famous... as a famous artist

98 - 99 of 169

Student's Book Workbook Teacher's Book Videos

Solicitud pago d...docx

Mostrar todo

Escribe aquí para buscar

06:58 p. m. 30/04/2021

4.-Lesson plan 8.2 Did you go out last weekend?	
Author	Araceli González Caballero
Educational stage	Postgraduate UPN
Title of your Lesson plan	8.2 Did you go out last weekend?
Learning Objective of the plan	Sts learn the form and uses of both regular and irregular verbs in the simple past + and -.
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Introduction of the topic/Recycling saying years (1971,1943) Recycling: be born, start school, get divorced. Get married, to record a song and finish school.
Functions	Listen to short conversations. Practice pronunciation of past verbs. Talking about last weekend. Talking about family members and birthdays
Main Grammar structure	How was your day off? I slept late, I went shopping. She was born on March 14 th , 1861.
Other Grammar structures	Irregular simple past form
Brief description of the plan	Sts look at the pictures listen to the track 8.4 and match to the pictures. Practicing pronunciation sts look at the verbs and the symbols and have a go at pronouncing them. Play track 8.5 and ask sts to listen only. Play again and students listen and repeat
Hours of the plan implementation	1
Number of sessions	2
Contents required for the lesson	[Reading/audio/Video/Interactive/song]
Link of the content	Richmondlp.com

5.-Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	Recycle weather. How was the weather yesterday (It was sunny, cold, etc.)? Teacher show some time expressions for instance yesterday, last Sunday, last Saturday, last vacation, last winter, and in pairs have	sts ask each other. What was the weather like (past time expressions)	2
Set the objective of the lesson [Describe how you will present	Get sts to check their pronunciation by asking each one to pronounce the verbs.	Students pronounce the verbs and they check each other.	2

the objective of the lesson]			
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	Refers sts to the lesson title. Ask What did you do last weekend? Elicit answers from sts.	Sts could ask and answer the question individually.	2
Vocabulary introduction [State the vocabulary to be introduced and the activities to do so]	Simple past irregular verbs + and – Did-gave-slept-said-met-bought-didn't	Use some examples from the last activity and write sentences with the verb missing	2
1st practice [Describe the students activities to practice what was presented to them]	Explain that Laura and Barbara are friends. Ask students to read the email quickly and ask. Ask sts to find the regular verbs in the text (like, start)	Sts complete the email with the correct verb form. Classcheck.	2
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	Vocabulary ordinal numbers, Teacher asks <i>What date was it last Saturday?</i> Remain them we say 1990 nineteen ninety and 2018 twenty eighteen or two thousand eighteen.	Sts listen track 8.6 and ask them to repeat the numbers focusing on /th/pronunciation	
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Drill the question. <i>When's your birthday?</i> Drill pronunciation first and say it is another way to ask about birthdays. Make sure they reply using : <i>I was born on ...before the dates</i>	Sts have to do a chain drill (A asks B, B asks C, C asks D, etc.) Sts ask the next person in line. Students will practice this activity in groups of five.	2
Summary [Describe how you summarize what was presented on the lesson]	Demonstrate the task of finding something in common	Say your sentence to different student and ask them to reply using the phrase given .	

Richmond RLP | richmondrlp.com/courses/agc-moulton/course_modules/class-materials

Aplicaciones | Gmail | YouTube | Maps | Noticias | Traducir | PDF BREAKER | ear | Lista de lectura

Richmond | GONZALEZ

8.2 Did you go out last weekend?

Listening

Listen to the audio and complete the table with each person's preferences.

What do you like to do on weekends? What do you like to do on weekdays?

Reading

Read the text and complete the table with the correct information.

Grammar

Complete the sentences using the correct form of the verbs in brackets.

Vocabulary

Match the words with their definitions.

English ID1 | Student's Book | Workbook | Teacher's Book | Videos | 100 - 101 of 169

Copyright © Richmond 2020. All Rights Reserved.

Escribe aquí para buscar | 06:00 p. m. 01/05/2021

Formative assessment: Reading

Richmond RLP | EID1-Worksheets-Voc- | https://richmondrlp.co | Nueva pestaña | Trabajo en clase de M | Nueva pestaña

cdn-richmondvle-unity-prod.avallain.net/system/uploads/content/file/b7e62eab-f3cf-428d-80f7-5ba7cbb8ed8/EID1-Worksheets-Vocabulary-U8A.pdf?version=1588087850

Aplicaciones | Gmail | YouTube | Maps | Noticias | Traducir | PDF BREAKER | ear | Lista de lectura

EID1-Worksheets-Vocabulary-U8A.pdf | 1 / 1 | 100% |

Unit 8 Vocabulary

English ID1

Student A

1 Read the short biography about Aretha Franklin. Use the chart below to write down the main life events, with the corresponding dates.

Aretha Louise Franklin was known as "The Queen of Soul". She was born on March 25th, 1942 in Memphis, Tennessee, in the U.S.

Aretha's mother's name was Barbara Siggers. She was a nurse's assistant and a gospel singer. Aretha's father was a Baptist preacher called Clarence Franklin. She had three siblings and grew up in a religious home. She was interested in music from a very young age and learned to play the piano by herself.

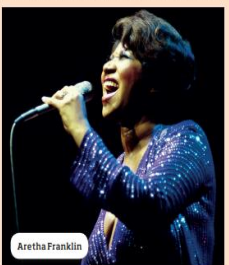
Aretha's father saw her great talent for singing and decided to manage her when she was 14 years old. She released her first album, *Songs of Faith*, in the same year, 1956.

In 1960, she joined Columbia Records and her famous single "Today I Sing the Blues" came out the same year.

Aretha launched her debut pop album in 1961 and it was an instant hit in the U.S. The hit single "Rock-a-Bye Your Baby with a Dixie Melody" made her an international star. She made several successful singles and albums and, in 1965, she released *Who's Zoomin' Who*, which sold over a million copies and was her first platinum album. Franklin won 18 Grammy Awards between 1968 and 2008.

