



**UNIVERSIDAD PEDAGOGICA NACIONAL/UNIDAD AJUSCO**



**ESPECIALIZACION EN ENSEÑANZA Y APRENDIZAJE DE INGLES COMO  
LENGUA EXTRANJERA MODALIDAD EN LINEA**

**Integrating Communicative Competence to my Teaching  
Methodology**

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**JUNE 19TH,2022.**



## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

### **Integrating Communicative Competence to my Teaching Methodology**

### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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## Introduction

According to Quincy Yarbrough “A project is a set of task that must be completed in order to arrive at a particular goal or outcome” (Yarbrough, 2021).

The title of my present project is Integrating Communicative Competence to my Teaching Methodology.

In Chapter One: Philosophy and Theory, you will read about my teaching context, which is essential to understand my teaching methodology. In second place you will find the theoretical basis about language, language learning and language teaching of my model. In this section you will read how my teaching methodology was before I began this specialization .In Chapter one you will also find my new teaching methodology, which I could integrate after this year of specialization. It will be of great help to improve the outcomes of my students. Furthermore, you will look through my teaching philosophy and identity, which will help you understand better my teaching context.

In Chapter two: Methodology and Practice, you will observe a lesson planning that contains seven sessions using integrated skills with the objective to develop language skills in the English classroom. Integrated English skill is defined as the use of all the four macro-skills reading, writing, listening, and speaking; as Brown says “However, we witness today a trend towards skill integration, whereby curriculum designers are talking more of a whole language approach”. (Brown, 2007). You will observe the teaching methodology I used to develop session one to session five; and you will observe that I integrated a new teaching methodology to continue with session six and seven.

In Chapter two: You can read about my evaluation model, how I grade de students and the institutional requirements I work with. You will find the different rubrics I created to assess listening, reading, writing, and speaking. Also, I am presenting an assessment

exercise and an exercise prepared for a test. Additionally in this Chapter Two you can find all the material and resources for learning that were used to develop the seven sessions of the lesson plan. I am presenting a 10-minute video where you can watch some fragments of the sessions.

In Chapter three: Description and Analysis, I am presenting the activities I developed in the lesson plan, the seven sessions. You will observe how the activities began developing micro-skills to finish developing macro-skills through integrated activities using Audio-Lingual Method, Attention Theory, P:P:P Method and Communicative techniques. You will read how I use Bottom-up process to develop Micro-skills and Top-down process to develop Macro-skills.

You will find a very detailed description about the learning processes (the rationale) that were taking place among my students while they were performing all the activities planned, as well as the assessment and testing. In addition, in this chapter three I am describing the outcomes of the lesson plan.

In Chapter four : You will read my conclusions, which represent a summary of this project and of this year of specialization.

In Chapter five: Reflections on the Challenges I have faced in this speciality; you will discover my biggest weaknesses during this specialization.

On Chapter six: References and Bibliography, you will be able to read the books and documents that I used to develop this project.

I hope this project can be of some help in English teaching.



# Chapter 1: Philosophy and Theory

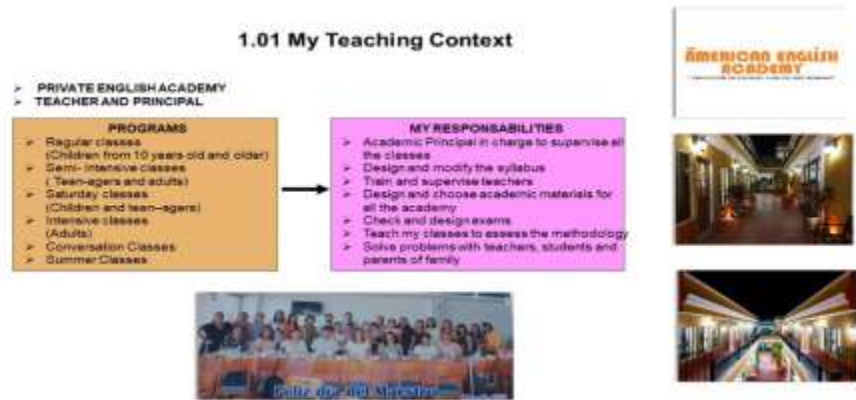
## Theoretical Foundations

### 1.01 My Teaching Context

It is very important to me to state my teaching context. I am an English teacher and principal of American English Academy, where we teach private English classes. We have classes for children after 10 years old, teen-agers, adults, Saturday classes, intensive courses, and summer courses. I design and modify the syllabus of the academy, choose and design academic material, train and supervise teachers, design exams, and teach my own advanced English classes because I observe and assess if the teaching methodology implemented is giving good outcomes. The size of the groups is from five to eighteen students .

My most important responsibility is to design and establish the teaching methodology. In the academy, all the teachers and I work systematically so that the students can feel they are learning with a defined teaching methodology, and they can feel confident about it.

Regarding to my own classes, I have three groups, the first one has five beginning students who study one hour every. The second one has fourteen advanced students who study two hours every day. The third one has seventeen advanced students who study on Saturday.



## 1.02 Theoretical Basis About Language, Language Learning and Language Teaching of my Model

A model of teaching consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals (Well, 1978:2).

According to this definition I will share with you my teaching model. To begin I want to mention that I have worked with a specific course for more than twenty years and I have gotten excellent outcomes using that course. I will define in this document the theoretical foundations of my teaching method. The course I work with has its fundamentals in the Audio-Lingual Method which is based on the principles of Behaviorism and Structuralism. It is based on the idea that learning a language involves the formation of habits from Behaviorism and on principles of Structuralism.

They developed training programs that relied on mimicry-memorization method. Through drills and repetition, soldiers learned structures that helped them use the foreign language” (EEAILE, 2011).

This method has an oral-based approach as the Direct Method does. “The Audio – Lingual Method drills students in the use of grammatical sentence patterns” (Larsen-Freeman, 1986).

This method points that language forms happen most naturally within a context.

It also considers that L1 and L2 have different linguistic systems; for this reason, the L1 should keep apart from the L2 in order to avoid interference.

It considers that repetition helps learning. Teachers in this method correct the students all the time to avoid formation of bad habits. “Pattern practice helps the students to

form habits which enable them to use those patterns. Speech is more basic to language than the written form” (Larsen-Freeman, 1986).

However, along all these years I have made several changes in my teaching. At the beginning of a new class, I give an explicit note and explanation of the pattern studied and the students need to copy it in a special notebook, so I use Attention Theory, and I can say that I also use Presentation Practice and Production methodology (PPP) because I combine the three methodologies. Once we begin to work in the book, I make the student underline the structure we are studying in order to focus his attention on that pattern. I consider that cognitive processes are very important, and I use Attention Theory. The student learns a lot through a conscious repetition and work . I teach and the students learn following a sequence as Gordon Pask stated, “one process goes first, and another goes second, and they relate themselves in the practice” (Pask, s.f.).

I also ask the students to translate the examples from the exercises in their books and some difficult exercises too. I use form and meaning and contrastive approach, so the students can be aware of what they are expressing as well as I can know if they are getting the correct meaning from the form.

Bloom’s taxonomy is very important in my teaching, and I have implemented it since I became a teacher. I consider that knowledge is developed through learning and performance, and I had been working on that direction until I got to this specialization.

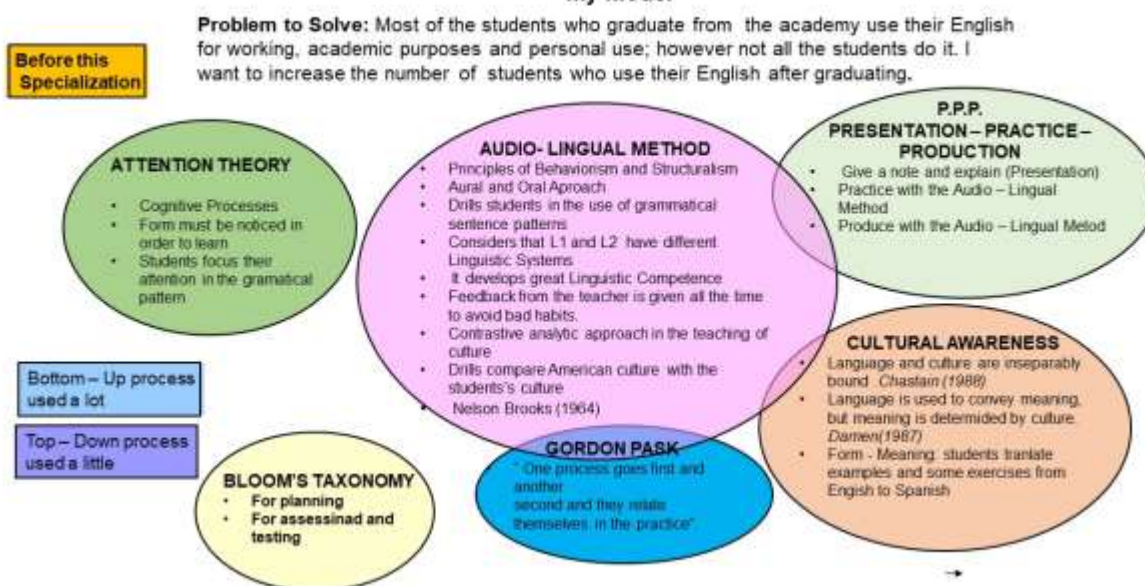
### ***1.021 Cultural Awareness Within Audio-Lingual Method***

According to Chastain “language and culture are inseparably bound; therefore, complete comprehension during any type of intercultural communication depends upon the participants’ awareness of the social and cultural significance of the words and expressions

employed. Language is used to convey meaning, but meaning is determined by culture” (Chastain, 1988).