She had four sons: Clarence, Edward, Ted White Jr., and Kecalil.

The Queen of Soul died of pancreatic cancer on August 16th, 2018, when she was 76 years old.



Aretha Franklin

Escribe aquí para buscar | 04:41 p. m. 22/05/2021

Richmond RLP x EID1-Worksheets-Voc x https://richmondpl.co x Nueva pestaña x Trabajo en clase de M x Nueva pestaña x +

cdn-richmondvle-unity-prod.avallain.net/system/uploads/content/file/b7e62eab-f3cf-428d-80f7-5ba7cbb8e8d8/EID1-Worksheets-Vocabulary-U8A.pdf?version=1588087850

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

EID1-Worksheets-Vocabulary-U8A.pdf 1 / 1 100% +

and 2008.
She had four sons: Clarence, Edward, Ted White Jr., and Kecalif.
The Queen of Soul died of pancreatic cancer on August 16th, 2018, when she was 76 years old.

2 In pairs, take turns miming the dates or periods and timeline verbs of your celebrity. Can you guess who your partner's celebrity is?

Life event (verb in past tense)	Dates
Aretha Franklin was born.	March 25, 1942

English ID 1 2nd edition: Photocopiable activities © Richmond 2019

Escribe aquí para buscar 04:42 p. m. 22/05/2021

Richmond RLP x EID1-Worksheets-Voc x https://richmondpl.co x Nueva pestaña x Trabajo en clase de M x Nueva pestaña x +

cdn-richmondvle-unity-prod.avallain.net/system/uploads/content/file/1ec45ad5-af36-4804-927e-7648f65c5cb/EID1-Worksheets-Vocabulary-U8B.pdf?version=1588087853

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

EID1-Worksheets-Vocabulary-U8B.pdf 1 / 1 100% +

Unit 8 Vocabulary English ID 1

Student B

1 Read the short biography about Chuck Berry. Use the chart below to write down the main life events, with the corresponding dates.

Charles Edward Anderson Berry, or Chuck Berry, was born on October 18th, 1926 in St Louis, Missouri. He was known as "The Father of Rock and Roll" and songs like "Johnny B. Goode" became anthems for young people in American and in popular culture.

He was the son of Martha and Henry Berry, who were the grandchildren of slaves. In 1944, Chuck went to prison for three years for armed robbery. In 1952, he started playing the guitar and singing in a club band. In 1953, Berry joined the Sir John's Trio, eventually renamed the Chuck Berry Combo. Later in the same decade he produced several hits, including 1958's "Johnny B. Goode".

In 1972, Chuck Berry launched his first number one hit, "My Ding-a-Ling". In 1985, he won the Lifetime Achievement Award at the 27th Annual Grammy Awards. Later in the same year, Chuck became the first person to enter the Rock and Roll Hall of Fame. In 1987, he received a star on Hollywood Boulevard in California.

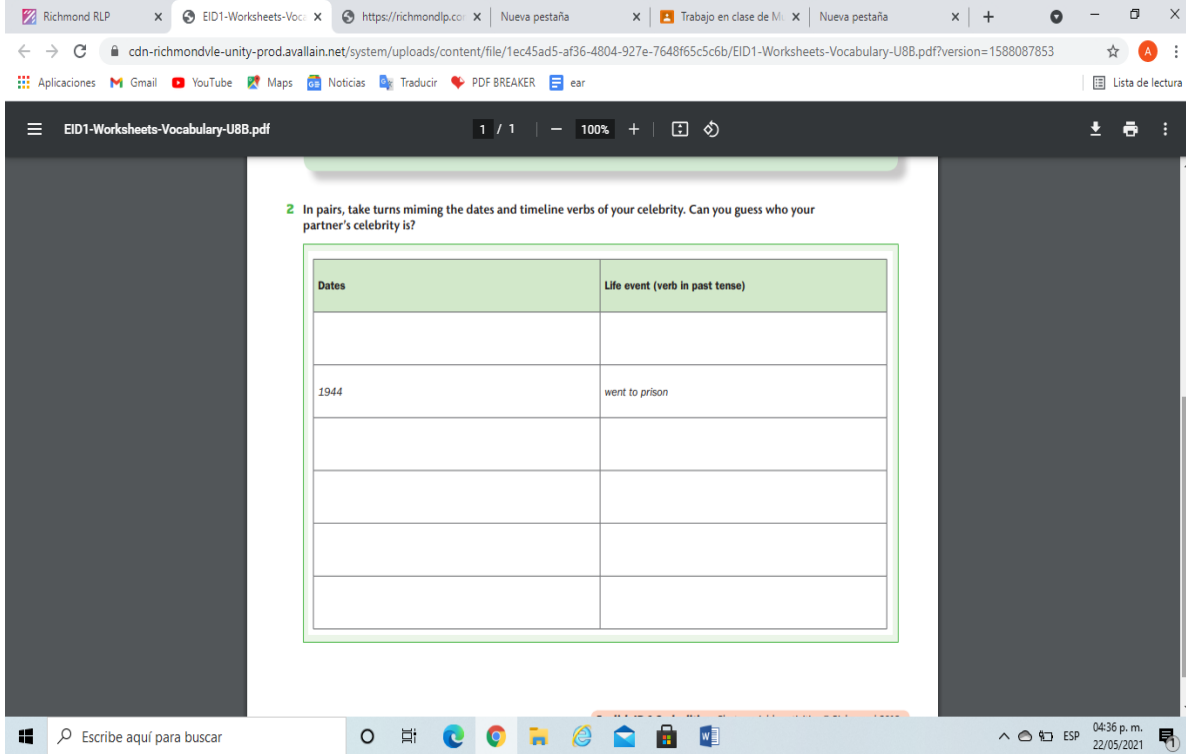
Chuck Berry died on March 18th, 2017, at the age of 90.



Chuck Berry

2 In pairs, take turns miming the dates and timeline verbs of your celebrity. Can you guess who your partner's celebrity is?

Escribe aquí para buscar 04:34 p. m. 22/05/2021



Formative Assessment: Checklist

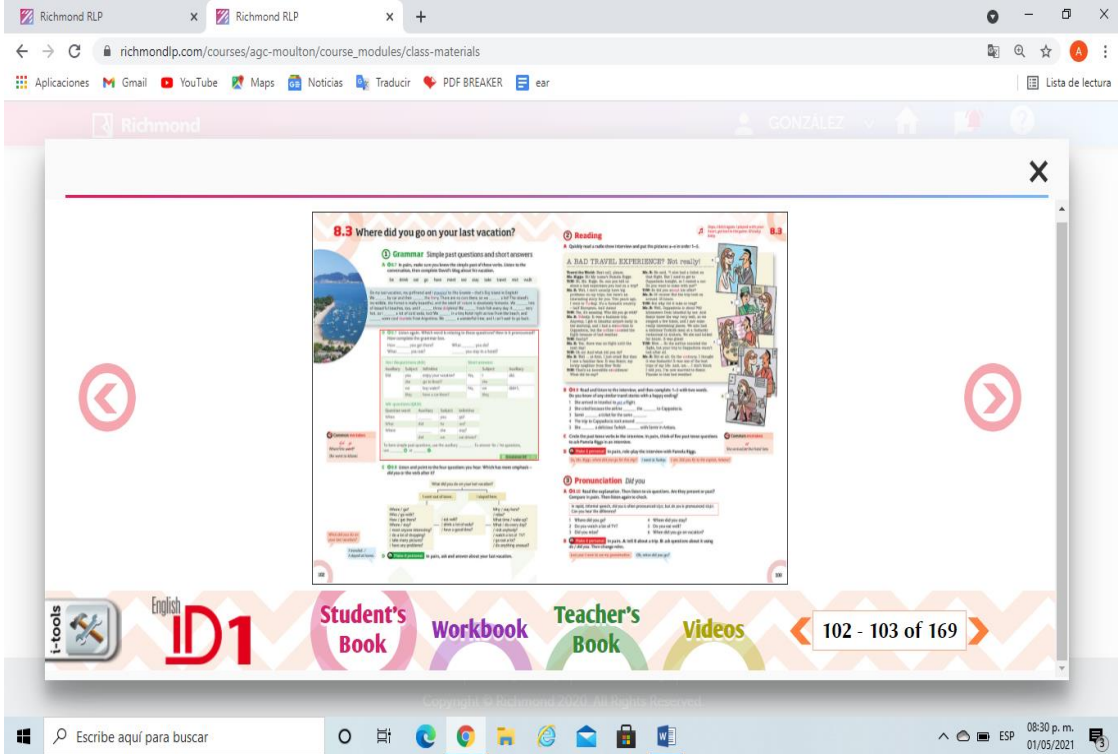
Point	Covered	Not covered
1.-Students followed instructions?		
2.-Students answered correctly?		
3.- Students had problems with vocabulary?		
4.-Students could work in pairs?		
5.- Students finished the activity on time ?		

6.-Lesson plan Where did you go on your last vacations?	
Author	Araceli González Caballero
Educational stage	Postgraduate UPN
Title of your Lesson plan	Where did you go on your last vacations?
Learning Objective of the plan	Sts learn to form simple past questions , to talk with some fluency about their last vacation, then move on to dates on birth and birthdays
Communicative skill considered	[It could be Listening/Speaking/Reading/Writing.
State of the following options	Introduction of the topic/Recycling topic simple past
Functions	Asking and answering about your last vacations
Main Grammar structure	What did you do last vacation? Where did you go?
Other Grammar structures	I traveled to Europe
Brief description of the plan	Sts explain the place they stayed in their last vacation eliciting the past forms of all the given verbs. They listen the conversations and then complete the blog post with the appropriate verb, Paircheck, classcheck.
Hours of the plan implementation	1
Number of sessions	3
Contents required for the lesson	[Reading/audio/Video/Interactive platform]
Link of the content	Richmondlp.com

7.-Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	Warm up Look at the next sentences 1.-I..... cereal for breakfast this morning. 2.-Ito the theater last night. 3.-Ito class by bus today. 4.-I.....an interesting movie yesterday	Sts work in small groups and have to complete each sentence with a verb	3
Set the objective of the lesson [Describe how you will present the objective of the lesson]	This time simple past questions and short answers are developed	Sts listen to the conversation then complete the blog post with the appropriate verb. Paircheck,classcheck.	3
Information processing activity [Describe how students interact with the content of	Teacher plays the track 8.7	Sts listen track 8.7 and check the answers Sts complete the grammar box	3

the lesson. This can be done individually or in teams.]	Teacher plays the track 8.8 Teacher is able to pause after each question in order to monitor efficiently	Sts have to find and point to the questions they hear. Stronger classes can have an extra challenge. Weaker classes Elicit all the questions. Make sure they understand them.	
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	Simple past tense of the verbs go-went,take-took.walk.walked-see-saw.eat-ate,be-was-were,drink-drank,stay-stayed,meet.met,have-had	Students listen track 8.7 and complete the blog	3
1st practice [Describe the students activities to practice what was presented to them]	Make it personal: Model the activity with the hole group and have sts interview you about your last vacations .Monitor closely for accuracy	Students ask questions to the teacher. Where did you go on your last vacation?	3
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	Extra writing For extra writing practice teacher ask students to write a blog about their last vacation	Sts can write up their own last vacation as a blog. they can post on the Learning Platform so they can read and enjoy each other's stories about their last vacation.	3
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Focusing on wh questions. Where did you go on your last vacation?	Sts practice the questions with his partners	3
Summary [Describe how you summarize what was presented on the lesson]	In this part of the lesson, reading, pronunciation are training Elicit some guesses Teacher plays track 8.9 and 8.10	Students focus on the pictures and try to guess what is the reading about. After that they have to read and put the pictures in order from 1 to 5. Sts listen and answer.	3



8.-Evaluation: Students will choose the correct sentence from each pair.