In addition to the teaching of linguistic forms, the Audio-Lingual Method advocates for a contrastive analytic approach in the teaching of culture. The cultural notes that supplement the pattern drills describe everyday life, comparing American culture to the “target” culture (Grittner, 1990). The colloquial and socio-linguistically appropriate language used in the dialogues shows that ALM emphasize the teaching of small ‘c’ culture especially in the early years of the language learning process. As Chastain (1976) maintains, the dialogues in ALM texts were both linguistically and culturally authentic. By cultural authenticity he means that the conversation in ALM was to take place in the L2 culture and be appropriate to the situation.

### 1.02 Theoretical Basis About Language, Language Learning, also Language Teaching of my Model



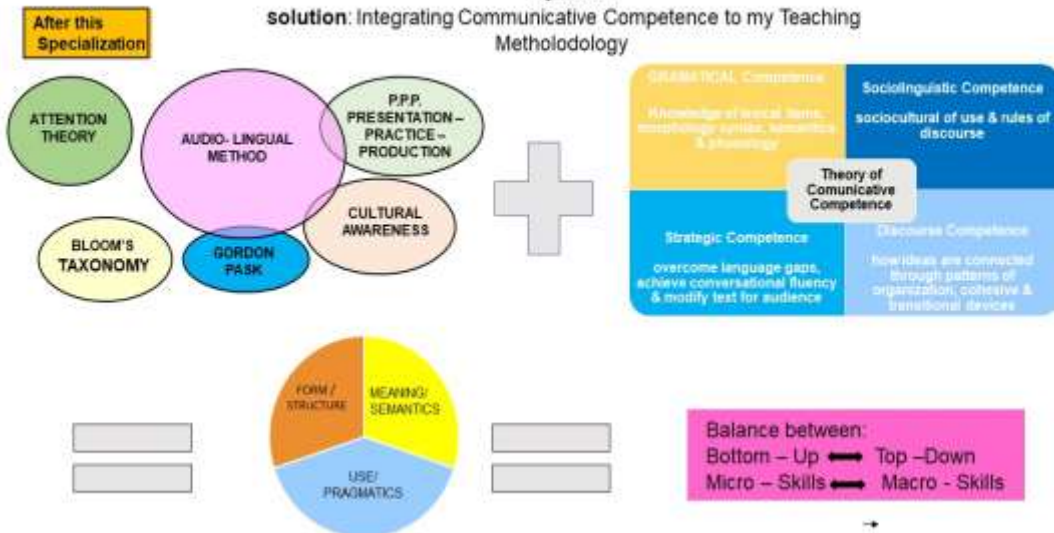
## **1.03 Theoretical Basis About Language, Language Learning and Language Teaching Integrating Communicative Competence to my Model**

During these ten months I have been studying this Specialization I have learned and chosen new models and theories that could help me improve my practice. I have found Diane Larsen-Freeman's model of Form-Meaning-Use, Bottom-up process, Top-down process, Micro skills, Macro skills, and Communicative Competence which will help me to improve my teaching.

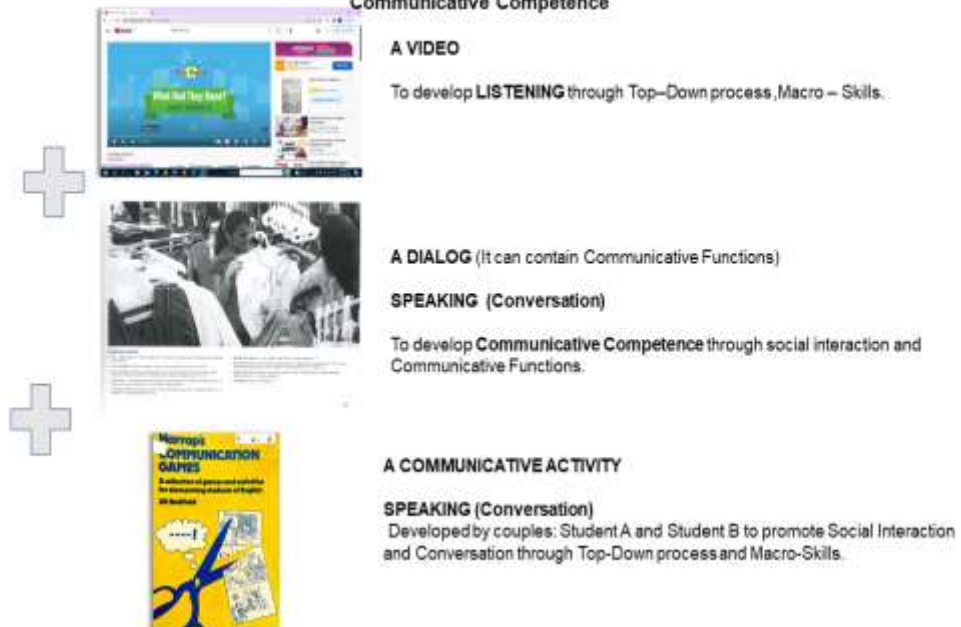
As you will see in my lesson plan, I integrated Communicative Competence after I finished the lesson from the book. I consider that when I develop the lesson from the textbook, I am using bottom-up process and I am also developing Micro-skills, in this way the student gets Linguistic Competence . So now after bottom-up process I plan to develop Top-down process and Macro-skills ; in this way the student is prepared to perform Communicative activities in order to develop Communicative Competence (Hymes, 1972) , as Gordon Pask stated "one process goes first, and another goes second, and they relate themselves in the practice" (Pask, s.f.).

When I registered in this specialization I had a specific goal, I wanted to improve my teaching methodology. Now I know how I can improve my teaching methodology, I need to develop more Communicative Competence in my students, and I also found the techniques I need to implement to complement my teaching so that my students can develop more Communicative Competence. To finish I would like to say that I think that Diane-Larsen Freeman Form-Meaning-Use is a very complete model that includes all the necessary elements I need to improve my teaching methodology.

1.03 Theoretical Basis About Language, Language Learning, also Language Teaching of my Model



1.04 Integrating Three Communicative Techniques to my Teaching Methodology to Develop Communicative Competence



## 1.04 My Teaching Philosophy and Identity

To begin I would like to mention how I formed my teaching philosophy. Since I was in primary school my teachers asked me to explain topics to my classmates on the blackboard and I did it very confidently and gladly; later in middle school I explained Mathematics, English and Chemistry to my classmates when they asked me to.

I began to study English when I was 11 years old and the method, I learned English with was the Audio-Lingual Method. I have to say that I learned English very well with that method; it was the one from which I learned the most. When I graduated from that Institute, I was only 17 years old, but the principal hired me, and I began to teach English to children. However, I wanted to learn more, and I continued studying English for three more years in different English schools in Mazatlan, studying with Communicative Language Teaching methods and later with the Translation Method.

When I graduated from high school, I began to study Licenciatura en Educación Media Especialidad de Inglés at Normal Superior Nueva Galicia, and the principal of my high school invited me to teach English at Instituto Cultural de Occidente in the section of primary school at age 18. When I was 20, they also offered me classes in Middle school, as well as I began teaching private English classes in the afternoon. I worked in that institute for five years and I have to thank that institute for giving me a practical way to give classes.

I have to say that most of my teaching philosophy is due to my personality because I have always been a task-oriented student. My aptitudes and my interests helped me a lot. Another important influence in my teaching philosophy were the primary school teachers I shared with for those five years, because I learned a lot from them. Finally, my teaching practice and experience over 35 years shaped my teaching philosophy.

I enjoy learning and teaching; they are my passion. I always try to transmit that passion that I feel for learning to my students so that they can learn easily.

I have been studying and analyzing the different theories, approaches, and methods for language teaching throughout these three modules in order to improve my teaching. I need to mention that in recent years I have been searching for English teaching materials and activities to improve my teaching practice. It is not my intention to change my teaching practice completely, since I like very much the way I teach; however, I am looking to complement the teaching methodology I use. Through all these three modules I have been trying to find what theory, approach, and method my teaching practice belongs to. I have concluded that I teach with fundamentals of Constructivism, Sociocultural Theory, and Behaviorism. I use Attention Theory, Audio-Lingual Method, and PPP Method (Present-Practice-Production). I have also found that I use Bottom-up process and Micro-skills a lot, so I need to work more on Top-down process and Macro-skills to get a good teaching balance.

I have been modeling my teaching through the years and I know I can still improve my teaching. That is the reason why I decided to take this specialization.

In the study of the different units, I read about Diane Larsen-Freeman Model of Form-Meaning-Use, and I felt so identified with her model, I didn't know about her, and I discovered that I use her model without knowing it existed. I consider I need to improve the area of use because I have been able to teach how to speak English to a lot of people. A lot of my ex-students use their English at work, and they have improved their lives so much; they also use English for academic purposes and personal development. However, I also must mention that some students graduate from the Academy, and they do not use nor practice it anymore, and their skills weaken over time; for this reason, this will be the problem to solve in my project.

I always analyze when the things do not go well, and I get the responsibility to find a solution to solve the problem. Like some approaches mention some students have Linguistic



Competence, but they do not have Communicative Competence. After analyzing my teaching situation, I consider that I need to work in that area. I want to try to develop in my students more Communicative Competence. I give them plenty of practice and in that way most of the students can use their English in real context; once the students begin to practice in real life their English level increases, and their levels of confidence in themselves increase as well, for this reason I feel so fulfilled with my work. A lot of my students became into English teachers at the university. On the other hand, I want to teach better so that a bigger number of students can use their English in real contexts throughout their whole lives.

I have thought that to combine Diane Larsen-Freeman model of Form-Meaning –Use and Communicative Competence could give my teaching the “Extra” I have been looking for lately.

I will work on my final project to develop all the necessary techniques and materials to complement my teaching model. It will be an exhaustive work to complement my model because I have to choose the appropriate techniques to improve my teaching and I will have to develop material according to those techniques.

In the following months I will deepen in the study of Diane Larsen-Freeman’s model to get acquainted with her principles, her theories, her approaches, and her techniques. She has written a lot of books and she is still alive and that motivates me a lot. I want to know more about her, about her own teaching practice. In the same way I am going to deepen my study and analysis in Communicative Competence.