Rubric:

Title of the Criteria	Simple Past Wh-Yes/no questions
Description of the Criteria	Students will choose the correct sentence from each pair
Mandatory points	10
Due Date	May 23 th

Formative assessment: Grammar

The screenshot shows a web browser window with the URL richmondip.com/courses/agc_everly/course_modules/class-materials. The page displays a formative assessment interface with two questions:

1. How long you waited?
 How long did you wait?
2. Where did you go on vacation?
 Where did you went on vacation?

At the bottom of the interface, there are three buttons: "Try again" (with a refresh icon), "Clear all" (with a trash icon), and "Submit" (with a right arrow icon). The interface is titled "Richmond" and shows the user "GONZÁLEZ".

This screenshot shows the same web browser window, but with the assessment progress advanced. The first two questions are now greyed out, and the next two are active:

3. Did you stay in a nice hotel?
 Did you stayed in a nice hotel?
4. Were they have a good vacation?
 Did they have a good vacation?

The "Try again", "Clear all", and "Submit" buttons remain at the bottom. The interface is titled "Richmond" and shows the user "GONZÁLEZ". The system clock in the bottom right corner shows 05:16 p.m. on 22/05/2021.

Richmond RLP x Nueva pestaña x Trabajo en clase x Nueva pestaña x Nueva pestaña x Nueva pestaña x Richmond RLP x +

richmondip.com/courses/agc_everly/course_modules/class-materials

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

Richmond GONZÁLEZ Play

5. When did you meet your boyfriend?
 When you did meet your boyfriend?

6. Did you go to the beach every day?
 You did went to the beach every day?

Try again Clear all Submit

ID3_2e_Sounds_an...zip ID3_2e_Sounds_an...zip Mostrar todo x

Escribe aquí para buscar

05:18 p.m. 22/05/2021

9.-Lesson plan When do you listen to music?	
Author	Araceli González Caballero
Educational stage	Postgraduate UPN
Title of your Lesson plan	When do you listen to music?
Learning Objective of the plan	Sts learn to ask subject questions to interview someone. Sts also learn to use ordinal numbers.
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Recycling routine verbs. Expression to show you're impressed (Wow, so early / No I can't believe it! Etc.
Functions	Talking and listening /watching a video about past routine. Asking and answering about yesterday. Reading /taking a pop culture quiz. Asking and answering about cultural facts Writing your own quiz
Main Grammar structure	Jay got up at about 6 o'clock, then he had breakfast What did you do yesterday? I read a book Who recorded more songs? Which singer won six Grammys in 2012? Which band composed? Who composed the song "imagine"
Other Grammar structures	Subject questions vs object questions.
Brief description of the plan	Before starting, clarify subject vs. object. Say <i>Remember the subject does the action, the object receives it.</i> Ask: Do you know a lot about art, songs, books and films? Where do you learn about these things?

	Point out the Pop Quiz photos and elicit who some of the people are.
Hours of the plan implementation	1
Number of sessions	4
Contents required for the lesson	[Reading/audio/Video/Interactive platform]
Link of the content	Richmondlp.com

10.-Lesson development

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity [Describe the introductory activities of the lesson. It must activate prior knowledge, create a context and motivate students to take the lesson]	Warm up: Recycle dates by writing this prompts on the screen Christmas Halloween (local holidays, e.g. Mother's Day), your best friend's/ teacher birthday.	Sts take turns asking When is? questions and practice saying dates in English.	4
Set the objective of the lesson [Describe how you will present the objective of the lesson]	Sts learn to ask subject questions to interview someone. Sts also learn to use ordinal numbers	Sts read the instructions. Point to the example phrase and ask. Sts listen to 8.11 and order the events.	
Information processing activity [Describe how students interact with the content of the lesson. This can be done individually or in teams.]	Write the following on the screen and elicit the links. 1.-He brushed his teeth 2.-He made coffee 3.-He ate breakfast 4.-He turned on the computer 5.-He answered 30 emails 6.-He ran a mile 7.-He took a shower 8.- He had lunch 9.- He answered the rest of the emails 10.- He played the keyboard and wrote a song	Sts listen to 8.11 and order the events Paircheck Marking them with red lines got up, took a, brushed his, turned on, ran a . Drill the linked pronunciation.	4

	11.-He went to visit friends 12.- he went to sleep		
Vocabulary introduction [State the vocabulary to be introduced and the activity(ies) to do so]	1.- brushed 2.- made 3.- ate 4.- turned on 5.- answered 6.- ran 7.- took a 8.- had 9.- answered 10.- played 11.- went 12.- went	Sts listen to track 8.11 and order the events Paircheck	4
1st practice [Describe the students activities to practice what was presented to them]	Teacher play the track 8.11 Students have to listen and say what do they remember about the audio.	In pairs , sts tell each other what they remember from the audio	4
2nd practice or Social interaction [Describe the students activities to practice what was presented to them, but in different context; preferably the activities must consist in social interactions among participants]	Teacher plays the track 8.12 in order to student's number phrases from 1-4 Paircheck Teacher ask students to work in pairs and interview each other Teacher models the activity	Sts listen to track 8.12 and number phrases 1-4 Studens ask each other the questions modeled and act out their dialogues for the class.	4
Grammar Focus [Describe the grammar explanation of the structure presented in the lesson]	Sts may need more guidance to understand between object and subject questions.	Students listen track 8.13 How much do you know about music? Take the ID Pop quiz and find out! 8.14 listen to check. How many did you get right.	

<p>Summary [Describe how you summarize what was presented on the lesson]</p>	<p>Teacher give examples and helps them see the difference in grammar and meaning</p> <ol style="list-style-type: none"> 1) What Did Alexander Graham Bell invent? Vs 2) Who invented the telephone? 3) Clarify the rules on p 104 in pairs <p>Sts prepare their own quizzes. Teacher tells sts to write five questions about well-known musicians, TV or movie stars, songs, albums, movies, characters, awards, traditions, characters, awards. Refer to the speech bubble as a model. (The answer of the speech bubble is Lewis Hamilton.) Teacher makes sure the sts include at least three subject questions. Monitor and promptly self –correction of mistakes. Have groups exchange quizzes to test each other.</p>	<p>Sts read the examples and complete the rules in the grammar box. Students invent sentences as the example given</p> <p>Suggested questions</p> <ol style="list-style-type: none"> 1.-Who landed on the moon in 1968 When did Neil Armstrong land on the moon? What did Neil Armstrong do in 1968? 2.-Who directed <i>the shape of water</i> (in 2018)? When did Guillermo del Toro direct <i>The Shape of Water</i>? What film did Guillermo del Toro direct in 2018? 3.-Who won their second soccer World Cup in Russia in 2018? When did France win their second soccer World Cup? What did France win in Russia in 2018? 4.- Who became U.S. president again in 2012? When did Barack Obama become U.S.President again in 2012? 5.- Who won five gold medals and one silver medal 	4
--	---	--	---

		<p>at the Rio Olympic Games (in 2016)? What did Michael Phelps win at the Rio Olympic Games (in 2016)? When/Where did Michael Phelps win five gold medals and one silver medal? Sts answer the quizzes, see who got most answers right.Classcheck</p>	
--	--	---	--

The screenshot displays a web browser window with the following elements:

- Browser Address Bar:** URL: richmondpl.com/courses/agc-moulton/course_modules/class-materials
- User Profile:** GONZALEZ
- Lesson Content:**
 - Section 8.4:** When do you listen to music?
 - Listening:** Includes a short audio clip and comprehension questions.
 - Pop Quiz:** A multiple-choice quiz about pop music, featuring images of artists like Taylor Swift and Justin Bieber.
 - Grammar:** Focuses on subject questions (e.g., "Who is singing...?").
- Navigation Bar:** i-tools, English ID1, Student's Book, Workbook, Teacher's Book, Videos, 104 - 105 of 169
- System Tray:** Windows taskbar at the bottom with search bar and system clock (08:05 a.m., 02/05/2021).

Formative assessment.

The image shows two screenshots of a Richmond LMS interface. The top screenshot displays a video player with a 'Clear all' button. The bottom screenshot displays a 'Vocabulary' section with a matching exercise and 'Try again' and 'Clear all' buttons.

Richmond GONZÁLEZ Play

richmondlp.com/courses/agc_everly/course_modules/class-materials

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

Clear all

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip ID3_2e_Sounds_an...zip Mostrar todo

Escribe aquí para buscar

richmondlp.com/courses/agc_everly/course_modules/class-materials

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear Lista de lectura

Richmond GONZÁLEZ Play

Vocabulary

Match the questions to the responses.

Can you ask Saskia to call me?	<input type="radio"/>	No problem. There you go.
Could you do something for me?	<input type="radio"/>	Sure, what is it?
Could you take me to the store?	<input type="radio"/>	I'm sorry I can't. My car isn't working.

Try again Clear all

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip ID3_2e_Sounds_an...zip Mostrar todo

Escribe aquí para buscar

The screenshot shows a web browser window with the URL richmondip.com/courses/agc_everly/course_modules/class-materials. The interface displays a dialogue exercise with the following questions and answers:

Could you do something for me?	•	•	Sure, what is it?
Could you take me to the store?	•	•	I'm sorry I can't. My car isn't working.
Could you pass me the phone charger?	•	•	Sure, I'll do it now.
Are you busy?	•	•	Not really. I'm waiting for my mom to call.

At the bottom of the exercise, there are two buttons: "Try again" (with a refresh icon) and "Clear all" (with a trash icon). The interface also shows a "Mostrar todo" button and a copyright notice: "Copyright © Richmond 2021. All rights reserved."

Summative Assessment

The screenshot shows a web browser window with the URL richmondip.com/courses/agc_everly/course_modules/test-manager. The interface displays a grammar test titled "Unit 8 Grammar 1" with a timer showing "5 minutes left". The test instructions are: "Read the questions. Select Correct or Incorrect." The questions are:

- 1 What did happen yesterday afternoon?
 Correct Incorrect
- 2 Who won five gold medals in London in 2012?
 Correct Incorrect

At the bottom of the test, there are three buttons: "TEST MANAGER", "Clear all", "Submit", and "Full screen". The interface also shows a "Mostrar todo" button and a copyright notice: "Copyright © Richmond 2021. All rights reserved."

Richmond

GONZÁLEZ

Play

3 Where did you go yesterday? **5 minutes left**

Correct Incorrect

4 Who did direct the Star Wars movies?

Correct Incorrect

5 Who did Ed Sheeran sing with in 2018?

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:05 p.m. 22/05/2021

Richmond

GONZÁLEZ

Play

Unit 8 Grammar 2 **5 minutes left** English ID 1 2nd edition

Complete the sentences with the correct form of the verb in parentheses.

1 Martha to sleep early last night. (go)

2 chess last night? (you/play)

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar


08:06 p.m. 22/05/2021

richmondip.com/courses/agc_everly/course_modules/test-manager

Richmond

GONZÁLEZ

Play

3 I a lot of music last 

4 We Dua Lipa in concert. (see)

5 He to school very late yesterday. (come)

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:07 p. m. 22/05/2021


richmondip.com/courses/agc_everly/course_modules/test-manager

Richmond

GONZÁLEZ

Play

Unit 8 Grammar 3

 English ID 2nd edition

Choose the correct questions to the answers.

1 The movie started at 11 p.m.

a. When did it start? b. When started it? c. When was started?

2 Yes, I was terrified. I never traveled by plane until I was 50.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:08 p. m. 22/05/2021

Richmond

Unit 8 Grammar 3

English ID 2nd edition

5 minutes left

Choose the correct questions to the answers.

1 The movie started at 11 p.m.

a. When did it start? b. When started it? c. When was started?

2 Yes, I was terrified. I never traveled by plane until I was 50.

TEST MANAGER Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:08 p. m. 22/05/2021

Richmond

4 minutes left

c. Was you said anything to her?