Regarding current Mexican teaching needs, I am not very acquainted because I have been working in my private English classes for more than 34 years. I haven’t taught in any primary or junior high school recently.

Mazatlán is a port with a lot of culture, a lot of children and teenagers take English classes because their parents consider English as a very important tool for their children’s

professional and personal development. I like to contribute with my work so that the new generations can have more opportunities in their future.

## Chapter 2: Methodology and Practice

### Applications

#### 2.01 Lesson Planning

1. LESSON PLAN IDENTIFICATION CELL.	
INTEGRATED SKILLS	
Author	Sonia Josefina Escárzaga Heredia
Educational Stage	Private Classes. Advanced Level
Title of your Lesson Plan	Teaching Past Perfect Tense using integrated skills through Audio-Lingual Method, Attention Theory, P.P.P Method, and Communicative Techniques.
Learning Objective of the plan/Competency	<p><b>Language Purpose:</b> The students will learn and practice Past Perfect Tense with the implementation of Audio-Lingual Method, Attention Theory, P.P.P Method, and Communicative Techniques.</p> <p><b>Intercultural Purpose:</b> The students will learn that even tenses, we do not use them exactly in the same way in English and Spanish.</p>
Communicative skill considered	Reading, writing, listening, and speaking
State of the following options	Introducing the topic and recycling topics learned so far.

Functions	Expressing in an advanced way that an action happened first, and another happened second without interruption. Identify and learn Past Perfect Tense.
Main Grammar Structure	Past Perfect Tense
Other Grammar Structure	Past Perfect Continuous
Brief description of the plan	The students will learn and practice Past Perfect Tense using the four skills through Audio-Lingual Method, Attention Theory, P.P.P Method, and Communicative Techniques.
Hours of the plan implementation	Seven hours
Number of sessions	Seven sessions of one hour each one
Contents required for the lesson	Past Tense, Verbs in Past Participle, and recycling everything learned so far.
Link of the content	
EAAILE Tutor online	Alma Delia García Salazar

In this moment I begin to use Bottom-up process to develop Linguistic Competence, Grammatical Competence (Form-Meaning), and developing Micro-Skills.

### **Session 1**

<b>2. INTRODUCTION TO THE LESSON</b>			
<b>INTEGRATED SKILLS</b>			
<b>Step of the lesson</b>	<b>Teacher's Activities (Integrated Skills developed only in English in class)</b>	<b>Student's Activities (Integrated Skills developed only in English in class)</b>	<b>Session Number</b>
Activation Before the lesson Listening	1. The teacher indicates that they will learn a new tense which is especially useful to express their	Students listen to the teacher, and they begin to think about the new tense they will learn.	<b>00</b>

	ideas and to have a more advanced English level.		
During the lesson	<b>2.</b> In the first session the teacher writes on the board the date, topic, and purpose of the class.	Students read from the blackboard and begin to activate their schema	<b>01</b> 5'
Listening and speaking	<b>3.</b> The teacher welcomes the students to the class.	Students welcome the teacher and their classmates.	2'
Background Knowledge	The teacher indicates that they will need to implement their background knowledge in order to use this new topic.	The students get prepared for this new topic.	3'
Bottom-up process Micro-skill Reading Writing	<b>4.</b> The teacher writes the note "Past Perfect Tense" on the blackboard (see materials one) and asks the students to copy the note in their special notebook.	Students copy the note in their special notebook.	15'
Listening	<b>5.</b> The teacher explains the note "Past Perfect Tense".	Students pay attention and listen carefully.	10'
Listening and speaking	<b>6.</b> The teacher asks if there is any question about the new topic, she has just explained.	Students feel appreciated by the teacher who wants to know if they understood or have any questions.	5'

Set the objective or competencies of the lesson.	7. The teacher writes the learning purposes of the lesson and have students read it and comment.	The students will read the objective, will ask questions, and comment their opinions about it.	10'
Reading and Speaking	The students will develop their reading, writing, listening, and speaking skills (integrated skills) while learning Past Perfect Tense through Audio-Lingual Method and Communicative activities.		

## Session 2

3. COMMUNICATIVE SKILLS DEVELOPMENT					
INTEGRATED SKILLS					
Step of the lesson	Teacher's Activities (Speaking and writing always in English in class)	Student's Activities (Speaking and writing always in English in class)	Materials	Session number	Evaluation
<b>Bottom-up process</b> <b>Micro skills</b> Listening Reading Speaking	1. The teacher asks them to open their book American English Course 7 (Morris, 1958) on page 37 (see materials two) and she reads the Choral Repetition A, two times.	Students repeat after the teacher trying to imitate her pronunciation, intonation, and rhythm.	Board or Computer (online classes) Marker Textbook	<b>02</b> 10'	The students repeat after the teacher.

Reading (Attention Theory)	2. The teacher indicates to underline had + verb in past participle to focus their attention on the new structure.	Students underline what was indicated.	Textbook Pencil	2'	The students underline in their books.
Reading Speaking (Form-Meaning)	3. The teacher indicates that they will read one by one the choral repetition A and translate.	The students read one by one and translate Choral Repetition A p.37 (see materials two).	Textbook	5'	The students read and translate one by one, in the order they are seated. They receive feedback.
Speaking (Pronunciation)	4. The teacher teaches them and practices the contraction of had = 'd	Students repeat after the teacher several times.	Textbook	3'	The students repeat imitating the teacher.
Listening Speaking	5. The teacher indicates they will do some <b>Structural exercises</b> on page 37-38 (see materials two).	The students repeat the example after the teacher and they begin to participate orally one by one, in the	Textbook	15'	The teacher takes the oral participations. The teacher

	She reads the example and students repeat after her.	order they are seated.			gives feedback when needed.
Speaking	6. The teacher asks them to produce sentences from real life, similar to those from the structural exercises.	The students produce sentences in Past Perfect tense using information from real life.	Textbook Notes	5'	The students participate one by one orally. Teacher gives feedback.
Writing	7. The teacher indicates they will do a written activity in their notebook. Exercise II A page 39 (see materials two). The teacher reads the example, and the students repeat after her. They have to translate only the example.	Students listen to the indications, repeat, and translate the example after the teacher. The students do the exercise II A p.39 in their notebooks.	Textbook Notebook Notes Pencil	17'	The teacher corrects the written exercise II A p.39, grades and gives feedback.
Writing	8. The teacher gives the homework: Exercise I A	The students do their homework in their notebooks.	Notebook Textbook Notes Pen	3'	The teacher corrects

	pages 37-38 a) b) c) d) e) (see materials two)		Pencil		the written homework, Grades and gives feedback.
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### Session 3

Step of the lesson	Teacher's Activities (Speaking and writing always in English in class)	Student's Activities (Speaking and writing always in English in class)	Materials	Session number	Evaluation
Grammar focus	5. The teacher will recapitulate Past Perfect Tense on the board	The students will pay attention to the explanation.	Board or Computer (online) Marker Internet	03 5'	Teacher supervises that all the students are paying attention.
Speaking	2. The teacher indicates that they will do Exercise II A p.39 again now orally.	The students will participate individually as the teacher calls them randomly.	Textbook Notebook	5'	The teacher checks the participations and gives feedback.
Listening Speaking Grammar focus	3. The teacher indicates they will do a "close your book" activity quite common in their course.	The students close their books, listen carefully to the questions, and prepare their answers to do it	Textbook	20'	The teacher asks every student randomly, listens and



	Exercise IV pages 41-42 (see materials two). They will answer with one idea using Past Perfect Tense.	orally when required.			gives feedback.
<b>Top-down process</b> <b>Macro-skills</b> Listening speaking	<b>4.</b> The teacher indicates they will do another “close your book”. Exercise V pages 42-43 (see materials two) This time they need to answer with 4 logical ideas + one connector. They should connect their answers to real life.	The students close their books, listen carefully to the questions, and prepare their answers to do it orally when required.	Textbook	30'	The teacher asks every student randomly, listens and gives feedback.
<b>Top-down process</b> <b>Macro-skills</b> Listening Writing	<b>5.</b> The teacher gives the homework: They will have to listen to a talk <a href="http://www.ted.com">www.ted.com</a> Stacey Kramer The best gift I ever survived. They need to listen and	The students need to listen to the talk, write a summary with their own words, answer the questions the teacher asked and prepare their public talk.	Computer Cellphone Internet Notebook Pen Pencil		

	prepare a talk about it following the indications the teacher gives. (See materials three)				
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#### Session 4

Step of the lesson	Teacher's Activities (Speaking and writing always in English in class)	Student's Activities (Speaking and writing always in English in class)	Materials	Session number	Evaluation
Speaking Listening Pronunciation Rhythm Intonation	2.The teacher indicates that they will practice a dialog in couples. Dialog II page 43 (see materials two).First the students repeat after her.	After repeating two times after the teacher, they practice the dialogs in couples.	Textbook	04 10'	The teacher supervises that all the students are practicing the dialog as indicated.
<b>Top-down process</b> <b>Macro-Skills</b> Listening Speaking (Oral Production)	2. The teacher indicates that they will listen to the talks ( <a href="http://www.ted.com">www.ted.com</a> The best gift I ever survived) from the students one by one and	The students participate one by one speaking in front of everybody, they can check their notes if needed.	Notebook	50'	The teacher listens to all the talks one by one and takes some notes to give

	everybody needs to listen carefully and show respect for their classmates.				feedback at the end of all the activity.
--	----------------------------------------------------------------------------	--	--	--	------------------------------------------

### Session 5

Step of the lesson	Teacher's Activities (Speaking and writing always in English in class)	Student's Activities (Speaking and writing always in English in class)	Materials	Session number	Evaluation
Vocabulary Speaking	1. The teacher begins to write on the blackboard some new words the students learned from the talk and asks them to copy.	The students brainstorm giving all the unfamiliar words they found in the talk and the meaning.	Board Marker Students' notes	05 10'	The teacher receives all the new vocabulary and write it on the board with the meaning.
Listening Pronunciation Speaking	2. The teacher pronounces the words written on the board and the students repeat after her.	The students repeat after the teacher trying to pronounce the best possible.	Board Written words	5'	The teacher supervises that everybody is repeating.
Summary Listening	3. The teacher asks them:	The students answer the questions		15'	The teacher takes

Speaking	<p>Did you like this activity?</p> <p>How many times did you listen to the talk?</p> <p>Could you understand Stacey?</p> <p>Did Stacey speak very fast for you or was it okay?</p> <p>How did you feel when you found that you could understand very much of this talk?</p>	<p>expressing their feelings, emotions, thoughts</p>			<p>notes of the students' answers to improve her class.</p>
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In this moment I begin to use Top-Down process, and Communicative Techniques to develop Communicative Competence and to have a balance between Micro-Skills and Macro-Skills.

### ***Integrating Communicative Competence to my Teaching Methodology***

#### ***Session 6***

Step of the lesson	Teacher's Activities (Speaking and writing always in English in class)	Student's Activities (Speaking and writing always in English in class)	Materials	Session number	Evaluation
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Listening	<p><b>1.</b>The teacher indicates that they will listen and watch a video in class about Past Perfect Tense. <a href="https://www.youtube.com/watch?v=-TrE6VdtgLE">https://www.youtube.com/watch?v=-TrE6VdtgLE</a> (see materials four).</p>	The students listen and pay attention to the video.	Computer Screen Internet	<b>06</b> 10'	The teacher supervises that all the students pay attention.
Reading Speaking (conversation)	<p><b>2.</b>The teacher indicates that they will read and practice a dialog two times to continue practicing Past Perfect Tense: Dialog: <a href="https://www.mistrguru.web.id/2019/04/past-perfect-tense-dialog-and-exercise.html">https://www.mistrguru.web.id/2019/04/past-perfect-tense-dialog-and-exercise.html</a> (see materials five).</p>	The students organize in couples and practice the dialog simultaneously the first time, and the second time they exchange the roles.	Photocopies Board Marker Pencil	20'	The teacher monitors that all the students practice the dialogs in couples and exchange roles.
Reading Speaking	<p><b>3.</b>The teacher indicates that they will play in the computer with some Interactive Material -</p>	The teacher shows the game in the computer and one student chooses one "notebook" and	Computer Projector Internet	20'	The teacher listens to the answers

	<p>Communicative Game:</p> <p><a href="https://wordwall.net/es/resource/4563053/ec-b4-12a-past-perfect-conversation-questions">https://wordwall.net/es/resource/4563053/ec-b4-12a-past-perfect-conversation-questions</a> (see materials six).</p> <p>They have to choose one “notebook” and answer the question, everybody participates.</p>	<p>answers the question, all the students participate.</p>			<p>and gives feedback.</p>
Writing	<p>4. The teacher indicates that after they have practiced orally, they will copy the seven questions from the screen and answer them in their notebooks.</p>	<p>The students copy the seven questions and answer them in their notebooks.</p>	<p>Notebooks Pen Pencil Eraser</p>	<p>10'</p>	<p>The teacher checks that everybody works.</p>

## Session 7

Step of the lesson	Teacher's Activities (Speaking and writing always in English in class)	Student's Activities (Speaking and writing always in English in class)	Materials	Session number	Evaluation
Reading Writing	<p>1. The teacher says that they will do a Communicative activity.</p> <p>First the teacher gives a copy of the work sheet and indicates they have to complete the fourteen sentences with their own ideas in Past Perfect tense.</p> <p>Communicative activity:</p> <p><a href="https://www.teachthis.com/images/resources/the-other-half.pdf">https://www.teachthis.com/images/resources/the-other-half.pdf</a></p> <p>(see materials seven).</p>	The students get the worksheet and begin to complete the sentences in past tense.	<p>Worksheets</p> <p>Pen</p> <p>Pencil</p> <p>Eraser</p> <p>Notes</p>	07 20'	The teacher monitors that all the students work and help when necessary.
Listening Speaking	2. The teacher mentions that next	The students receive the	Worksheets A and B	30'	The teacher

(Conversation)	<p>she will give them a second worksheet about the same activity and one student will get worksheet A and another B, they will need to keep it secret. She explains that student A will read the first half of the sentence and student B listens and tries to find the other half of that sentence. They have to agree the two halves match to mark it.</p>	<p>second worksheet A and B and keep it secret. Later student A reads the first half of the first sentence and B tries to find the other half that matches. When A and B agree they mark it in both sheets.</p>	<p>Pencil Eraser</p>		<p>monitors that all the students work in couples and gives help when required.</p>
Closing of the lesson plan	<p>3. The teacher thanks the students for these seven hours of work with Past Perfect Tense. She asks for their feedback about the activities they were carrying out during these</p>	<p>The students participate orally expressing their opinions, suggestions, and commentaries.</p>	<p>Board Marker</p>	<p>10'</p>	<p>The teacher listens to the students feedback and takes notes to improve her teaching.</p>



	seven hours of classes.				
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## 2.02 Evaluation Model

According to the materials studied in Module 3, I think the way I assess and test my students matches with Brown's definition of testing and assessment: "Testing is defined as a method of measuring a person's ability, knowledge, or performance in a given domain". "Assessment is defined as an ongoing process that encompasses a much wider domain than testing" (Brown H. , 2004).

Assessment is an outgoing and pedagogical process that is present in almost all classes. Some synonyms of assess are check, determine, estimate, and evaluate. In other words, teachers check their students' activities all the time and one of the most important aspects of assessing the students' performance is the feedback the teacher is constantly giving. That feedback is helping students guide their learning process and the teacher's teaching at the same time.

Teachers can choose to have a record of those observations or not. Teachers have checklists for a lot of activities the students perform. Teacher's observations are of great importance because using those observations teachers can re-orient their classes, can assess their own performance and can give their students exactly what they need to learn.

On the other hand, testing is a quite different process. Teachers can measure the language proficiency of their students, discover how successful the students have been in achieving the objectives of a course of study, and diagnose students' strengths and weaknesses through specific exams.

While assessment can be formative or alternative, testing is always summative.

In the academy where I work, we have an institutional grading system. I assess my students all the time. I make use of oral activities in order or randomly and I am careful that all the students participate the same number of times. In addition, I give them feedback whenever it is helpful.

The students need to do exercises from their book for homework four days a week, but not on Fridays. The teachers need to check, correct, grade the homework, classwork and give feedback every day so that the students can see their mistakes and feel confident about their learning process. The teacher needs to report all the assessed and tested activities on the institution's checklists.

In the academy testing is an especially important process. Students must do the Mid-Term Exam and the Final Exam in every course to pass; for this reason, we prepare the students in class to be ready for those exams. We give the students what we call "reviews", and those reviews are exercises similar to the ones they will need to answer on the test. It is a six-hour process, and it is very complete and efficient.

In this way the students are prepared for their exam and know exactly what they need to know and do. This process also informs the students of what they need to focus on and study a little bit more in the areas that needed it. The students are required to hand in their notes from the course and their reviews (they need to copy them in their notebook). After this process is completed, we proceed to apply the test.

The grades they get from their participation, homework and classwork are not included in the grade to pass the exam; they are carried out to get practice and knowledge, so they understand the process very well. They need to demonstrate in the exams that they have learned everything effectively and get a good grade. 80 is the minimum grade to pass the course; if they do not achieve this, they need to repeat the course. Consequently, our

group has students with the appropriate level of skill for their classes and we have a consistent English level.

## 2.03 Instruments of Learning Assessment (Rubrics, Tests, and Others)

Quadrants for collecting information (assessment)	
Observation of Process	Observation of Product
Classroom Measures	Decontextualized Measures

### *Rubric for Speaking Activities*

CATEGORY	EXCELLENT	VERY GOOD	GOOD
POINTS	4	3	2
<b>Pronunciation/ diction</b>	The student is easy to understand and makes few errors	The student makes a lot of errors in pronunciation but can be understood.	The student is very difficult to understand or responds in L1
<b>Fluency</b>	The student can effectively communicate in different contexts	The student can generally communicate in most situations	The student cannot communicate effectively in any situation
<b>Word choice</b>	The student uses appropriate words to express meaning	The student uses words or phrases to express simple meanings	The student speaks using unrelated words

<b>Usage</b>	The student makes minor errors in grammar and structure and can be understood	The student makes major or frequent mistakes in grammar and structure, but it is possible to understand	The student makes major or frequent mistakes in grammar and structure making speech difficult to understand
<b>Ideas/meaning</b>	The student responds with connected vocabulary and language to express ideas. Response contains few errors	The student responds with limited vocabulary and language to express ideas. Response contains frequent errors	The student is unable to respond using English language.

Taken from Kuhlman, N. (2208). An introduction to Language Assessment in the k-12 Classroom. ELT Advantage modules.

### ***Rubric for Listening Activities***

<b>CATEGORY</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>POOR</b>
<b>POINTS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The student is able to understand the main ideas of the listening activity.	The student is able to understand most of the main ideas in the listening.	The student is able to understand some of the main ideas in the listening.	The student is able to understand very few of the main ideas in the listening.	The student is not able to understand any main idea in the listening.

The student could answer the listening comprehension questions the teacher asked.	The student could answer all the questions.	The student could answer most of the questions.	The student could answer some questions.	The student couldn't answer any question.
The student could learn a lot of new words.	The student could learn a lot of new words.	The student could learn some new words.	The student could learn only few words.	The student couldn't learn any new word.
Score				

### ***Rubric for Reading Activities***

<b>CATEGORY</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>POOR</b>
<b>POINTS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the student able to understand the reading and make connections with his life and knowledge?	The student is able to understand the reading in an excellent way and makes connections with his life and knowledge.	The student is able to understand the reading very well and makes some connections with his life and knowledge.	The student is able to understand very little of the reading and makes very little connections with his life and knowledge.	The student is not able to understand the reading well and he cannot make connections with his life and knowledge.