4 I felt very nervous.

a. How did you feel? b. How was you feel? c. How felt you?

5 I went to San Francisco.

a. Where did you went? b. Where you was go? c. Where did you go?

TEST MANAGER Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:09 p. m. 22/05/2021

Richmond

Unit 8 Grammar 4

5 minutes left

English ID 1 2nd edition

Read the sentences. Select True or False.

1 The simple past of "wait" is "weit."

True False

2 The simple past of "have" is "had."

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:10 p.m. 22/05/2021

Richmond

Unit 8 Grammar 4

5 minutes left

English ID 1 2nd edition

3 The simple past of "meet" is "meeted."

True False

4 The simple past of "go" is "went."

True False

5 The simple past of "take" is "took."

True False

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:10 p.m. 22/05/2021

Richmond

GONZÁLEZ

Play

Unit 8 Listening

5 minutes left

English ID 1 2nd edition

Listen to the dialogue. Choose the correct option to complete the sentences.

00:00 01:27

1 Chloe went on vacation to San Diego for ...

a. 2 weeks. b. 3 weeks. c. 1 week.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

Richmond

GONZÁLEZ

Play

2 Chloe visited ...

5 minutes left

a. a museum and an amusement park. b. a zoo and a safari park.

c. a shopping mall and an amusement park.

3 Chloe went to San Diego ...

a. by car. b. by train. c. by plane.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

richmondip.com/courses/agc_everly/course_modules/test-manager

Richmond

GONZÁLEZ

Play

4 Josh ... **4 minutes left**

a. is Ethan's cousin. b. knows Ethan. c. doesn't know Ethan.

5 Chloe and Ethan ...

a. spent some time in Mexico. b. didn't go to Mexico.

c. went to Mexico for a short time.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

Richmond

GONZÁLEZ

Play

Unit 8 Reading **5 minutes left** English ID¹ 2nd edition

Read the text. Select True or False.

1 Richard Burton died in the same year as the title of his last movie.

True False

Richard Burton

Richard Burton was a famous Hollywood actor in the 50s and 60s. He was known for his great

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

Richmond

GONZÁLEZ

Play

5 minutes left

True False

2 Burton and Elizabeth Taylor got divorced two times.

True False

3 Burton and Elizabeth Taylor had a difficult relationship.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

richmondip.com/courses/agc_everly/course_modules/test-manager

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear

Lista de lectura

richmondip.com/courses/agc_everly/course_modules/test-manager

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear

Lista de lectura

Mostrar todo

Escribe aquí para buscar

08:14 p. m. 22/05/2021

Richmond

GONZÁLEZ

Play

4 minutes left

True False

3 Burton and Elizabeth Taylor had a difficult relationship.

True False

4 Burton received an Academy Award for best actor.

True False

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

richmondip.com/courses/agc_everly/course_modules/test-manager

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear

Lista de lectura

richmondip.com/courses/agc_everly/course_modules/test-manager

Aplicaciones Gmail YouTube Maps Noticias Traducir PDF BREAKER ear

Lista de lectura

Mostrar todo

Escribe aquí para buscar

08:14 p. m. 22/05/2021

The screenshot shows a web browser window with the URL richmondip.com/courses/agc_everly/course_modules/test-manager. The page displays a test question with two options: True and False. The question is: "3 Burton and Elizabeth Taylor had a difficult relationship." Below the question are two more options: True and False. A timer indicates "42 seconds left". To the right of the question is a text box containing the following text: "and relationships. He was married four times. He actress Elizabeth Taylor twice. Taylor and Burton met while filming 'Cleopatra' (1964). They were both married when they started their world-famous love affair. There were many stories of the fights between Burton and Taylor. The couple married for a second time in 1975 but got a divorce in 1976. Richard Burton's last movie was '1984' (1984). This was the year that he died at the age of 58 in his home in Switzerland." At the bottom of the interface, there are buttons for "TEST MANAGER", "Clear all", "Submit", and "Full screen".

This screenshot shows the Windows taskbar and search bar. The search bar contains the text "Escribe aquí para buscar". The taskbar includes icons for various applications, including a file explorer window showing "ID3_2e_Sounds_an...zip". The system tray on the right shows the time "08:17 p. m." and the date "22/05/2021".

The screenshot shows the same web browser window as above, but the question has advanced to: "4 Burton received an Academy Award for best actor." Below the question are two options: True and False. The text box on the right now contains: "second time in 1975 but got a divorce in 1976. Richard Burton's last movie was '1984' (1984). This was the year that he died at the age of 58 in his home in Switzerland." The "42 seconds left" timer is no longer visible. The "TEST MANAGER" button is still present at the bottom.

This screenshot shows the Windows taskbar and search bar, similar to the previous one. The search bar contains "Escribe aquí para buscar". The taskbar includes icons for various applications, including a file explorer window showing "ID3_2e_Sounds_an...zip". The system tray on the right shows the time "08:18 p. m." and the date "22/05/2021".

richmondip.com/courses/agc_everly/course_modules/test-manager

Richmond

GONZÁLEZ

Unit 8 Vocabulary 1

5 minutes left

English ID 1 2nd edition

Read the sentences. Select Correct or Incorrect.

1 He was born on September fourth, 2000.

Correct Incorrect

2 I was born on 1999, 14 of January.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:19 p. m. 22/05/2021

richmondip.com/courses/agc_everly/course_modules/test-manager

Richmond

GONZÁLEZ

2 I was born on 1999, 14 of January.

5 minutes left

Correct Incorrect

3 My birthday is on May second.

Correct Incorrect

4 They got married on March twenty-one.

Correct Incorrect

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:20 p. m. 22/05/2021

Richmond GONZÁLEZ Play

Correct Incorrect

4 minutes left

4 They got married on March twenty-one.

Correct Incorrect

5 Her birthday was on April second.

Correct Incorrect

TEST MANAGER Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

Mostrar todo

Escribe aquí para buscar

08:20 p.m. 22/05/2021

Richmond GONZÁLEZ Play

Unit 8 Vocabulary 2 **5 minutes left** English ID 1 2nd edition

Match the parts of the sentence.