Did the student finish all the activities requested on time?	The student finished all the activities on time.	The student couldn't finish one activity.	The student couldn't finish two activities.	The student couldn't finish three activities or more.
Does the student have command of the new vocabulary?	The student has an excellent command of the new vocabulary.	The student has a very good command of the new vocabulary.	The student has a good command of the new vocabulary.	The student has a poor command of the new vocabulary.
Score				

### ***Rubric for Writing Activities***

<b>CATEGORY</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>POOR</b>
<b>POINTS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Did the student write interesting ideas for the reader?	The student wrote very interesting ideas for the reader.	The student wrote interesting ideas for the reader.	The student wrote not very interesting ideas for the reader.	The student didn't write any interesting idea for the reader.
Did the student use grammar patterns and structures accurately?	The students used accurate grammar structures and patterns when writing.	The student had some mistakes in grammar structures and patterns when writing.	The student had several mistakes in grammar structures and patterns when writing.	The student cannot write accurately. He doesn't have any command on grammar structures and

				patterns when writing.
Did the student use the new vocabulary correctly?	The student used all the new vocabulary correctly.	The student used almost all the vocabulary correctly.	The student had several mistakes when using the new vocabulary.	The student didn't show any command of the new vocabulary.
Score				

**Assess Speaking Progress**

Student's name \_\_\_\_\_ Class \_\_\_\_\_

Elements of speaking	Date: assessment	Date: assessment	Date: assessment	Date: Assessment
<b>Pronunciation/ Diction</b>  The student is easy to understand.  The student makes few errors				
<b>Fluency</b>  The student speaks with ease. The student can effectively communicate in  different contexts				

<p><b>Word choice</b></p> <p>The student uses appropriate words to express meaning</p>				
<p><b>Usage</b></p> <p>The student makes minor errors in grammar and structure and can be understood.</p>				
<p><b>Ideas/meaning</b></p> <p>The student responds with connected vocabulary and language to express ideas</p> <p>Response contains few errors</p>				

Taken from Kuhlman, N. (2208). An introduction to Language Assessment in the k-12 Classroom. ELT Advantage modules.



**Exercise for a Test:**

American English Academy

Book Seven

Mid-Term Review

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions with a short answer and produce a new logical sentence using the information in parenthesis.

1- Did you go to the movies before you did your homework last Saturday?

No, \_\_\_\_\_.

(my homework before I went to the movies)

2- Had your father graduated when he got his first job?

No, \_\_\_\_\_.

(...for two years when he graduated)

3- Did Susan say she had always wanted to go to Cancun?

No, \_\_\_\_\_.

(to France)

4- Did Michael visit Nicole last Saturday?

Yes, \_\_\_\_\_.

(...already...when it began to rain)

5- Did your brother save his money to buy his car?

Yes, \_\_\_\_\_.

(for three years when he bought his new car)

6- Have your parents already been to Europe?

Yes, \_\_\_\_\_.

(three times before I was born)

***Exercise for Assessment:***

Change these sentences as in the examples.

Example: a) The Kowalskis left the party early last night.

(already...when I got there)

They had already left when I got there.

1- June Russell practices law in Duluth, Minnesota.

(for several years when she got married)

\_\_\_\_\_.

2- Have you decided where you want to go tonight?

(already...when you asked me to go out with you)

\_\_\_\_\_.

3- I finished my homework early last night.

(when you called me up)

\_\_\_\_\_.

4- Jim didn't graduate until last year.

(not ...yet when he got his first job)

\_\_\_\_\_.

5- My cousin has been to Europe six times.

(three times when he finished school)

\_\_\_\_\_.

6- Mrs. Romero has taken five courses here.

(three courses when her first child was born)

---

7- Did that car use to belong to your uncle?

(very long when you bought it)

---

8- Susan studied a lot last night.

(for three hours when her father got home)

---

9- My little sister goes to bed very early.

(already....when I got home last night)

---

10- My mother gets up very early every day.

(already...when I woke up this morning)

---

11. My teacher says she has gone to Mexico, city twice.

(The teacher said...)

---

12- My father says he has been very tired lately.


( My father said...)

---


## 2.04 Materials and Resources for Learning (Readings, Audios, Audiovisuals, Interactive Materials, etc.)

### 1. Past Perfect Tense Note:







**AMERICAN ENGLISH ACADEMY**  
"ORGANIZACIÓN DE CALIDAD - CON CALIDAD FORMAMOS"  
 POR UN MEXICANO BILINGÜE, A.C.  
 R.F. C. LIND-13070-026  
 Inscripción: 11/2008  
 CLAVE: 2018/00001  
 AV. REVOLUCIÓN No. 17 SANMATEO CELIS CP 82133  
 Tel: 999-40-67 968-63-81





**AMERICAN ENGLISH ACADEMY**  
"ORGANIZACIÓN DE CALIDAD - CON CALIDAD FORMAMOS"  
 POR UN MEXICANO BILINGÜE, A.C.  
 R.F. C. LIND-13070-026  
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## PAST PERFECT TENSE

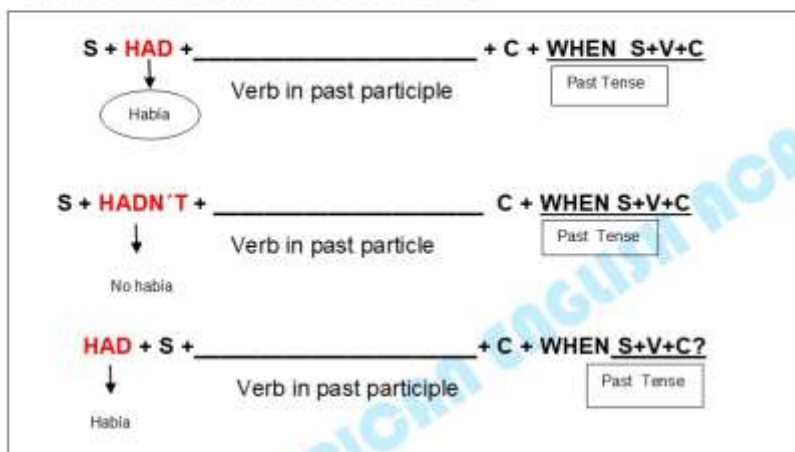
The **past perfect** tense is a past action or condition which **was completed** before another past action or condition occurred.

An action happened first in the past and a second action happened after.

It's usually expressed by a time clause with "when + past action".

<b>Past perfect</b>	<b>Past tense</b>
1 <sup>st</sup>	2 <sup>nd</sup>
An action happened first	Second action happened later

## Structure of Past Perfect Tense



Examples:

**1. My father had already gone to work WHEN I woke up this morning.**

1<sup>st</sup> action

2<sup>nd</sup> action

(Mi papa ya se había ido a trabajar cuando me desperté esta mañana)

**2. I had been at the office for an hour WHEN my boss got there.**

1<sup>st</sup> action

2<sup>nd</sup> action

(Yo había estado en la oficina por una hora cuando llegó mi jefe)

→ → → (Reported speech)

It's sometimes expressed in clauses with say or tell in the past tense.

Examples:

**Fred told me he had gone to Europe twice.**

(Fred me dijo que había ido a Europa dos veces)

**Susan said she had driven for 2 years.**

(Susana dijo que ella había manejado por dos años)

**NOTE:**

When the sentence begins with the time clause with **"when"** a comma is necessary.

Example:

**When I woke up this morning, my father had already gone to work.**

(Cuando desperté esta mañana, mi papá ya se había ido al trabajo)

**HAD JUST + VERB**  
 (Past participle)



**"Had just"** can be translated "Acababa de"

Examples:

**My father had just left home WHEN I got up this morning.**

Mi papá **había justo salido** de casa cuando me levanté esta mañana.

Mi papá **acababa de salir** de casa cuando me levanté esta mañana.

**Peter had just paid for his car WHEN he traveled to Europe.**

Peter **había justo pagado** su carro cuando él viajó a Europa.

Peter **acababa de pagar** su carro cuando él viajó a Europa.

## 2. Book 7 - Unit six Past Perfect Tense - pages 37-43:

## UNIT SIX

## PAST PERFECT TENSE

## CHORAL REPETITION A

1. Did you get to the airport in time to tell your friends good-bye yesterday?  
No, I didn't. They'd already *gone* when I got there.  
(They *had* already *gone* when I got there.)  
Their plane *had* just *left*.
2. *Had* Doris *learned* how to cook when she got married?  
Yes, *she had*. She was already a very good cook.
3. *Had* you *been* here very long when the teacher came today?  
No, I *hadn't*. I'd just *gotten* here when (he) (she) came in.
4. Mr. Elliott *had* never *been* sick before his heart attack, *had* he?  
No, *he hadn't*. He'd always *been* very healthy.
5. How long *had* you *known* your boss when you started working for him?  
I'd *known* him for a long time. He's an old friend of my family's.
6. Was Mr. Marshall at his office when you called him?  
No, he wasn't there. He'd *gone out*, and his secretary *said* she *didn't* know where he'd *gone*.

Repeat these contractions after your teacher.

I'd . . . . I had	there'd . . . . there had
you'd . . . . you had	we'd . . . . we had
he'd . . . . he had	they'd . . . . they had
she'd . . . . she had	
it'd . . . . it had	

## EXERCISE I A

Example: a) When I got up this morning, my father had already left.

(my brother-in-law)

When I got up this morning, my brother-in-law had already left.

- |                      |              |
|----------------------|--------------|
| 1. my oldest brother | 3. my sister |
| 2. my uncle          | 4. my cousin |

b) The Stevenses had just finished lunch when their son got home.

*(the telephone rang)*

They'd just finished lunch when *the telephone rang*.

- |                       |                         |
|-----------------------|-------------------------|
| 1. I called them up   | 3. the telegram came    |
| 2. it started raining | 4. the earthquake began |

c) Did you say you hadn't had a vacation since last year?

*(bought a new suit)*

Did you say you hadn't *bought a new suit* since last year?

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1. gone out of town             | 3. gotten a letter from the Collinses |
| 2. written to your grandparents | 4. seen a good play                   |

d) How long had Mr. Fitzgerald been here when you first met him?

*(the Bakers)*

How long had *the Bakers* been here when you first met them?

- |                           |                        |
|---------------------------|------------------------|
| 1. Ruth Powell            | 3. Dr. White           |
| 2. Mr. and Mrs. Schroeder | 4. the Morgan brothers |

e) Jim told me there'd never been a chemist in his family.

*(painter)*

He told me there'd never been a *painter* in his family.

- |              |            |
|--------------|------------|
| 1. pianist   | 3. priest  |
| 2. policeman | 4. teacher |



**EXERCISE II A**      Change these sentences as in the examples.

**Example:** a) The Kowalskis left the party early last night.

*(already ... when I got there)*

They'D *already* LEFT *when I got there*.

b) How long have you known Miss Ogden?

*(when you started studying here)*

How long HAD you KNOWN her *when you started studying here?*

1. June Russell practices law in Duluth, Minnesota.  
*(for several years when she got married)*
2. Have you decided where you want to go tonight?  
*(already ... when you asked me to go out with you)*
3. I finished my homework early last night.  
*(when you called me up)*
4. Jim didn't graduate until last year.  
*(n't ... yet when he got his first job)*
5. My cousin has been to Europe six times.  
*(three times when he finished school)*
6. Mrs. Romero has taken five courses here.  
*(three courses when her first child was born)*
7. Did that car use to belong to your uncle?  
*(very long when you bought it)*
8. How long has Mary Ann worked for her brother-in-law?  
*(when she got her first raise)*
9. Betty's father is a doctor.  
*(for four years when she was born)*
10. Arthur Fuller got his law degree two years ago.  
*(already ... when he decided to study English)*

**CHORAL REPETITION B**

1. Did your boss get to the office early yesterday?  
Yes, he did. He'd *already been working* for an hour when I got there.
2. Do you know how long the Finns *had been living* in Panama when their first child was born?  
Yes, I do. They'd been there for three years.

3. *Had your brother been working on a commission very long when they started paying him a fixed salary?*  
*No, he hadn't. He'd only been working on a commission for a few months.*
4. *How long did Irma tell you she'd been writing to her friends in England?*  
*She said she'd been writing to them for the last four years.*
5. *Mr. and Mrs. Blake were teaching here when you met them, weren't they?*  
*Yes, they were. They'd already been teaching here for several years.*

### EXERCISE I B

**Example: a)** Steve said he'd been trying to get a scholarship since last year.  
*(learn to play the clarinet)*  
 He said he'd been trying to *learn to play the clarinet* since last year.

- |                     |                        |
|---------------------|------------------------|
| 1. get a better job | 3. sell his stereo set |
| 2. pay for his car  | 4. stop smoking        |

**b)** I didn't know your uncle had just begun to work for Mr. Jones.  
 I thought he'd been working for him for many years.  
*(for 15 years)*  
 I thought he'd been working for him *for 15 years*.

- |                    |                            |
|--------------------|----------------------------|
| 1. for a long time | 3. for eight or nine years |
| 2. since 1945      | 4. since 1960              |

### EXERCISE II B Change these sentences as in the example.

**Example: a)** Dr. Jenkins has been driving for 20 years.

*(for 18 years when he had his first accident)*

**He'D BEEN DRIVING for 18 years when he had his first accident.**

- Gus was going to school in Europe when his father died.  
*(for six years)*
- I tried to call Mr. Martin several times yesterday.  
*(for about an hour when he called me)*
- My brother-in-law was paying for his house when he got married.  
*(for four years)*

4. Jane said she was taking piano lessons.  
(since 1965)
5. How long has Mr. Nichols been selling cars?  
(when he sold you your Chevrolet)
6. The Craigs told my father they weren't living on Jackson Ave. any more.  
(-n't ... for the last three months)

**EXERCISE III** Change these sentences as in the examples.

**Example:** a) How long HAD the O'Neills LIVED in their new house when they bought their car?

How long HAD the O'Neills BEEN LIVING in their new house when they bought their car?

b) HAD you BEEN SPEAKING English very long when you got your first job?

HAD you SPOKEN English very long when you got your first job?

**(CLOSE YOUR BOOK.)**

1. How long had you read last night before you got sleepy?
2. Mr. Forter said his wife had been losing a lot of weight lately
3. Had your brother practiced medicine very long when he got married?
4. Where did you say Mr. Cohen and his wife had been living for the last few years?
5. Mary had studied music for ten years when she had to stop studying it.
6. Sally told me Tom had been asking her for a date almost every night lately
7. How long did you say your mother had worn glasses?
8. Mike hadn't been working very long when they gave him his first promotion.
9. Marjorie told me her brother hadn't felt well since his accident.
10. Did you say you'd been missing your bus almost every day lately?

**EXERCISE IV**

Answer each of these questions with one complete sentence. Use the **PAST PERFECT TENSE** in every answer.

**(CLOSE YOUR BOOK.)**

1. How long did you say you'd been studying English?

2. Had you been born when your parents moved into the house they're living in now?
3. Who'd been giving you private lessons in English before you decided to come here?
4. How long had your sister had her watch when she lost it?
5. Mr. Campos hadn't been in Course 6 very long when his teacher told him to repeat Course 5, had he?
6. You'd already had the measles and the mumps when you finished grade school, hadn't you?
7. How long had you been looking for a job when you got the one you have now?
8. Did you say there hadn't been any weddings in your family recently?
9. When you called Mr. Turner the other day, where did his secretary tell you he'd gone?
10. Where did you say you'd been having lunch lately?
11. Mr. Hopkins hadn't been feeling very well for a long time when he had his heart attack, had he?
12. Had Miss Jenson taken all the courses at this school when she got her certificate?
13. Hadn't you just finished school when you got your first job?
14. How long had George been selling cars when he began selling insurance?
15. You'd already done your homework when you ate supper last night, hadn't you?

### EXERCISE V

Answer each question with **TWO COMPLETE, LOGICAL** sentences.

**(CLOSE YOUR BOOK.)**

1. Does the sun ever shine when it's raining?
2. Is somebody in this class smoking?
3. Was it cloudy when you woke up this morning?
4. Who's going to drive you home tonight?
5. Have you ever drunk tea for breakfast?
6. You haven't been going dancing much lately, have you?
7. Why did you say you thought your cousin was going to lose his job?
8. Did you get sleepy when you were watching television last night?
9. Did you say your watch had stopped?
10. Had you taught yourself to type when you started studying English?
11. Shall we write these answers for homework?
12. Do you think you might have to learn to say the multiplication tables in English before you finish this course?

13. Did you think it would be easy to learn English?
14. When are you going to bring the homework you forgot to bring today?
15. Why couldn't your boss hire any more people last year?
16. Most parents won't let their children go out by themselves at night, will they?
17. Do you know how much it's going to cost you to fly to Dallas?
18. You didn't use to understand what people said to you in English, did you?
19. Did you have to hand in much homework last term?
20. Some students speak louder than others, don't they?
21. I wonder why the stores don't stay open later.
22. Can you make yourself understood better now than you could last year?
23. How long had it been raining when you went to bed last night?
24. Why did the doctor say he thought you'd been getting tired so often lately?
25. What's the name of the town your grandparents used to live in?
26. Are your mother and father from the same place?
27. When you were in Course 4, were you able to make yourself understood in English?
28. Has it been very long since you had a cold?
29. Your watch stopped last night, didn't it?
30. Have you always tried to do your homework yourself?

#### DIALOG II

- A. How long had you been waiting for your bus when I saw you this morning?
- B. I hadn't been waiting very long. I'd just gotten to the corner.

#### DICTATION III

### 3. Homework: Video

[www.ted.com](http://www.ted.com) *The best gift I ever survived*

BOOK 7

Teacher Raquel Escutia ha publicado una nueva tarea: B7(S1) - Stacey Kramer the best gift I ...

Publicado: 7 nov 2021 (Última modificación: 13:00)

1. In 20 lines describe what the video is about.
2. Would you like to get a gift like this? Explain (3 lines)
3. What do you learn from this video for your life? (5 lines)
4. What do you want to do with your life after watching this video? (3 lines)

0 Entregadas 0 Asignadas

**TED** TED: Oh no  
<https://www.ted.com/talks/s...>

### 4. Video: <https://www.youtube.com/watch?v=-TrE6VdtgLE>

Past Perfect Tense - YouTube

youtube.com/watch?v=-TrE6VdtgLE

TRE6VDTGLE

ACCEDER

amazon

Hot Sale Amazon

COMPRAR

Tapete Piazza (1) Mobium

COMPRAR AHORA

Past Perfect Tense in English Conversation

English Speaking Course

\$5.704 vistas · hace 9 meses

Past Perfect Simple | ENGLISH GRAMMAR VIDEOS

FitWay English

19K232 vistas · hace 4 años

PAST PERFECT TENSE | English grammar lesson and exercise

Past

Pasado perfecto

Trábelos

24,952 NO ME GUSTA COMPARTIR GUARDAR

09:34 a. m. 27/05/2022

**5. Dialog: <https://www.misterguru.web.id/2019/04/past-perfect-tense-dialog-and-exercise.html>**

Past Perfect Tense dalam Dialog

- ALDO: "I'm sorry you couldn't come to the play with me last night, Nina."
- NINA: "I'm sorry too, Aldo, but *I'd already made other arrangements before you invited me.*"
- ALDO: "I know. *But if you'd been able to come, you would have enjoyed it very much.*"
- NINA: "Was it a good play?"
- ALDO: "Yes, it was a good play, but there's another reason why you would have enjoyed yourself."
- NINA: "Why would I have enjoyed myself, then?"
- ALDO: "Because it was so funny?"
- NINA: "But it wasn't a comedy, was it? *I thought that they'd decided to do a drama.*"
- ALDO: "That's right! *They'd decided to do a serious drama, and they did a drama! But they hadn't prepared the play properly.*"
- NINA: "And so, it became funny?"
- ALDO: "Yes! I laughed till I cried. *Until I saw that play last night, I hadn't realized that a serious drama could be so amusing.*"
- NINA: "Oh, please tell me all about it, Aldo."
- NINA: "What happened?"