Erase

I had a ● ● to music.

James ran ● ● a mile.

TEST MANAGER Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

Mostrar todo

Escribe aquí para buscar

08:21 p.m. 22/05/2021

Richmond

GONZÁLEZ

Play

5 minutes left

I had a to music.

James ran a mile.

We had meeting with my boss.

I listened dinner in a restaurant.

Janet got up around 7 a.m.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:21 p. m. 22/05/2021

Richmond

GONZÁLEZ

Play

Unit 8 Vocabulary 3

5 minutes left

English ID 1 2nd edition

Complete the sentences with a verb in the simple past. The first letter is given in parentheses.

1 He (r) his first album in 1978.

2 I (s) my professional career in 2016.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:22 p. m. 22/05/2021

Richmond

GONZÁLEZ

Play

5 minutes left

3 She (w) her first gold medal in the 1950s.

4 Brad (s) history in college.

5 Amy (b) her first guitar when she was 17.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:22 p. m. 22/05/2021

Richmond

GONZÁLEZ

Play

5 minutes left

Unit 8 Vocabulary 4

English ID 1 2nd edition

Choose the correct option to complete each sentence.

1 Bob Marley was born ... 1945.

a. on b. at c. in

2 He was born ... February 6th.

TEST MANAGER

Clear all Submit Full screen

Copyright © Richmond 2021. All Rights Reserved.

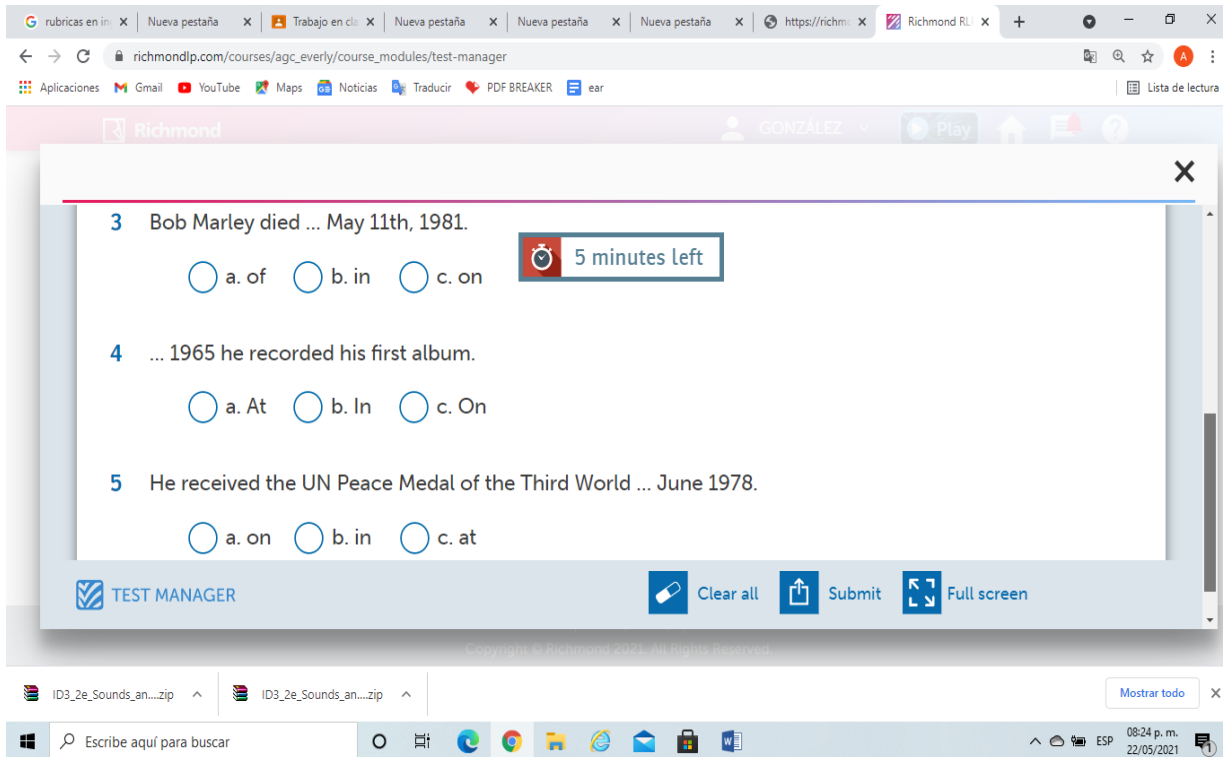
ID3_2e_Sounds_an...zip

ID3_2e_Sounds_an...zip

Mostrar todo

Escribe aquí para buscar

08:23 p. m. 22/05/2021



(Paul Seligson, 2019)

Chapter 3: Outcomes Practicing Structures:

In this specialization I learned to value my career because we really do a great job –

- ▶ Students have learned how pronounce the regular verbs in past
- ▶ Students have written important events of famous singers
- ▶ Students have practiced speaking by recording a conversation
- ▶ Students have read about famous singers
- ▶ Students have learned to form sentences through drills

Chapter 4: Conclusion

It is said that learning a language is a difficult task, it is true but it is not impossible to learn it. According to my personal experience I have learned that when we are constants and organized we can reach our dreams. I always tell my students that practice is the success of everything, that is why in my lesson plan I use to have a lot of practice according the topic I am teaching. Personally I think that if we have enough exercises in this case of simple past we can get a meaningful learning.

On the other hand, I would like to talk about the advantages and disadvantages of the topic that we are focusing on, "Simple Past" regular and irregular verbs.

First of all, I totally agree that the regular verbs are easier to learn than the irregular verbs, however there is a disadvantage in the regular verbs that students suffer a lot, this is the pronunciation. As we know there are three different sounds for the "ed". /t/, /d/, /id/, for instance worked /t/, played /d/, started/id/, this is a difficult skill that the students cannot develop easily, however with enthusiasm, and being motivated for the teachers it is possible to get the knowledge... Secondly in my opinion and in my philosophy I see that is very important that the students have understood correctly the L1 in order to understand the L2. When students know their L1 is easier to learn L2. I totally agree about this. Next, talking about the correct pronunciation, I am sure that with listening practice, drills and watching videos are good ways in order to improve it and obviously speaking through conversations, role plays, reading aloud, interviews etc. I remember when we were in face to face classes it was very funny because there was an activity where the students have to work in teams of four, three of them were tourists and one was a reporter and he had to interview them, asking questions as: when were your last vacations? Who did you go with? Where did you stay? What did you eat? Etc. Of course each tourist had to think in a place where they had already visited. With this activity you can encourage students to speak easily and they enjoy a lot the classes and the most important thing they get the meaningful learning.

To sum up is essential to mention that the different kind of exercises with the four skills included is mandatory, listening, speaking, reading and writing are linked like a chain that you are not able to separate because all the pieces must be together in order to form the language. I would like to mention that to take all the students in account is very important because there are students that learning a new language is more difficult for them than their classmates it depends on their learning styles, for instance if they are visual, auditory or kinaesthetic, we have to be patient with them and when we assess them we do not have to focus only in their summative assessment but also in the formative assessment. On one occasion I had a girl student that jumped happily because she had could pronounce a sentence correctly. It was an awesome experience.

Finally, I would like to talk about the rubrics. One of the requirements of the teaching work is to evaluate the performance of the students in their work, exams or presentations. The best tool to carry out this evaluation is the rubric. The rubric is a valuation matrix in which the criteria and competence indicators are established through the use of scales to determine the quality of the student's performance. It allows to have an approximation of both the product and the learning process as well as the student. So What are the components of a rubric? First of all, we have the *Criteria*: Are those that describe the behaviour expected or required to complete the task. *Indicators describe* the degree of competence that categorizes the performance of the students, based on the establish criteria. *Scale* Indicates the values by which we quantify the performance of the students in order to obtain a more precise and objective measurement. .

Type of Rubrics:

Global or Holistic: review the response or execution in a general way without separating the criteria. It speeds up the correction process, however provide us with the students' information.

Analytical Rubric: different skills or characteristics of the student's product is evaluated individually. This receives feedback on each of the criteria evaluated individually. In this way it is possible to create a profile of the strengths and weaknesses of each student in order to establish a course of action.

No type of rubric is better than another, Each one fulfils a function according to the type of work or project to evaluate, or of the information that we want to offer the student. (Travieso, 2017)

The tests above showed are integrated with different kind of questions as true or false, fill in the blanks, multiple choice, match, etc.as well as the four skills. These kind of tests help students to motivate themselves and develop what they have learned. On the other hand, something important to take in consideration is that they are exams that are integrated into the platform and you have a time limit of 5 minutes to answer them. As a teacher assessment is an essential component in your profession as well as it has a deep and lasting impact in the students as the assessment they are continually submitted. A lot of teachers do not fully appreciate the extensive power they wield over

students when they take on the role of evaluators. This “power” is somehow perceived by students and teachers need to be aware of the effect of this one on their relationship with them. The teachers not only assess the progress of their students. They must also evaluate the effectiveness of the material they use in their teaching and their own performance.

There are three areas that will be taken in consideration in this assignment and they are:

The assessment of the students’ performance

The assessment of the course content

The assessment of the teachers’ performance

It is relevant that the teacher is well prepared because sometimes the students don’t agree with grades given or with a comment by the teacher.

On the other hand, Teachers must assume the role of a professional of teaching in order to impart classes in a meaningful way. talking about the Bloom’s Taxonomy that helps us a lot in assessing students we can ask what is Formative assessment and what is summative assessment?

“Formative assessment” The formative assessment is the one that is carried out at the end of each learning task and its objective is to report on the achievements obtained. The Formative assessment also known as continuous assessment or process assessment, it has a clear intentionality of modification, improvement or adjustment of the ongoing educational process itself.

(Rivers, 1987)

“Summative assessment” The summative assessment is the one that after a period of learning, during or at the end of a program or a course. It purses the objective of rating learning based on performance is giving a rating and determining and reporting on the level reached. The summative assessments also known as” Product assessment “well, assesses finished processes. For instance, a formal test, a questionnaire, etc. They are examples of this kind of assessment, in which it is reported through a rating, regardless of the rating system used (numerical, approved) etc. To my mind the exams have to be reliable and valid. It doesn’t matter who or what is being

evaluated. The tool used must provide the best and most accurate information, we can mention the five principles included practicality, reliability, validity, authenticity and wash back. On the other hand, we can mention the different components of test validity, namely construct validity, content validity, criterion related validity and face validity.

Some exams will be in this assignment.

(Macleay C. , 2002, págs. pp.2,3)

Chapter 5: References

A.Colb, D. (1999). *Inventario de Estilos de Aprendizaje*. HayGroup.

Macleay, S., & Cameron, S. (Mayo de 2002). Especialidad en Educacion Alternativa. *Estableciendo un Ambiente para la Enseñanza Efectiva*. Mexico, Mexico.

Richards, J. C., & S. Rodgers, T. (2001). *Approaches and Methods in Language Teaching Second Edition*. United States of America: Cambridge University Press.

***Interactive language teaching*. Wilga Rivers (Ed.). New York: Cambridge University Press, 1987. Pp. xvi + 228.**

or JP Robinson · 1980 · Mencionado por 83 — The Changing Reading Habits of the American Public. John P. **Robinson** ... First published: March **1980**. <https://doi.org/10.1111/j.1460-2466.1980.tb01780.x>.

Seligson, L. (2019). *richmondlp-com*. Obtenido de <http://www.richmondlp-com>

travieso, R. L. (7 de Abril de 2017). *La rubrica y su importancia*. Obtenido de Centro de Excelencia Universidad de Puerto Rico Recinto de Rio Piedra: <https://cea.uprrp.edu>