- ALDO: "At the beginning of the play, there was nobody on the stage. Then, one of the actors entered, and sit on a chair."
- NINA: "Oh please, Aldo. Don't laugh! Tell me what happened."
- ALDO: "*Well, he'd just sat down when someone knocked at the door. He turned around suddenly - and the chair broke!*"
- NINA: "Oh dear! *And by that time, he hadn't spoken a word, I suppose.*"
- ALDO: "No. Everybody laughed. *The actor who was knocking at the door hadn't heard the crash, so he knocked again. The actor who had broken the chair called out: "Come in!" The first actor hadn't got up from the floor when the second one came in and started to laugh too!*"
- NINA: "And then what happened?"
- ALDO: "When they removed the broken chair, the play really began."
- NINA: "*But you said that the actors hadn't learnt the play properly. Tell me about that!*"
- ALDO: "A little later, at one of the most interesting moments in the play, one of the actors forgot what to say next. He couldn't remember what to say, and nobody helped him."
- NINA: "Oh, poor man! What did he do?"
- ALDO: "*After he'd stood there for a few moments, he started to speak again, but they weren't the right words. Because he hadn't said the right words, the other actors didn't know what to say next.*"



NINA: "And I suppose everyone laughed again!"

ALDO: "Yes, and *when they'd started to laugh, they couldn't stop laughing during the rest of the play*. The actors made a lot more mistakes, and people laughed more and more. It was a wonderful play!"

### 6. Interactive Material - Communicative Game:

<https://wordwall.net/es/resource/4563053/ec-b4-12a-past-perfect-conversation-questions>

The screenshot displays a Wordwall interactive game interface. At the top, the Wordwall logo and navigation links (Inicio, Características, Planes De Precios, Iniciar Sesión, Registrarse) are visible. The main content area features a question: "What countries had you wanted to visit when you were a child?" with a timer of 0:30. Below the question are seven numbered cards (2-7) that can be dragged into the question box. The interface also includes a "Cambiar plantilla" button and a sidebar with interactive options like "Aspirar la caja" and "Rueda del azar". The bottom of the screen shows the Windows taskbar with the date and time (08:41 a.m., 27/03/2022).

**7. Communicative Activity:** <https://www.teach-this.com/images/resources/the-other-half.pdf>



#### Activity Type

Reading, writing, listening and matching activity, pair work

#### Focus

Past perfect

#### Aim

To complete and match sentences in the past perfect tense.

#### Preparation

Make one copy of the two worksheets for each pair of students and cut as indicated.

#### Level

Intermediate (B1)

#### Time

35 minutes

#### Introduction

In this past perfect activity, students complete and match sentences in the past perfect tense.

#### Procedure

Give each student a copy of the first worksheet.

Tell the students to think about how the 14 sentences might be continued.

Then, give the students time to complete the sentences in the past perfect tense using their own ideas.

Next, divide the students into pairs.

Have the students compare their sentences by reading them to each other.

After that, give each student an A or B worksheet.

Tell the students to keep their worksheets secret.

Student A starts by reading the first sentence half to Student B.

Student B listens and tries to find the other half of the sentence.

When Student B thinks they have found a matching ending, they read it to Student A.

When both students agree the two halves match, they mark the matching number or letter next to the sentence.

This continues until all the sentences halves have been matched.

Afterwards, check the answers with the class.

#### Answer key

1. f 2. n 3. l 4. h 5. j 6. l 7. b  
8. e 9. d 10. m 11. a 12. g 13. k 14. c

The students then check how many sentences were the same as what they wrote on the first worksheet.

Get feedback to see which pair got the most identical sentences.

**Complete the sentences in the past perfect tense using your own ideas.**

1. I couldn't find the restaurant because .....
2. I failed the English exam because .....
3. I argued with my girlfriend because .....
4. I couldn't eat the steak because .....
5. I didn't wake up on-time because .....
6. I couldn't catch the flight because .....
7. I bought a new phone because .....
8. I couldn't go swimming because .....
9. I couldn't find my flash drive because .....
10. I couldn't read the e-mail because .....
11. My phone didn't work because .....
12. I didn't recognize my friend because .....
13. I wanted to watch the film because .....
14. I didn't want to go to the pub because .....


**Complete the sentences in the past perfect tense using your own ideas.**

1. I couldn't find the restaurant because .....
2. I failed the English exam because .....
3. I argued with my girlfriend because .....
4. I couldn't eat the steak because .....
5. I didn't wake up on-time because .....
6. I couldn't catch the flight because .....
7. I bought a new phone because .....
8. I couldn't go swimming because .....
9. I couldn't find my flash drive because .....
10. I couldn't read the e-mail because .....
11. My phone didn't work because .....
12. I didn't recognize my friend because .....
13. I wanted to watch the film because .....
14. I didn't want to go to the pub because .....

**Student A**

Read the first part of each sentence to your partner. Your partner will try to find the matching ending and read it to you. When you both agree the two halves match, write the corresponding letter next to the sentence.

1. I couldn't find the restaurant because... ..
2. I failed the English exam because... ..
3. I argued with my girlfriend because... ..
4. I couldn't eat the steak because... ..
5. I didn't wake up on-time because... ..
6. I couldn't catch the flight because... ..
7. I bought a new phone because... ..
8. I couldn't go swimming because... ..
9. I couldn't find my flash drive because... ..
10. I couldn't read the e-mail because... ..
11. My phone didn't work because... ..
12. I didn't recognize my friend because... ..
13. I wanted to watch the film because... ..
14. I didn't want to go to the pub because... ..

**Student B**

Listen to your partner read the first part of each sentence. Try to find the matching ending and read it to your partner. When you both agree the two halves match, write the corresponding number next to the sentence.

- a. ...I had forgotten to charge it. ....
- b. ...my friend had recommended it. ....
- c. ...I had gone there last night. ....
- d. ...somebody had stolen it. ....
- e. ...I had left my swimsuit at home. ....
- f. ...I had lost the directions. ....
- g. ...she had put on a lot of weight. ....
- h. ...the chef hadn't cooked it enough. ....
- i. ...she had come home late. ....
- j. ...I had forgotten to set the alarm. ....
- k. ...I had seen great reviews. ....
- l. ...I had left my passport at home. ....
- m. ...I hadn't brought my glasses. ....
- n. ...I hadn't studied enough. ....



## 2.05 A Video That Shows You are Giving a Class as an Application of your Lesson Plan

[https://drive.google.com/file/d/17LdwYd5yEOUTf\\_OnH4LJDb5f2Vkjzejc/view?usp=sharing](https://drive.google.com/file/d/17LdwYd5yEOUTf_OnH4LJDb5f2Vkjzejc/view?usp=sharing)

### Chapter 3: Description and Analysis

#### 3.01 Description and Analysis of the Lesson Plan

*Title of my Lesson Plan: Teaching Past Perfect Tense Using Integrated Skills Through Audio-Lingual Method, Attention Theory, P.P.P Method, and Communicative Techniques*

In this moment I begin to use Bottom-Up process to develop Linguistic Competence, Grammatical Competence (Form - Meaning), and developing Micro-Skills.

##### *Session 1*

SKILL	ACTIVITIES	RATIONALE	ASSESSMENT
	1- The teacher writes the <b>Topic and Purpose</b> of the class.	<b>Activation of student's content schema</b>	Formative Observation of process
Writing	2-The teacher <b>writes the note "Past Perfect Tense"</b> on the board, and students copy it.	<b>Attention Theory P.P.P Method Form-Meaning</b>	Formative Observation of product Checklist
Listening	3-The teacher <b>explains the note and asks if there is any question</b> about the topic.	<b>Attention Theory P.P.P Method Negotiate Meaning Communicative Interaction</b>	Formative Observation of process

		English for real writing	
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### Session 2

SKILL	ACTIVITIES	RATIONALE	ASSESSMENT
Listening Speaking: Pronunciation Rhythm Intonation	1-The teacher reads the <b>Choral Repetition</b> from the book and students repeat after her.	<b>Audio-Lingual Method</b> <b>Cultural Awareness</b>	Formative Observation of process
Reading	2-The teacher indicates to <b>underline had + verb (in past participle)</b> in the Choral Repetition to focus their attention on the structure.	<b>Attention Theory Form</b>	Formative She asks about what they underlined orally Gives Feedback to participation Observation of product
Reading	3- The students <b>read and translate</b> the Choral Repetition one by one	<b>Form-Meaning</b>	Formative Observation of product Gives feedback to participation
Speaking Pronunciation	4-Teaches and practices <b>contraction of had='d</b>	<b>Audio-Lingual Method</b>	Formative Observation of process
Speaking	5- The students do some <b>Structural exercises</b> orally and <b>translate only the example</b>	<b>Audio-Lingual Method</b> <b>P.P.P</b> <b>Attention Theory</b>	Formative Observation of process Gives Feedback to participation
Speaking	6- The students <b>produce sentences</b> by themselves	<b>P.P. P</b> <b>Comprehension and Expression Strategies</b>	Formative Gives Feedback to participation
Writing	7- Students do a <b>written exercise</b> from their book	<b>Audio-Lingual Method</b> <b>Controlled writing</b>	Formative Observation of product

		<b>Recycling their knowledge</b>	Checklist Teacher gives feedback
	<b>8-</b> The teacher gives Exercise I for <b>homework</b>	<b>Audio-Lingual Method Form Attention Theory</b>	Formative Observation of product Checklist Teacher gives feedback

### Session 3

<b>SKILL</b>	<b>ACTIVITIES</b>	<b>RATIONALE</b>	<b>ASSESSMENT</b>
	<b>1-</b> The teacher recapitulates the class	<b>Attention Theory Grammar Focus Working Memory</b>	Formative Observation of process
Listening Speaking	<b>2-</b> They will do a “ <b>close your book</b> ” oral activity	<b>Audio-Lingual Method Attention Theory P.P.P Processing Sound-Meaning</b>	Formative Observation of process Gives Feedback to participation
Listening Speaking	<b>3-</b> They will do another “close your” oral activity, using Past Perfect Tense	<b>Attention Theory Audio-Lingua Method Processing Sound-Meaning</b>	Formative Observation of process Gives Feedback to participation
Listening Speaking	<b>4-</b> They will do exercise IV another “close your book” to practice speaking in general	<b>Top-Down process Macro-Skills Audio-Lingual Method</b>	Formative Observation of process Gives Feedback to participation
Listening Writing	<b>5-</b> They will watch a video for homework <a href="http://www.ted.com">www.ted.com</a> The best gift I ever survived. They will present a talk the next day.	<b>Top-Down process Macro-Skills</b>	Formative Observation of product Checklist

**Session 4**

<b>SKILL</b>	<b>ACTIVITIES</b>	<b>RATIONALE</b>	<b>ASSESSMENT</b>
Speaking Pronunciation Rhythm Intonation	<b>1-</b> The students will <b>practice a dialog in couples.</b>	<b>Communicative Technique Social Interaction</b>	Formative Observation of process
Speaking (Oral Production) Accuracy Fluency  Listening	<b>2-</b> The student will <b>present their talk</b> in front of the class and the others will listen.	<b>Communicative Technique</b>	Formative Observation of process Rubric Checklist

**Session 5**

<b>SKILL</b>	<b>ACTIVITIES</b>	<b>RATIONALE</b>	<b>ASSESSMENT</b>
Speaking Vocabulary	<b>1-</b> The teacher writes <b>new vocabulary</b> from the talk	<b>Meaning Collocation Register</b>	Formative Observation of process Gives Feedback to brainstorming
Speaking Pronunciation	<b>2-</b> Pronunciation of the new words	<b>Audio-Lingual Method</b>	Formative Observation of process
Speaking (Communicative Competence)	<b>3-</b> The teacher <b>asks the students about their opinions, emotions, feelings, and obstacles</b> to prepare this talk.	<b>Social Interaction “to develop skills for communicating in Socially Acceptable ways”</b> (Bygate, 1987).	Formative Teacher assesses her performance to improve her class



In this moment I begin to use Top-Down process, and Communicative Techniques to develop Communicative Competence and to have a balance between Micro-Skills and Macro-Skills.

### ***Integrating Communicative Competence to my Teaching Methodology***

#### **Session 6**

<b>SKILLS</b>	<b>ACTIVITIES</b>	<b>RATIONALE</b>	<b>ASSESSMENT</b>
Listening	<b>1-</b> The students will <b>watch a video</b> in class about Past Perfect Tense.	<b>Communicative Technique</b>	Formative Observation of process
Reading Speaking (Conversation)	<b>2-</b> They will <b>read and practice a dialog in couples</b> to practice Past Perfect Tense.	<b>Communicative Technique</b>	Formative Observation of process
Reading Speaking	<b>3-</b> They will <b>play in the computer an interactive game</b> to practice Past Perfect Tense.	<b>Communicative Technique</b>	Formative Observation of process Gives Feedback to oral participations
Writing	<b>4-</b> The students have to <b>write the questions and answer them.</b>	<b>Attention Theory Grammar Focus</b>	Formative Observation of product Checklist Teacher gives Feedback

### Session 7

SKILL	ACTIVITIES	RATIONALE	ASSESSMENT
Writing	1-The students will do a <b>communicative activity</b> answering a work sheet.	<b>Attention Theory</b> <b>Focus on form</b> <b>Communicative Technique</b>	Formative Observation of product Checklist
Speaking	2- The teacher gives them a second sheet about the <b>same communicative activity, A to one student and B to the other</b> and they have to work in couples to get the answers of both sheets.	<b>Communicative Technique</b>	Formative Observation of process
Listening Speaking (Communicative Competence)	3- The teacher thanks the group for these seven hours of classes.	<b>Communicative Activity</b> <b>Social Interaction</b>	Teacher gets feedback from the students

### 3.02 Outcomes of the Lesson Planning

All the activities I presented in this integrated activity lesson plan worked very well, the outcomes gotten from session one to session five were the expected ones, very good, because I have been working with them and improving them every semester.

Efficiency level is a very important aspect of my teaching and I try to achieve it the best I can.

We use some techniques through Top-down process; however almost 75% of the activities we carry out use Bottom-up process as I already mentioned the level of efficiency using this process is very high and the teachers can do a lot of activities in a short period of time. Students want to learn as quickly as possible.

Regarding to the outcomes from sessions six and seven; I can say that students liked these kinds of activities, I observed they enjoyed the social interaction with his/her classmate, and they had a real communication with his/her classmate. I cannot say yet that they developed Communicative Competence because it will be developed through time and practice.

What follows after this experience is a great effort to implement more the Top-down process in our classes; the biggest obstacle to overcome is time. I need to find the way to complement my classes with more Communicative strategies because the purpose of these strategies as Littlewood cited is "The purpose of functional communication activities is to prepare and enable learners to get their meaning across effectively, and the main measure of success is the student's ability "to cope with the demands of the immediate situation" (Little Wood (cited in Bygate, 1987), and I need to do it in the same period of time.

## **Chapter 4: Conclusions**

After doing this project I got to a lot of conclusions that I want to share with you; since it is very important to me to make a deep analysis of my actions to learn more about myself.

I consider that learning about the fundamentals of English Teaching as a foreign language is of great help for me. Since I began this Specialization, I have been able to link and discover what approaches, theories, hypothesis, techniques, and concepts I use when I carry out my practice. As a teacher it is very important to know the concepts of all the activities, I perform in my practice so that I can manipulate them to get the best benefit of them ;in other words, I can have the rationale behind my actions.

I have found in this Specialization that I am a very structured person who likes cognitive processes ; therefore, my teaching philosophy is oriented in that direction too.

To know what approaches, theories, techniques and processes I use when teaching will help me to improve myself.

Now I know that I teach using Audio-Lingual Method in my academy, which is an aural-oral approach and has excellent outcomes and a very high level of efficiency.

In second place I use Attention theory so that the students can be aware of the pattern they are learning and focus their attention on it.

I also use P.P.P approach (Presentation, Practice and Production) which is a very good approach too.

I teach using Bottom-up process and I associate it with Gordon Pask “Pask identified two different types of learning strategies: - Serialists – Progress through a structure in a sequential fashion and – Holists – Look for higher order relations”. (Pask G. , s.f.).

I consider that in order to develop Macro skills I need to develop Micro skills first, which may not be accepted by all the teachers; but it has worked very well for me. The students need to get some bases first in order to perform more complete and difficult activities.

I have learned that I use a lot of Pre-communicative activities and structural exercises; in brief I have discovered the rationale behind my teaching as I already mentioned.

I think that the most important finding I have done through this months of specialization is that I have found what I needed in order to improve my teaching.

I have realized that my students need to develop more Communicative Competence; consequently, I need to work more with communicative Activities. “Communicative activities can also be further sub-divided into functional communication activities, and social interaction activities” (Little Wood (cited in Bygate M. , 1987).

As I have mentioned above, I need to work on Social Interaction activities “The means for giving learners this sort of practice is by creating a “wider variety of social situations and relationships that would otherwise occur” (Bygate M. , 1987).

Regarding integrated skills, I believe that this approach is very complete and maximizes time, resources, knowledge and involves the student into an authentic learning style.

Integrated skill approaches give very good outcomes with a good level of efficiency in a minimum of time.

On the other hand, I also learned how to work in depth with the different macro skills (reading, writing, listening, and speaking) one by one which will be of great help at the moment I need to prepare my students to develop a specific skill with excellence.

After doing this project I realize that I have learned a lot about how to work with the computer, with Word program, with internet and with multimedia technology; on the other hand, I have also realized that I still need to learn much more about it.

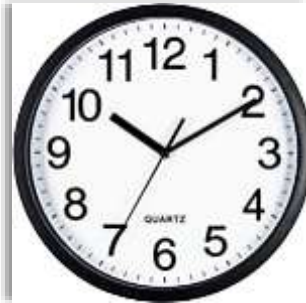
I discovered that I don't know how to work with Word program very well, I only used the basic functions, and I am surprised and astonished at the same time to learn about all the functions that this program can do.

I have learned about the APA style thanks to the feedback of my tutor Alma Delia Garcia, who has given me an excellent feedback in all my assignments.

Now I realize why it has been very difficult for me to study this specialization. I have had to study, analyze, learn, and work with all the contents of this Specialization from the ones I have got to learn a lot; I have had to learn to type using APA style, and at the same time, I have had to learn and update all my knowledge in terms of technology, in order to carry out my assignments.

## Chapter 5: Reflections on the Challenges that I Have Faced in this Speciality

The challenges I have faced in this speciality have been:



**I) LACK OF TIME**



**II) LACK OF KNOWLEDGE  
ABOUT COMPUTER  
PROGRAMS**



**III) LACK OF KNOWLEDGE  
ABOUT INTERNET**

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Sonia Josefina Escórzaga Heredia

**DECLARATION LETTER:**

I declare that the following ASSIGNMENT " " 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 unacceptable 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](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/~wwwjhb/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."<sup>1</sup>

*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.*

<sup>1</sup> EEAILE-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](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf)