

UNIVERSIDAD PEDAGÓGICA NACIONAL

**UNIDAD AJUSCO
PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“ENFOQUE TRANSVERSAL DE ACTIVIDADES EN LA
EDUCACIÓN MEDIA SUPERIOR CON ÉNFASIS EN LA
SIMILITUD VERTICAL DEL CONTENIDO
LINGÜÍSTICO”.**

TRABAJO RECEPCIONAL

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

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NATIONAL PEDAGOGICAL UNIVERSITY

**AJUSCO UNIT
EDUCATIVE INTERVENTION PROPOSAL**

**“TRANSVERSAL APPROACH OF ACTIVITIES IN
MIDDLE HIGH EDUCATION WITH EMPHASIS ON THE
VERTICAL SIMILARITY OF LINGUISTIC CONTENT”.**

RECEPTIONAL WORK

**TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A
FOREIGN LANGUAGE, ONLINE MODALITY**

PRESENTS:

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México, DF. June 20th, 2022.

Abstract

The cycle that the contents present in English as a foreign language at Secondary, Upper Secondary and Higher Education levels, together with the sequential approach to grammatical topics in accordance with what is established in the descriptors of the Common European Framework of Reference for Languages levels, lay the groundwork to rethink strategies in the approach. Taking as reference the grammatical similarities in Spanish, English and different verb tenses as in past and present continuous, and using methodology and characteristics of Job embedded learning, the following pedagogical proposal was designed. The selected activities and the process were carried out under the flipped classroom and communicative approach model. The theoretical aspects were based on the hypotheses of Stephen Krashen. Interculturality with an emphasis on gender equality was taken as a transversal activity present in all activities. As a result, the elaboration of two booklets was obtained with a significant mobilization in grammar and skills development. However, there was a setback due to the motivation of the students during the activities, which forced the process to be redirected.

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Abstract

The cycle that the contents present in English as a foreign language at Secondary, Upper Secondary and Higher Education levels, together with the sequential approach to grammatical topics in accordance with what is established in the descriptors of the Common European Framework of Reference for Languages levels, lay the groundwork to rethink strategies in the approach. Taking as reference the grammatical similarities in Spanish, English and different verb tenses as in past and present continuous, and using methodology and characteristics of Job embedded learning, the following pedagogical proposal was designed. The selected activities and the process were carried out under the flipped classroom and communicative approach model. The theoretical aspects were based on the hypotheses of Stephen Krashen. Interculturality with an emphasis on gender equality was taken as a transversal activity present in all activities. As a result, the elaboration of two booklets was obtained with a significant mobilization in grammar and skills development. However, there was a setback due to the motivation of the students during the activities, which forced the process to be redirected.

Introduction

Making an analysis of English Programs currently establish by DGETI. It was possible to observe that the topics that have grammatical similarities not only in English but also in Spanish were also addressed in different tenses and not only that, but in different semesters. Taking as example simple in the first semester during the first and second partials and past simple in the second semester during the first and second partials. Present continuous first semester third partial and past continuous second semester third partial. It made a great possibility of taking advantage of these characteristics and similarities and addressing them simultaneously and with evaluation standards based on performance matrices of an integrating product divided by specific skills. In order to achieve all this a sequence of step was made. First, the plans and programs had been studied, then, the context and the materials previously used. After that, the approaches and methodologies previously implemented and recommended by the system. A specific analysis of the result in grades of achievements of previous generations was made in order to have information to compare the results.

It was necessary to make a list with all the topics by semester and with that information make a taxonomy proposal of goals and objectives first as general and then by semester and by partial to make sure that nothing was left behind. By doing that, it was clear the possibility to make a list of topics and skill to work with and when. At this moment a problem arose, and that was the need of validating mesh which will give the certainty that all activities planned match the characteristics, the skills, the level and pretended outcome, this mesh was made with information from the second and third modules.

A plan template was needed at this moment and of course the system provided a specific one to fill their expectations, but it was necessary to make some adjustments to fit this proposal needs. The problem here again was the time so the approach and methodology had to change and given the circumstances, the Flipped Classroom Model was implemented. For all the

activities we use short videos, and small activities, the videos in which something is explained have to be under the 5-minute length. And those videos which will serve for an activity must be under 1-minute length. The asynchronous activities were planned to be fulfilled in 30-minute maximum, and the class activities were divided by 20-minute stages, that means every hour students were faced with three different activities only, and these activities were designed to be assess in three different taxonomy levels to measure mobility of knowledge and skills.

Two booklets were made during this implementation. The first one a digital book with a PDF format in which hyperlinks were attached to pictures and icons to send students directly to the videos or activities suggested. The second one, a printable book with all the activities that required writing interaction. They both were made in different platforms and design styles, different fonts and sizes. All these materials were shared using the Learning Management System called Edmodo and with the use of different apps like WhatsApp and Facebook.

For this intervention proposal analysis and implementation, it was used the Job-embedded Learning due to the characteristics of the interventions and possibilities in the process. As far for the transversal topic, in this plan, it was the interculturality topic with special emphasis on gender equity. This topic was address with a deductive methodology because form the beginning text and audios were made about this topic but with emphasis on the grammar point, which means they have to acquired data subjectively and later on use that information as a pretext in a specific activity.

All the activities were planned and checked through Hymes' Speaking acronym to see if they fit students need specially on the part of end and instrumentalities. The vocabulary provided was chosen using Krashen's Input Hypothesis. And all the texts were checked with Readability formulas. The grades provided were only for the Performance Based Assessment activities and the grammar were only for self-recognition.

Learning the ropes

This project will start with a text, which, although extensive, reflects and shapes what comes next:

Above all, it is necessary, and here is one of those indispensable knowledge, that whoever that is being formed, from the very beginning of their formative experience, by also assuming themselves as the subject of the production of knowledge, is definitely convinced that teaching is not transfer knowledge, but create the possibilities of its production. If in the experience of my formation, which must be permanent, I begin by accepting that the formator is the subject in relation to which I consider myself as an object, that he is the subject that forms me and I the object formed by him, I consider myself as a patient who receives the knowledge-contents-accumulated by the subject who knows and which is transferred to me. In this way of understanding and living the formative process, I, now the object, will have the possibility, tomorrow, of becoming the false subject of the "formation" of the future object of my formative act. On the contrary, it is necessary that from the beginning of the process it is becoming increasingly clear that, although different from each other, who is formed and formed by being formed. It is in this sense that teaching is not transferring knowledge, content, or forming is the action by which a creative subject gives shape, style or soul to an indecisive and adapted body. (Freire, 2006, p. 24)

Abdul Kalam once said: "Without your involvement you can't succeed. With your involvement you can't fail". Through the years, "...the teaching profession has evolved and become one in which expertise from multiple fields are integrated to support the educational outcomes of all children" (Shaffer & Thomas-Brown, 2015, p. 117). Wood and Killian (1998) define job-embedded learning as "learning that occurs as teachers and administrators engage in their daily work activities" (p.52) ...learning by doing, reflecting on the experience, and then

generating and sharing new insights and learning with oneself and others (Zepeda, 2019, p. 23). There are key attributes of professional job-embedded learning: holds relevance for the adult learners; includes feedback as part of the process; supports inquiry and reflection; facilitates the transfer of new skills into practice; combats isolation; promotes collegiality and collaboration; supports the ongoing refinement of practice; and, fosters a common lexicon that facilitates conversations focused on improvement. (Zepeda, 2015)

My teaching philosophy was based mainly on two currents: The first is subjectivism, because according to this current, all knowledge is limited to the subject who has it, in this way the teacher can only help to develop the knowledge and abilities that he possesses, the way he considers the best and based on his previous experiences; that is, in one way or another he repeats or contradicts the patterns with which he was brought up. The second is empiricism that emphasizes experience and evidence through the senses. Nevertheless, through this course, the beliefs have changed. Subjectivism is still limited to the subject who has it, but the teacher can learn through teaching, discover new ways to reach the goals and the use of new technologies, that will shape and bring new experiences.

The group to work with is 2AVP. It is formed of 46 students in total, 22 male and 24 female they are between 15 and 17 years old. CBT is 83 which means Technological, Industrial and Services Baccalaureate Center belongs to DGETI (Technological-Industrial Education General Direction), and it depends from SEP (Public Education Secretary) and it has a C.C.T. (Working Center Code) 13 DCT 0276 Z. Students present different English levels due to different schools from origin, but they all have in common that came from a pandemic period in which the lack of face to face classes makes a difference even more notorious. Now they have returned to face-to-face classes during this semester, they make enormous efforts to deliver activities and assignments but they have problems concentrating and meeting the established dates.

Image 1: Working with 2AVP



On DGETI's English program for second semester it is established the total course will have three partials with five weeks on each partial. Every week students will meet teachers during three hours, which gives a grand total of 45 hours. However, this lesson plan is intended to be covered during the third partial (May 9th- June 10th). The week is divided in two classes Monday from 17:00-19:00 hours and Wednesday from 15:00-16:00 hours.

Image 2: DGETI's Activities Calendar

Retrieved from: <http://www.dgeti.sep.gob.mx/>



DGETI request that we grade 40% Procedures, 40% Knowledge and 20% Attitudes. It was chosen to work with a flipped classroom methodology and as a result, it was decided to change the concepts, keeping the percentages but now:

Chart 1: Evaluation grid

Evaluation grid	
Platform (attitudinal)	40%
Conceptual	20%
Procedures	40%
Total	100%

Chart 2: Conceptual grid

Conceptual	
Online test	5%
Conceptual map	5%
Text in the book	5%
Self-evaluation	5%
Total	20%

Chart 3: Attitudes grid

Attitudes (platform)	
1st week	10%
2nd week	10%
3rd week	10%
4th week	10%
Total	40%

Chart 4: Procedures grid

Procedures	
Questions and answers about a population	10%
Recognition of activities and matching with images in a listening track	10%
Audios with student's pictures description past and present	10%
Skimming and scanning activities	10%
Total	40%

It has been decided to work with a cross-cutting (transversal) topic all weeks, this time it is "interculturality", for this all the activities will have texts, audios and participations referring to "Gender Equity" which is a current and pertinent topic for the context in which students live.

In the field of Applied Linguistics to language teaching, "text" is usually seen as a unit of communication in written, spoken or visual form which can be identified in terms of genres that belong to different domain of discourse or interaction (UPN, 2022).

Getting the facts straight

When a second language is addressed, like this time. It is completely understood that a communication process will be carried out. But, what is the meaning of communication in the first place? In the website ThoughtCo. it is stated that:

Communication is the process of sending and receiving messages through verbal or nonverbal means, including speech, or oral communication; writing and graphical representations (such as infographics, maps, and charts); and signs, signals, and behavior. More simply, communication is said to be "the creation and exchange of meaning." (Nordquist, 2019)

Moreover, Maurer (2010) established:

Communication is no longer to be understood as a bridge between subjects. Rather, it is only structurally coupled with consciousness and is thereby bound to its own autopoietic processes. In this way, one can conceive of communication as an emergent reality, which is "desensualized" from subjects. While communication indeed depends on consciousness, it is not reducible to it. (p. 3)

According with the last definitions, communication requires a consensus which is a necessary code that establish criteria in a contextual meaning. A language is the code most commonly used for communication.

Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. (Robins , 2021)

For Saussure, language is an arbitrary system of signs constituted of the signifier and signified. In other words, language is first a system based on no logic or reason. Secondly, the system covers both objects and expressions used for objects. Thirdly objects and expressions are arbitrarily linked. And finally, expressions include sounds and graphemes used by humans for generating speech and writing respectively for communication... Bloomfield's definition of language focuses on the utterances produced by all the people of a community, and hence overlooks writing. Besides, he stresses form, not meaning, as the basis of language... Noam Chomsky says the language is the inherent capability of the native speakers to understand and form grammatical sentences. A language is a set of (finite or infinite) sentences, each finite length and constructed out of a finite set of elements. (Hakim, 2018)

The concept of language learning is linked to the traditional approach to the study of languages and today is still generally practiced in high schools worldwide. Attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language, whose parts are dissected and analyzed. The task requires intellectual effort and deductive reasoning. "The form is of greater importance than communication. Teaching and learning are technical and based on a syllabus". (Schütz, 2021)

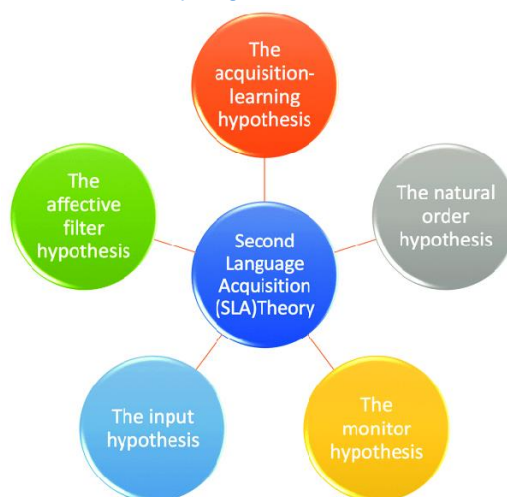
On the other hand,

Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning. It is the product of real interactions between people in environments of the target language and culture, where the learner is an active player. It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge. (Schütz, 2021)

Moreover, it has been decided to work with Stephen Krashen's theory of second language acquisition which consists of five hypotheses shown on image 1, the Acquisition-Learning hypothesis; the Monitor hypothesis; the Input hypothesis; and the Affective Filter hypothesis; the Natural Order hypothesis.

Image 3: Krashen's Second Language Acquisition Theory.

Retrieved from: https://www.researchgate.net/figure/Krashens-Second-Language-Acquisition-Theory_fig1_336902391



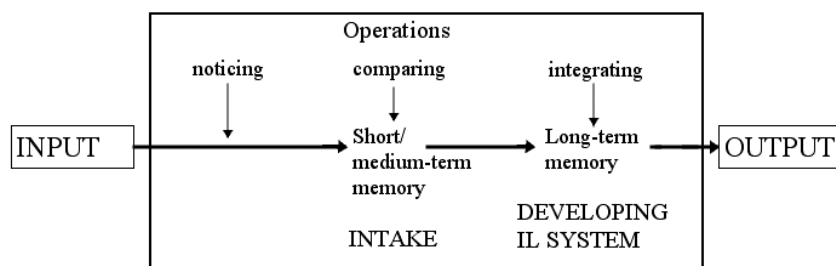
According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence. (Schütz, 2021)

In this lesson plan we have worked with a taxonomic difference on each activity in ascending order, which assimilates and accords with "The process of learning implicit

knowledge". First, work was done establishing a semester competence that incorporates knowledge, skills and aptitudes and that includes all the grammatical contents, and the different skills. Subsequently, the Main Purpose is established, which is the partial objective and this in turn is divided into Specific purposes that are intended to be covered and addressed during a week (three sessions, one hour each).

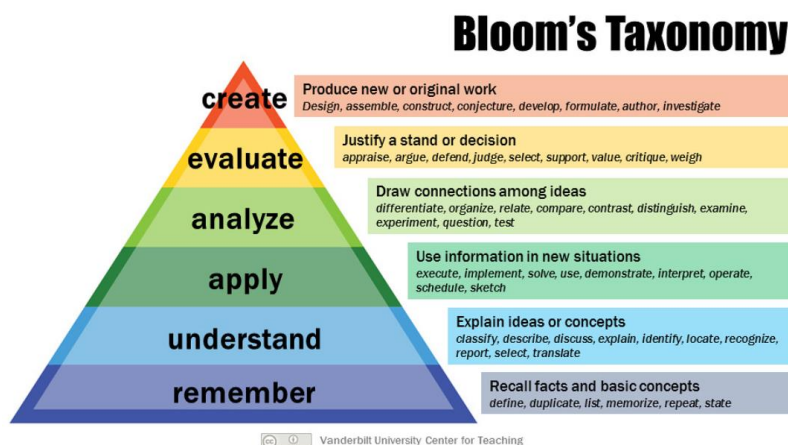
Image 4: The process of learning implicit knowledge.

Retrieved from: <https://www.tesl-ej.org/ej23/a2.html>



The competence and purposes have been set according Bloom's Taxonomy in a lower to higher grade which goes from simple tasks and activities to professional competences passing through capacities and abilities. Forehand (2005) said: "Understanding that "taxonomy" and "classification" are synonymous help dispel uneasiness with the term. Bloom's Taxonomy is a model of classifying thinking according to six cognitive levels of complexity" (p. 2).

Image 5: Bloom's Taxonomy chart



It will work with a communicative approach. As Jabeen (2014) said:

In the contemporary age of high professional requirements such as excellent communicative skills, the need for successful learning of communicative skills of English language suggests communicative ability to be the goal of language teaching.

Communicative approach is considered as the most effective theoretical model in English language teaching since early 1970s. The underlying concept of this approach is that language carries not only functional meaning, it carries social meaning as well.

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And to achieve the above, the context must be understood and analyzed, so on this occasion we will work with the SPEAKING acronym proposed by Hymes. As Manas & Chinmay (2011) recalled:

According Hymes the following aspects are considered to the ethnography of communication study:

S-setting and scene. Hymes has considered that “the setting refers to the time and place while scene describes the environment of the situation.

P-Participants. This refers to who is involved in the speech including the speaker and the audience.

E-Ends. The purpose and goals of the speech along with any outcomes of the speech.

A-Act Sequence. The order of events that took place during the speech.

K-key. The overall tone or manner of the speech.

I-Instruments. The form and style of the speech being given.

N-Defines what is socially acceptable at the event.

G-Genre type of speech that is being given. (p.35)

In this lesson plan, the activities are going to be worked with Flipped Classroom Methodology in the following way: two hours remotely (asynchronous) divided into four activities of thirty minutes each, three activities before class and a follow-up after all the activities. These activities consist of short videos, which lead to an activity in the students' books. Although these activities can be completed in an estimated time of 15 minutes, they are considered 30 minutes for those who want or need to watch the video more than once. The face to face classes are divided into activities of 20 minutes each with a starting phase, knowledge integration, skills development, production, evaluation and a follow up activity.

It has been decided to use the methodology used in the Flipped Classroom, because one of its characteristics is autonomous, distance and asynchronous learning, which from a didactic perspective provides an opportunity to repeat explanations, in this case grammar, and in return, it provides extra hours that, although they are planned with rigorous care, do not affect the face-to-face hours, which allows the three face-to-face hours to be taken to a total of 5 hours of effective work by the students. "Flipped classroom is an active, student-centered approach that was formed to increase the quality of period within class." (Ozdamli & Asiksoy, 2016)

There are many definitions regarding flipped classroom in literature. According to Bishop and Verleger (2013) flipped classroom is a student-centred learning method consisting of two parts with interactive learning activities during lesson and individual teaching bases directly on computer out of lesson. Mull (2012) defined it as a model that provides students prepare themselves for the lesson by watching videos, listening podcasts and reading articles. According to Milman (2012) it is an approach aims the efficiency of

lessons by transferring knowledge to students via videos and podcasts as well as by discussions, group works and applications during course. Toto and Nguyen (2009) expressed that flipped classroom is an approach that increases active learning activities and gives opportunity for student to use his knowledge in class with guidance of teacher. Hamdan and others (2013) explained flipped classroom is not a defined model instead it is a model that teachers use as compensating the demands of students by using different equipment. Since the educators in different countries use flipped classroom with various methods, this caused changing of flipped classroom concept to flipped classroom approach. It is emphasized that this new approach can be used with different learning methods (Flipped Learning Network-FLN, 2014). (Ozdamli & Asiksoy, 2016 p. 99)

Moreover, “Dell Hyme asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately”. (UPN, 2022)

Intercultural competence is quite different from communicative competence.

Communicative competence involves two cultures: your own and the one you are learning (the target language culture). Intercultural competence is less about knowing a lot of culture-specific information about various countries and more about communicating effectively in a range of cross-cultural contexts. (UPN, 2022)

In Mexico, we live in a time when the polarization of the population is evident and lacerating, now more than ever, we categorize and stereotype those who think differently. From the highest levels of government, anyone who tries to break with the stereotype imposed by the ruler in turn is attacked and these actions are imitated in descending order until reaching personal and family treatment. The real problem that we have today due to the diversity of beliefs, stereotypes, categorizations, makes us reflect on the need to include topics in which

students can understand and discover situations in which we are being discriminated or discriminating without knowing it. However, in order to achieve this, we must see education as an articulated entity and the transmitter of culture. The teaching of a second language from its culture and real applications. We need to generate activities that allow living and understanding the traditions and ways of thinking of the target culture or cultures as well as promoting their literature and customs to broaden the vision of the students. It is necessary to understand that we are a global village with specific social, geographical and physical characteristics and that is where cultural richness lies.

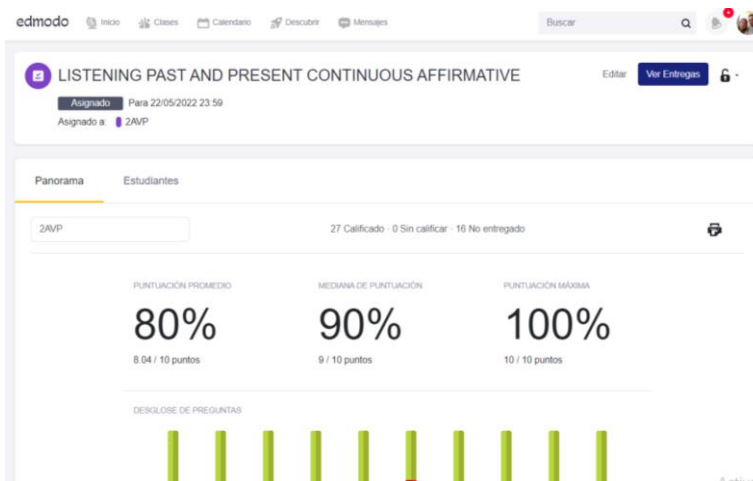
Invest time in languages and intercultural awareness. Focus on becoming part of global citizenry. In exchange for the opportunity to participate everywhere and anywhere in the world you have the obligation to do something productive, which will improve the world. Develop a personal mission, a desire to leave a personal legacy. C.K. Prahalad

The intercultural activity will be carried out in each class with texts, audios and activities alluding to the characters and without being a topic to be addressed directly, it is intended that students indirectly begin to ask questions and make judgments about gender inequality with characters like Malala Yosafesai, Belinda or Tania Eulalia Martinez and on the other hand Ousman Umar, Donald Trump or Eugenio Derbez.

Finally, we will work with evaluation variety: knowledge, procedures and attitudes. For knowledge: diagnostic, procedural and summative. By actors: self-evaluation, co-evaluation and hetero-evaluation. But first of all, the way in which students are evaluated by the traditional system must be considered. It is well known that the approach used must focus on communicative and linguistic skills, but standardized evaluations are what give weight and credibility to the teaching work. That way, evaluation with certification purposes, on the present context, must of the students will take diagnostic test based on standardize certification platforms, some of them created by their own universities language departments but most of

them based on TOEFL.ITP and TOEFL.IBT. Taking this into account, on class students are going to take the grammar quiz with multiple choice questions and sentences to find the mistake, the follow up activity will include another quiz this time for listening and reading comprehension. Both test/quizzes must have the structure of a certification test and the most important thing is that they will not represent an average in their grades, meaning is for practice only, so they feel relieve from the stress of doing it right to get a good grade. However, if they don't take their test the attitudinal activity will not be fulfill, so they have to do it. Perhaps, this is the most important tool for the teacher to know the level of proficiency that students achieve. Another important thing is that this quizzes can be re-taken in class at any time just to make sure that the results match real achievement.

Image 6: On-line activities



Assessment with communicative purposes, the term assessment can be defined as the act of judging or deciding the amount, value, quality or importance of something, or the judgment or decision that is made "...the term assessment can refer to two different activities: (a) the mere gathering of information (measurement) and (b) the use of that information for institutional and individual improvement (evaluation)" (Astin & Lising Antonio, 2012, p.3). Assessment and Evaluation are two different concepts with a number of differences between them starting from the objectives and focus. Before we go into details about these

differences that set assessment and evaluation apart, let us first pay attention to the two words themselves.

According to the Webster Dictionary (2017), assessment means appraisal. Then, according to the same dictionary, evaluation is estimation or determining the value of something. So, these processes are used in the field of education very often to test the quality of teaching and learning processes. That is done to let the educational institutes find out what more can be done to improve the education offered by those educational institutes. (Caluyua Yambi, 2018).

During the first week, the subject of quantifiers is addressed, for which a review of the Wh-questions and the countable and uncountable nouns is carried out, in three autonomous sessions in which the student must identify the use and information requested by each question, a list of objects and their location in groups according to their characteristics and a chart with quantifiers.

Image 7 Autonomous activities

Unit 3: Bringing up the past

Lesson 1: Mover and shaker
Vocabulary: Count and non-count nouns
Topic: Quantifiers

Improvement:
Remember that the activities carried out in this section are intended to prepare you for an English level certification exam, so it is necessary that you keep a record of the results in order to track your progress. In the printed book you must fill in the result obtained with a number.

Listening	Grammar	Reading
On-line post-class activity	Last activity on each lesson.	On-line post-class activity

Quantifiers are very important words because they let us express the quantity of something. There are several quantifiers in English and they can be a little tricky to use. So here's a description of each quantifier with examples to help improve your understanding of them.

1.1 AUTONOMOUS
Watch the following video and fill the chart in your printed book. Always remember to practice pronunciation by playing a video as many times as necessary.

1.2 AUTONOMOUS
Watch the following video and then in your printed book write some nouns according their characteristics in countable or uncountable column.

Countable and uncountable nouns

Evolution 3 **CBTis 83**

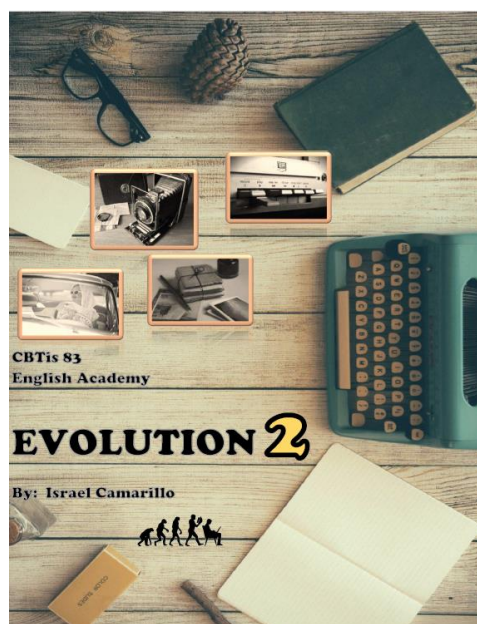
Unit 3: Bringing up the past

1.3 AUTONOMOUS

All of the above must be done before class, since in the first session as a Warm-up, the students, with the help of the lists in their printed books, will make the correlation but now with words alluding to the human genre. Subsequently, the integration, development and closure are worked on with the SQ3R technique (survey, question, read, recite and review) to finish by elaborating questions about a text with demographic information using quantifiers. This time we are working on vocabulary under the context and local cues strategy.

Let's remember that students must carry out autonomous activities by watching YouTube videos, for this they will have a digital book in which images will be presented with the links to the videos and brief explanations of the activities, while in the printed book find the instructions and spaces to develop each of the activities. In the same way, the grammar evaluation will be carried out in the classroom but will not consist of more than 10 questions, while the listening and reading evaluation will be carried out in the same way using YouTube.

Image 8 Digital book portrait



It has been decided as an innovative proposal to work with the present tense and in turn with the past tense, because the only thing that changes is the verb tense in the auxiliary.

During the second week the main topic will be past and present continuous tenses affirmative form. The skill to develop is listening through the strategy of processing meaning and recognition of phrase boundaries in non-interactive activities. The first phase prior to class is about the verb to be in present and past, for which they must fill out a triple entry table with pronouns and verb to be in past and present. Then they must find in the corresponding video the grammatical structure of the present simple and present continuous and in the same way in the third video the past simple and past continuous, in the printed book they must write the corresponding structures trying to identify them by themselves that the only change is in the auxiliary.

“Listening comprehension is a higher-order skill that requires multiple language (including vocabulary) and cognitive skills (Florit, Roch, & Levorato, 2013; Kim, in press; Kim & Phillips, 2014; Lepola, Lynch, Laakkonen, Silven, & Niemi, 2012; Tompkins, Guo, & Justice, 2013).” (Young-Suk & Pilcher, 2016). Teaching the comprehension of spoken speech is therefore of primary importance if the communication aim is to be achieved. A long neglected area, listening comprehension has its peculiar problems which arise from the fleeting, immaterial nature of spoken utterances.

Image 9 Listening activities



In the Warm-up activity they must provide information about the structures but generating a single one that ties all of them, that is, the simple one and then add only the auxiliary for the

continuous. In a following activity, the students listen to two audios, the first with sentences in which the auxiliaries are emphasized and in their printed book they must choose whether what they heard in the following one is present or past, but now with verbs.

Image 10: Concept map for warm-up

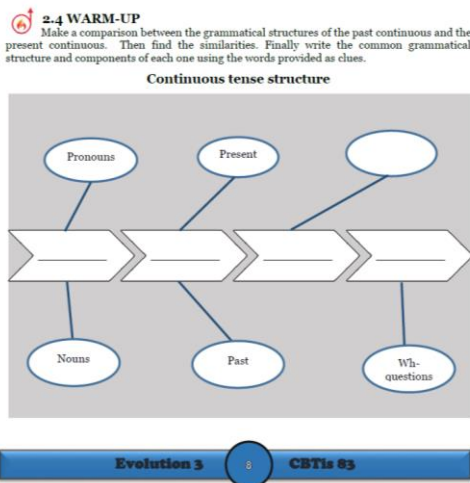
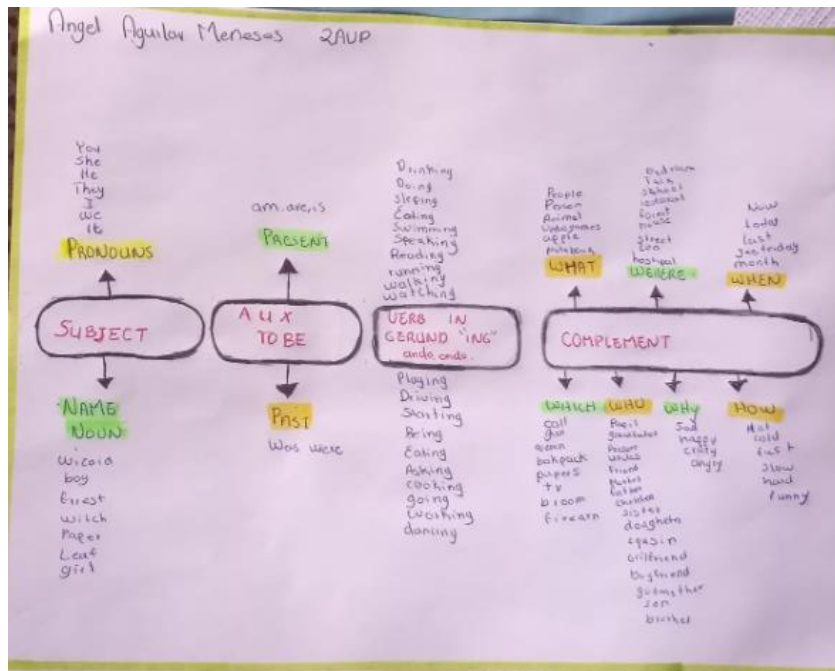


Image 11: Schema Theory applied in classroom



Schema theory, distinguishing between content, formal and linguistic schemata. “Schema is knowledge about the topic that individuals have already acquired through various

experiences. These experiences and knowledge are activated when reading and can help the reader connect previous experiences to the content of the text." (UPN, 2022). According to Shuying (2013):

Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text (Rumelhart, 1980). The term "schema" was first used in psychology by Barlett as "an active organization of past reactions or experiences" (1932,p.201), later schema was introduced in reading by Rumelhart (1980), Carrell (1981) and Hudson (1982) when discussing the important role of background knowledge in reading comprehension. Rumelhart (1980, P.34) define schema as "a data structure for representing the genetic concepts stored in memory ". Anderson and Pearson (1984, p.42) define it as "an abstract knowledge structure". Medin and Russ (1992, p.246) simply put schema as "a general knowledge structure used for understanding".

In a third listening activity, sounds, words, clauses, etc. are mentioned. For example: He is Pedro, Pedro is working, Pedro is working in the field, etc. In this way, the images without text in the printed book that correspond to the audio should be chosen. What is intended in this activity is to work with a bottom-up strategy. Finally, in this last exercise the students listen to sentences in the present and past continuous but they must infer the gender, age, etc. through the interpretation of the voices. "Based on the assumption that the core function of listening in ESL/EFL is to facilitate understanding of spoken discourse. The role of listening in our language programs is to help develop learner's abilities to understand things they listen." (UPN, 2022).

During the third week we will address the negative forms, working on the speaking skill and the strategy to use is pre-communicative activities, first with structure and then with quasi-communicative. The topics to be discussed of course on this time are the negative forms and they must review and understand the videos and find the uses and grammatical structures. They must fill out a multiple entry table with adverbs of frequency in which they must mark the

verb tenses in which they are used and in which it is incorrect to use them, so that they can determine which ones can be used in the current structure.

Later, they will practice stress, rhythm and intonation with the use of underlining and capital letters in auxiliaries and gerund verbs. A relaxation activity will be carried out through "Guess who" but this time they only have to make negative sentences based on the images found in the printed book, trying to guess the character. The weekly product consists of an elaboration of audios in which they must relate with photographs of their own childhood what they were doing and what they were not doing that they now do in a direct comparison of verb tenses, then the audios will be shared with the teacher via whatsapp and they will be presented in teams, which upon hearing and seeing the photographs will award a rating from 7 to 10 according to their performance. The audios will be recorded in pairs, thus allowing them to correct each other.

In the fourth week, reading skills will be worked on through skimming and scanning. The grammatical topic is the interrogative form of the continuous structures of the present and past. This time, what goes along with these structures is the use of when and while in the activities to be developed, it is intended that the students elaborate questions using connectors. As for reading, students must find sentences in the present and past continuous and in turn decide if the connector is when or while according to its characteristics. Next, a biographical text is presented from which they must extract information through questions to a partner. Finally, the weekly work consists of two activities, the first by skimming, they must find the errors in a text, of course these errors are in the place of auxiliaries, types of auxiliaries, verbs in gerunds, etc. all corresponding to the interrogative form. In a second text by scanning they must find all the sentences in affirmative, negative or interrogative of the continuous forms that they can.

Among the techniques that can be applied by English teachers to improve student's reading comprehension are the skimming and scanning techniques (Diaz & Laguado,

2013; Sasmita, 2013; Ulmi, Sundari, & Sukmaantara, 2015;). Previous studies have shown that the implementation of the SST can increase students' ability in reading comprehension. A study done by Ulmi, Sundari, and Sukmaantara (2015) looked at the effect of using the SST on eighth grade students' reading comprehension achievement of recount texts at a junior high school in Silo, Jember by using an experimental design. The data were obtained by interviews, documentation and administering reading tests. The results showed that the use SST improved the students' reading comprehension and they enjoyed its implementation in the classroom. (Qusmullah, Yusuf, Burhansyah, & Afla, 2017, p. 46)

The fifth week is dedicated to evaluation, this time the autonomous work consists of tests with characteristics similar to standardized tests, these tests will be divided like TOEFL into three sections which include: listening, grammar and reading, only this time the Topics to be covered are exclusively past and present continuous in their affirmative, negative and interrogative forms and quantifiers. These evaluations are online and may be presented asynchronously. Later, in class, the graphic organizer or concept map is taken up again to be able to carry out a first draft of the writing of a text about two characters, a man and a woman, at present and in their childhood.

A graphic organizer is a two-dimensional, visual representation that shows relationships among concepts (Rice, 1994). A typical graphic organizer or word map places the vocabulary word at the center and includes additional links or cells connected to the central word or concept. The research on the use of graphic organizers in vocabulary instruction has yielded overwhelmingly strong results. Graphic organizers facilitate higher level thinking (Clarke, 1991), they serve as retrieval cues to promote learning (Dunston, 1992), and they are especially effective in teaching technical vocabulary (Readence, Bean & Baldwin, 1989). (p.64)

Finally, once these works have been completed, the evaluation table is filled out and the grade averages obtained for the entire part. At this time, the self-assessment table must also be filled out and a grade assigned for this, but the self-assessment table is a scale in which the fulfillment of activities in the required time and form is defined. Information is collected and grades are assigned in the book and in the teacher's lists.

Image 12: Listening TOEFL type activity

LISTENING PAST AND PRESENT CONTINUOUS AFFIRMATIVE

Asignado Para 22/05/2022 23:59
Evaluación 2AVP

Mariana Barrera Guz...
Calificado

Total de puntos
7 / 10

Enviado el 20 de mayo de 2022, 14:12 | Tiempo empleado: 00:38

Cambiar Estudiante

Imprimir Entrega Eliminar Entrega

Preguntas

1 correcto 1 / 1
2 correcto
3 incorrecto
4 correcto
5 correcto
6 correcto

Pregunta 1
1 / 1 puntos

Listen to both interventions, then pay close attention to the question and choose the best answer.

- 1 archivo adjunto -
Q1 mpeg 882KB

A. He was going to school
 B. He went to the supermarket
 C. He's going to the mall.
 D. She was going to the house

Acti

Image 13: Reading TOEFL type activity

READING PAST AND PRESENT CONTINUOUS AFFIRMATIVE

Asignado Para 22/05/2022 23:59
Evaluación 2AVP

Uriel Ramirez Lugo
Calificado

Total de puntos
9.34 / 10.01

Enviado el 20 de mayo de 2022, 22:41 | Tiempo empleado: 00:07

Cambiar Estudiante

Imprimir Entrega Eliminar Entrega

Preguntas

1 parcial 9.34 / 10.01

Pregunta 1
9.34 / 10.01 puntos

Rehena los huecos

Read the text and fill the gaps with the missed information.

It's a rainy Saturday: it's raining a lot and Mary and her family are spending the afternoon at home. Her uncles are visiting them. Mary and her father are in the living room. Mary is making a draw and her father, Mr. Harris, is surfing the net. They are also talking. Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer. His little brother, Jim is also in the living room. He is playing with his dinosaurs' collection. Sometimes he teases Mary, he is a really naughty boy. Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's uncles – Lucy and Tom.

Mary and her family the afternoon at home.

Mary a draw.

Acti

Lumping theories with activities and assessment.

The context in which it is acted must be analyzed, as well as the characteristics of the students. As reviewed in previous chapters, understanding the difference between assessment and evaluation leads us to be more concerned with the procedure than with the product itself. It is considered necessary to return to the aspect in terms of the actual hours of classes that are available, as well as the number of students with whom one must work and continue. This is why some activities are carried out outside of the established class schedule due to the Flipped Classroom model used.

The formative as well as the summative evaluation must be taken into account in all processes due to: The primary goal of formative assessment is to add to the students' learning experience by evaluating them in the process of acquiring the language. The key word here is process. When providing learners with some formative evaluation, the assumption is that the assessment is about the students' current level of performance to inform future learning. In order to provide formative assessment it is imperative for the teacher to provide the learner with some feedback on their performance. A second function of assessment is to measure the students' current abilities. This function is termed summative assessment. Usually, this type of assessment occurs at the end of a course – this type of assessment serves to illustrate or measure what the learner has acquired over the course of a semester. (Brown, 2004)

From this criterion, an evaluative strategy was implemented in which the students are led to carry out a series of activities during the sessions, which are given feedback by the teacher in group activities, but also in a collaborative way, by sharing their answers and correcting possible errors. However, the important part of this type of activity is self-assessment and follow-up, since what has traditionally been seen as punitive and summative assessment (aspects such as

grammar, reading comprehension and listening comprehension) have been planned to issue a number as a result, however they have not been intended to form part of the student's final average other than for the realization of the same activities.

Students should only write their results in summative activities by topic at the end of each week, in a table designated "Follow Up". This activity is intended to make the student aware of their performance and their possible results in a real standardized test. All of the above serves to cover the aspects established by the educational system, but in turn also serves to cover the educational model, since we are asked to work under a communicative approach that takes into account the skills, knowledge and values of our students, that determines the level of competence developed and the application in real life, but it is requested that an average of performance be delivered in numerical value from 0 to 10 and the performance of both students and teachers is evaluated with standardized tests that are limited to grammatical issues and rarely listening and reading comprehension.

When norm-based tests are implemented, we are interested in testing students against each other. This type of testing creates competition between the learners; however, norm-based tests are often required when we are interested in ranking students instead of determining student competence of specific skills.

Criterion-based testing is not intended in ranking students. Rather, criterion-based testing is designed to give individual learners some feedback or grades with respect to target language structures taught in a class. Criterion-based testing is the most appropriate for classroom settings. Here the teacher devises instruments that focus on the course curriculum. (UPN, 2022)

Now, it has been decided to work with analytical rubrics in each skill, while the final products retain the characteristics of a holistic instrument, but focused on a particular topic,

which is derived from the generic and disciplinary competencies established by the subsystem in the one that works. All the activities were careful to cover the aspects of practicality, reliability, validity and authenticity, the summative ones are intended to cover two aspects in particular: reliability and validity. Validity was approached from four different perspectives: content validity, criteria validity, construct validity, consequence validity, and presentation validity. Now, there was the problem of the coefficient of validity due to the fact that it is a first intervention and therefore there is no piloting of the items and the corresponding statistical correlation analysis, so that, together with the traditional forms of Assessment, it has been decided to work with TOEFL.ITP type items, which is a test that has the aforementioned characteristics.

“Standardized and traditional tests tend to focus more on finite knowledge and so-called facts, than on how that knowledge is used” (Kulhman, 2008)

Image 14: Grammar TOEFL type activity

Unit 3: Bringing up the past

2.12 EVALUATION ACTIVITY

Choose the option that best fits in each sentence. Then in your printed book fill in the corresponding space.

1. She _____ having her lunch now.
a. am b. are c. is d. was e. were
2. I _____ watching television at the moment.
a. am b. are c. is d. was e. were
3. He _____ running around the park right now.
a. am b. are c. is d. was e. were
4. She _____ playing football for now.
a. am b. are c. is d. was e. were
5. The boat _____ sailing on the sea today.
a. am b. are c. is d. was e. were
6. My brother and sister _____ playing tennis yesterday.
a. am b. are c. is d. was e. were
7. At 7:00 am today I _____ driving to school.
a. am b. are c. is d. was e. were
8. We _____ sleeping last night.
a. am b. are c. is d. was e. were
9. We _____ studying on-line last year.
a. am b. are c. is d. was e. were
10. I _____ reading a detective story last month.
a. am b. are c. is d. was e. were
11. You _____ doing a lot of activities this partial.
a. am b. are c. is d. was e. were
12. You _____ doing a lot of activities last semester.
a. am b. are c. is d. was e. were

Follow up:
Click on the following icon and follow the instructions for the listening and reading activities. Once you finish write your results on the improvement chart.


Evolution 3 **CE21e 03**

The first evaluation activity that is found in this lesson plan is the diagnostic evaluation activity in which it is intended in a productive way to find the level of mastery of the students in terms of the use of the past and present continuous in its affirmative, negative and negative forms. interrogative The chosen format was “completion”, “As an example of completion-test we

can mention fill-in-the-blanks and short answers. In completion exams students need to complete a statement.” (UPN, 2022). On this occasion, a table must be filled out, converting to the affirmative negative and interrogative form of the present and past continuous in which the use of the topic is demonstrated with only one sentence in the present and another in the simple past.

Students can complete this sentence with several options. One option can be an open response where the student can think of any noun to complete that statement appropriately. Another option is that students may choose the response from a word bank. When designing these kinds of tests the teacher should be aware of the options that work best for students and also the best way to assess them. In other words, ambiguity should be as minimized as possible. (UPN, 2022)

Image 15: Diagnostic activity

 **1.4 DIAGNOSTIC**
The clauses presented in the left column are written in their simple form. You must change them to the continuous form according to each column (affirmative, negative and interrogative).

	Present continuous		
	Affirmative	Negative	Interrogative
I work			
You dance			
He runs			
She walks			
It jumps			
We study			
You go			
They play			

Evolution 2

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3

Unit 3: Bringing up the past

	Past continuous		
	Affirmative	Negative	Interrogative
I worked			
You danced			
He ran			
She walked			
It jumped			
We studied			
You went			
They played			

Image 16: Student's Diagnostic activity

1.4 DIAGNOSTIC
The clauses presented in the left column are written in their simple form. You must change them to the continuous form according to each column (affirmative, negative and interrogative).

	Present continuous		
	Affirmative	Negative	Interrogative
I work	I work	I don't work	I work?
You dance	You dance	You don't dance	You dance?
He runs	He runs	He don't run	He runs?
She walks	She walks	She don't walk	She walks?
It jumps	It jumps	I don't jump	I jumps?
We study	We study	We don't study	We study?
You go	You go	You don't go	You go?
They play	They play	They don't play	They play?

Unit 3: Bringing up the past

	Past continuous		
	Affirmative	Negative	Interrogative
I worked	I worked	I did not worked	I worked?
You danced	You danced	You did not danced	You danced?
He ran	He ran	He did not ran	He ran?
She walked	She walked	She did not walked	She walked?
It jumped	It jumped	It jumped	It jumped?
We studied	We studied	It did not student	We studied?
You went	You went	You did not went	You went?
They played	They played	They did not played	They played?

However, summative assessment activities per lesson are presented in Traditional Assessment formats such as "find the mistake" such as 1.12 and 3.12 in which the student can take their knowledge to a higher taxonomic level by analyzing the structure of the sentence and the components that are in it, in order to later be able to recompose it and, according to its level of performance, assemble it correctly with the necessary adaptations. "Multiple choice" as in 2.12 and 3.12. Although it is true that in these activities we find standardized formats that compile partial information on the mastery of a skill, it is also true that we have activities that reinforce and compare the correlation of results. In the same way, listening scripts have been developed with a TOEFL Listening Comprehension presentation, which is divided into three subsections. For this semester, it has been decided to work with section A, which are short talks in which one character intervenes, then another, and a narrator asks a question about it. These audios have been worked on via EDMODO and are made once the class has finished. Every aspect of the real assessment has been taken care of in order to confront the students with the real assessments as much as possible.

The ubiquity of multiple-choice questions (MCQs) results from their efficiency and hence reliability. Cognitive knowledge assessed by MCQ predicts and correlates well with overall competence and performance but examinees and examiners alike frequently perceive MCQ-based testing as 'unfair'. Fairness is akin to defensibility and is an increasingly important concept in testing. It is dependent on psychometric adequacy, diligence of construction, attention to consequential validity and appropriate standard setting. There is a wealth of evidence that extended matching questions are the fairest format but MCQs should always be combined with practical assessments, as written testing emphasizes learning from written sources. (McCoubrie, 2004, pág. 709)

Image 17: Multiple choice and find the mistake activities



3.12 EVALUATION ACTIVITY

Choose the option that best fits in each sentence. Then in your printed book fill in the corresponding space.

1. She _____ working well yesterday.

- a. am not b. are not c. is not d. was not e. were not

2. I _____ watching television right now.

- a. am not b. are not c. is not d. was not e. were not

3. We _____ running on the beach last Saturday.

- a. am not b. are not c. is not d. was not e. were not

4. The kids _____ playing video games last night.

- a. am not b. are not c. is not d. was not e. were not

5. The teacher _____ receiving homework anymore.

- a. am not b. are not c. is not d. was not e. were not

Find the mistake in the sentences provided and then write them correctly in the spaces provided in your printed book.

6. The sun were not shining every day that summer.
7. The children was not laughing with the jokes in the last party.
8. I was not make dinner at her house.
9. You is not participating enough in class.
10. I am not play soccer these days.

Image 18: Edmodo Listening and reading activities

The screenshot shows the Edmodo home page. On the left, there is a sidebar with navigation options: 2AVC, 2AVN, 2AVP, 2AVS, and 2BVC. Below these are sections for 'Todos los Grupos', 'MIS ETIQUETAS', and 'HASHTAGS POPULARES' including #socialstudies and #health. The main content area displays two posts by Sabás Israel Camarillo Madrid. The first post is titled 'LISTENING PAST AND PRESENT CONTINUOUS AFFIRMATIVE' and includes a 27-question quiz with a 60-minute time limit. The second post is titled 'READING PAST AND PRESENT CONTINUOUS AFFIRMATIVE' and includes a 1-question quiz with a 60-minute time limit. The Windows taskbar at the bottom shows various application icons and the system clock.

Image 19: Student's Listening Comprehension Results

The screenshot shows a student's submission results for a listening comprehension activity. The activity title is 'LISTENING PAST AND PRESENT CONTINUOUS AFFIRMATIVE'. The student, Ana Paula Villadonga, has a score of 10/10. The submission was made on May 20, 2022, at 09:07. The activity was assigned for May 22, 2022, at 23:59. The evaluation is 2AVP. The student has answered 7 questions, all correctly. The first question is 'Pregunta 1' with 1/1 points. The question text is 'Listen to both interventions, then pay close attention to the question and choose the best answer.' An audio file 'Q1.mpeg' (882KB) is attached. The student selected option A: 'He was going to school'. The other options are B: 'He went to the supermarket', C: 'He's going to the mall', and D: 'She was going to the house'. The Windows taskbar at the bottom shows the system clock as 11:33 p.m. on 29/05/2022.

Image 20: Group's Results

Estudiante	Estado	Hora de Entrega	Puntuación
Mariana Barrera Guzman	Calificado	20 de mayo de 2022, 14:12	7 / 10
Jocelyn Paredes Mendoza	Calificado	20 de mayo de 2022, 20:30	10 / 10
Yael Alejandro Suárez Larios	Calificado	20 de mayo de 2022, 20:59	9 / 10
Ana Paula Villadonga Sánchez	Calificado	20 de mayo de 2022, 22:13	10 / 10
Aldo Edrei Rojas Rios	Calificado	20 de mayo de 2022, 22:38	10 / 10
Eduardo Portillo Hernández	Calificado	20 de mayo de 2022, 22:57	10 / 10
Fabiola Anahi Gómez Vázquez	Calificado	20 de mayo de 2022, 23:21	6 / 10
Devin Armando Zamora Leon	Calificado	21 de mayo de 2022, 0:54	10 / 10
Alex Pérez Martínez	Calificado	21 de mayo de 2022, 14:45	2 / 10
Kena Sánchez	Calificado	21 de mayo de 2022, 16:30	7 / 10
Karol Regina Rodriguez	Calificado	21 de mayo de 2022, 17:05	9 / 10
Maxi Yoselin Huazo Hernández	Calificado	21 de mayo de 2022, 17:58	9 / 10
Arianeht Jimenez Camargo	Calificado	22 de mayo de 2022, 8:46	9 / 10
Amy Gutiérrez	Calificado	22 de mayo de 2022, 15:33	9 / 10
Cristian Oswaldo Callejas Arteaga	Calificado	22 de mayo de 2022, 15:44	10 / 10
Angel Aguilar	Calificado	22 de mayo de 2022, 16:15	10 / 10

As mentioned above, the first thing to understand is that we have:

Conventionally, speaking and writing have been treated as “productive” or performance-oriented skills, whereas listening and reading have been called “receptive” or comprehension-oriented skills, (although more recent accounts concede that the skills traditionally called “receptive” indeed involve active engagement of hearers and readers in meaning production). At any rate, it is true that “evaluation of productive (speaking and writing) and receptive (listening and reading) language skills often involves the use of different assessment procedures.” (UPN, 2022)

Now, it migrates from the traditional assessment (TA) to a product based assessment (PBA). To understand this, we must remember that the activities are divided into periods of 20 minutes each and, in turn, these are divided into three receptive and two productive activities, starting with activities 1.8, 1.9, 2.7, 2.8, 2.9, 3.7, 3.8 and 3.9, which have the characteristics of

"integrative Assessment". While activities 1.10, 1.11, 2.10, 2.11, 3.10 and 3.11 retain the characteristics of "Process and product".

We might take O'Malley and Valdez Pierce's definition saying that PBA "consists of any form of assessment in which the student constructs a response orally or in writing". As we can observe, this definition is more focused on conducting PBA in productive skills, but it certainly might have some application with receptive skills as well. The point is that PBA requires the language learner to put knowledge in solving problems or using the language in realistic situations into practice. (Kulhman, 2008)


Image 21: Receptive activities


Unit 3: Bringing up the past


2.7 Listen
First, look at the chart below, practice and repeat the words and clauses. Then try to make a relationship between columns to present a story. Finally, listen to the audio and write the presentation in your printed book in the correct order.


Hi	I am	Sonia	This is	My friends
Hello	My name is	Ann	That is	My dog Max
Good morning	You are	Peter	These are	My cat Kitty
Good afternoon	Your name is	John	Those are	My backpack
Good evening	She is	James	This was	My clothes
Good night	Her name is	Frank	That was	My family
Hi, there	He is	Mary	These were	My classmates
Hey, what's up?	His name is	Felix	Those were	My best friend


2.8 Listen
Look at the images and listen to the audio. Then select the order in which things happened by choosing one of the numbers below each photograph. Finally, on your printed book, write a sentence referring to the image using the structure of the past continuous.


1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5


2.9 Listen
Look at the images and listen to the audio. Then select the order in which things happened by choosing one of the numbers below each photograph. Finally, on your printed book, write a sentence referring to the image using the structure of the past continuous.


1 2 3 4 5


1 2 3 4 5


1 2 3 4 5


1 2 3 4 5


1 2 3 4 5

Evolution 3
10
CBT1: 83

Image 22: Productive activity



2.10 Write

Listen to the audio and write as many sentences as you can in the corresponding space.

Malala Yousafzai



2.11 Write

Listen to the audio and write as many sentences as you can in the corresponding space.

Asser Malik



In all the previous activities you can see how the objective is to observe the process and the product. "Observation of Process, the teacher should collect evidences of student's language achievements or performance during a certain period of time." (UPN, 2022) While "Observation of product refers to the focus on an assignment's final version." (Kulman, 2008). For all of the above we have the elaboration and work with specific rubrics such as the one found in 3.11 which was designed for a co-evaluation, that is, the language is limited to the range of the students and it is explained in a simple way what they must observe both in development and feedback. Regarding the rest of the activities, it can be stated that each

activity has a specific product space in which the aspects to be assessed are mentioned, such as listening for the gist, matching, questions, skimming and scanning, etc.

Image 23 Co-assessment rubric

Unit 3: Bringing up the past



3.11 Interact

Once the audios have been produced, present your images and audios in a team of five and then the entire team must provide feedback and scores for peer-assessment. Write down the things that have to be improved according to the rubric below.

Category	Low performance	Need improvement	Good	Excellent
Personal presentation	There is no personal presentation or just mention the name.	Missing information that was requested.	Provide all the information indicated in the example but it isn't clear and understandable.	Provide all the information indicated in the example in a clear and understandable way.
Use of affirmative sentences	There are many errors in the use of auxiliaries, not, and gerund verbs.	There are missing affirmative sentences.	Present four affirmative sentences per picture but they are not clear and understandable.	Present four affirmative sentences per picture and they are perfectly understood.
Use of negative sentences	There are many errors in the use of auxiliaries, not, and gerund verbs.	There are missing negative sentences.	Present four negative sentences per picture but they are not clear and understandable.	Present four negative sentences per picture and they are perfectly understood.
Pronunciation, rhythm and intonation	The pronunciation makes it difficult to understand the message to be transmitted.	The pronunciation does not follow the practiced pattern.	The pronunciation is good but it does not have an adequate rhythm.	The pronunciation has good rhythm, stress and intonation, as practiced.



3.12 EVALUATION ACTIVITY

Go to your digital book and read the sentences with missing information. Choose the option that best fits in each sentence. Then, fill in the corresponding space.

- (A) (B) (C) (D) (E)
- (A) (B) (C) (D) (E)
- (A) (B) (C) (D) (E)
- (A) (B) (C) (D) (E)
- (A) (B) (C) (D) (E)

Find the mistake in the sentences provided in the digital book and then write them correctly in the spaces provided below.

6. _____

The evaluation and the accompaniment have tried to be part of an integrating product in which the results of one can be compared in a statistical correlation with the results of another, which will give validity and reliability to the real results in terms of concretion of pedagogical objectives. and didactic as well as the acquisition and development of specific competences and linguistic and communicative skills, understood as grammatical-contextual aspects and their use in specific and everyday situations.

Both the diagnosis and the final exam were done in the same way and with the same consistent exercise in a table where they were given a sentence in the present or past simple and they had to conjugate in the present or past continuous in their affirmative negative and

interrogative forms. This was intended to establish the mobilization of grammatical knowledge. But in turn the necessary skills to achieve it.

Image 24 Students' Post-test results

CBTis 83 English Test 2nd Semester 3rd Partial Date: 11/04/2012
 Name: Juan David Gomez Jimenez Group: 2101 Grade: 7 / 100

Directions: The clauses presented in the left column are written in their simple form. You must change them to the continuous form according to each column (affirmative, negative and interrogative). (1 pt. each)

	Present continuous		
	Affirmative	Negative	Interrogative
I work	I am working	I am not working	Am I working?
You dance	You are dancing	You are not dancing	Are you dancing?
He runs	He is running	He is not running	Is he running?
She walks	She is walking	She is not walking	Is she walking?
It jumps	It is jumping	It is not jumping	Is it jumping?
We study	We are studying	We are not studying	Are we studying?
You go	You are going	You are not going	Are you going?
They play	They are playing	They are not playing	Are they playing?

	Past continuous		
	Affirmative	Negative	Interrogative
I worked	I was working	I was not working	Was I working?
You danced	You were dancing	You were not dancing	Were you dancing?
He ran	He was running	He was not running	Was he running?
She walked	She was walking	She was not walking	Was she walking?
It jumped	It was jumping	It was not jumping	Was it jumping?
We studied	We were studying	We were not studying	Were we studying?
You went	You were going	You were not going	Were you going?
They played	They were playing	They were not playing	Were they playing?

Directions: Listen to the track and answer the questions. (3 pts. each)

- Where was he going?
 a. He was going to school. b. He went to the supermarket. c. He's going to the mall. d. She was going to the house.
- Where were they flying to?
 a. They are playing basketball. b. They flew to Houston. c. They were flying to Atlanta. d. They worked in the school.
- What instruments were they playing?
 a. They were playing drums. b. They were playing old instruments. c. They played in the band. d. She was playing the bass.
- How was the car working?
 a. The car broke down. b. The car was excellent. c. There was a new car. d. The car was working weird.

CBTis 83 English Test 2nd Semester 3rd Partial Date: 11/04/2012
 Name: Angel Mauricio Ariste Mahler Group: 2101 Grade: 7 / 100

Directions: The clauses presented in the left column are written in their simple form. You must change them to the continuous form according to each column (affirmative, negative and interrogative). (1 pt. each)

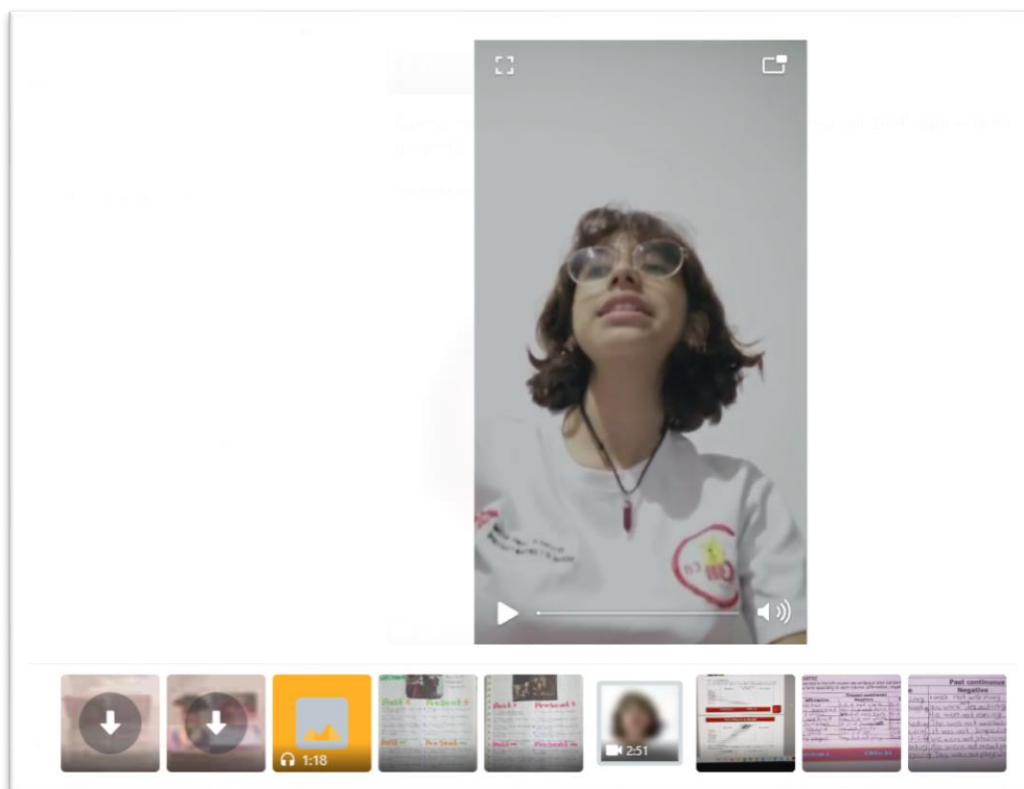
	Present continuous		
	Affirmative	Negative	Interrogative
I work	I am working	I am not working	Am I working?
You dance	You are dancing	You are not dancing	Are you dancing?
He runs	He is running	He is not running	Is he running?
She walks	She is walking	She is not walking	Is she walking?
It jumps	It is jumping	It is not jumping	Is it jumping?
We study	We are studying	We are not studying	Are we studying?
You go	You are going	You are not going	Are you going?
They play	They are playing	They are not playing	Are they playing?

	Past continuous		
	Affirmative	Negative	Interrogative
I worked	I was working	I was not working	Was I working?
You danced	You were dancing	You were not dancing	Were you dancing?
He ran	He was running	He was not running	Was he running?
She walked	She was walking	She was not walking	Was she walking?
It jumped	It was jumping	It was not jumping	Was it jumping?
We studied	We were studying	We were not studying	Were we studying?
You went	You were going	You were not going	Were you going?
They played	They were playing	They were not playing	Were they playing?

Directions: Listen to the track and answer the questions. (3 pts. each)

- Where was he going?
 a. He was going to school. b. He went to the supermarket. c. He's going to the mall. d. She was going to the house.
- Where were they flying to?
 a. They are playing basketball. b. They flew to Houston. c. They were flying to Atlanta. d. They worked in the school.
- What instruments were they playing?
 a. They were playing drums. b. They were playing old instruments. c. They played in the band. d. She was playing the bass.
- How was the car working?
 a. The car broke down. b. The car was excellent. c. There was a new car. d. The car was working weird.

Image 25 Student's videos and audios via WhatsApp



Go with the plan

Institution:	DGETI	Plantel:	CBTIS 83	C.C.T	13DCT0276Z		
Teacher:	Sabás Israel Camarillo Madrid			Elaboration date:	03	05	2022
					Day	Month	Year
Subject:		Semester:	Career:	Period:	09/05/2022 to 10/06/2022		
English II		2	Programming	Total time:	15 hours		
Disciplinary field:		Disciplinary field purpose:					
Communication		<p>The basic disciplinary competence of communication is related to the student`s ability to communicate effectively in Spanish and in a second language in different contexts, using distinct means and instruments. The learners who have developed this competence can read critically, communicate and support his/her own ideas in an effective way with clear speaking and writing. In addition to these, they will use the information and communication technologies with a critical thinking for different purposes. The competence of communication leads to analyze the nature of the language and as a tool for logical thinking.</p>					
Areas of the graduate profile in which the subject contributes		<p>Language and communication Expresses clearly in Spanish orally and in writing. Identifies the key ideas in a text or oral speech and draws conclusions from them, obtains and interprets information and argues effectively. Communicates in English fluently and naturally.</p>					

Formative purpose of the subject:	At the end of the second semester, the students will use the elements of the language to express the activities that they are doing now, in the past, and to share and request personal information from other people with simple phrases and tasks that require a simple exchange and direct information about your environment and immediate needs. In addition, they will continue to practice language skills to reach efficient interaction with students and promote collaborative work with others.
Expected learning:	Recognize and express ideas, an action or specific times in the past by using different types of texts.
Generic competencies and attributes	G4 Listen, interpret and issue pertinent messages in different contexts through the use of appropriate means, codes and tools 4.1 Express ideas and concepts through linguistic representations. 4.4 Communicates in a second language in everyday situations.

2nd SEMESTER 3rd PARTIAL

SEMESTER:	2	PARTIAL:	3	WEEK:	1
APPROACH:	Communicative	METHODOLOGY:	Flipped classroom		
COMPETENCE:	The student compares activities in the present and past by using simple and continuous structures to establish clear and timely differences in a set period of time.				
MAIN PURPOSE:	The student describes activities that have taken place over a period of time by describing before and now photographs using past and present progressive.				
SPECIFIC PURPOSE:	The student recognizes countable and non-countable objects and concepts by matching images and words.				
TOPIC:	Quantifiers	STRATEGY:	Context and local clues	SKILL:	Vocabulary
TRANSVERSAL TOPIC:	Intercultural: Gender equality			TIME:	5 hours
ACTIVITIES					
STAGE	ACTIVITY	DEVELOPMENT		PRODUCT	TIME
AUTONOMOUS	Wh-questions	Watch the video https://www.youtube.com/watch?v=x_4AjSwTXdc fill the chart in the printed booklet.		Chart with wh-questions and the	30 min.

		Who, what, where, when, why, how	information they request	
	Countable and uncountable nouns	Watch the video https://www.youtube.com/watch?v=3JixwKwIHvw fill the list in the printed booklet.	List of countable and uncountable nouns	30 min.
	Quantifiers	Watch the video https://www.youtube.com/watch?v=-oll5WNHWAk&t=237s fill the chart in the printed booklet.	Chart with quantifiers	30 min.
DIAGNOSTIC	Unit diagnostic test	Students are going to take a diagnostic test about the structure of the past and present continuous tenses in affirmative, negative and interrogative forms. The test is going to be included at the unit's final evaluation, in that way a statistic correlation can be applied.	Results	20 min.
WARM-UP	Similarities	The student finds similarities between countable and non-countable words and concepts through grouping into lists.	List.	20 min.
INTEGRATION	Underline	The student underlines information with amounts and quantities. The text contains information about demographic data from Mexico.	(SQ3R) Survey	20 min.
	Answers	The student answers questions from the text using quantifiers.	(SQ3R) Question	20 min.
DEVELOPING	Reading	The student reads and underline important information and specially when an amount or a quantity is mentioned. The text, this time, contains information about demographic data from Pakistan.	(SQ3R) Read	20 min.
	Collaboration	The student shares their answers from the previous exercises and talks about the present text making comparisons between both countries and population.	(SQ3R) Recite	20 min.
PRODUCING	Matching images with nouns.	The student matches images of different objects and quantifiers through vocabulary and photographs.	(SQ3R) Review by matching	20 min.
	Asking questions and providing answers about the	The student writes questions and gives answers about quantities through a reading referring to the population text in the digital book.	Questions and answers	20 min.

	characteristics of a population using quantifiers and numbers.			
EVALUATION	Quiz (grammar)	Students answer the multiple choice/fill the gaps- Find the mistake quiz which is similar as those found in certification's test.	A grade between 0-10	20 min.
FOLLOW UP	Quiz (listening and reading)	Students take an online test to practice listening and reading skills, along with the grammar quiz taken in class, the test must have the same structure and characteristics of a certification test.	A grade between 0-10	30 min.

SEMESTER:	2	PARTIAL:	3	WEEK:	2
APPROACH:	Communicative	METHODOLOGY:	Flipped classroom		
COMPETENCE:	The student compares activities in the present and past by using simple and continuous structures to establish clear and timely differences in a set period of time.				
MAIN PURPOSE:	The student describes activities that have taken place over a period of time by describing before and now photographs using past and present progressive.				
SPECIFIC PURPOSE:	The student recognizes activities that are being carried out and activities that had been carried out in an audio through the relationship of photographs, sentences and names of people.				
TOPIC:	Past and present continuous affirmative form.	STRATEGY:	Processing meaning and recognition of phrase boundaries (non-interactive)	SKILL:	Listening
TRANSVERSAL TOPIC:	Intercultural: Gender equality			TIME:	5 hours
ACTIVITIES					
STAGE	ACTIVITY	DEVELOPMENT		PRODUCT	TIME
AUTONOMOUS	Verb to be on past and present	Watch the video: https://www.youtube.com/watch?v=yhq1wuu7NFk&t=308s and fill the entry box in the printed booklet, pronouns and verb to be in past and present.		Three entry box	30 min.
	Present simple and present continuous affirmative form	Watch the video: https://www.youtube.com/watch?v=VP8MRGAjgAs&t=430s		Grammar structures	30 min.

		Students should find and write the grammatical structure of the present continuous and write some examples.		
	Past simple and past continuous affirmative form	Watch the video: https://www.youtube.com/watch?v=VLj-Dbz-CWk Students should find and write the grammatical structure of the past continuous and write some examples.	Grammar structures	30 min.
WARM-UP	Graphic organizer	The student gives information about the grammatical structure by creating a conceptual map in which the subject, auxiliary to be, verb in gerund and complement stand out.	Conceptual map	20 min.
INTEGRATION	Choosing auxiliaries.	Recognition of isolated words, auxiliary to be. The student chooses between the options through an audio that helps to decide which verb tense is used in a printed text.	Listening choices	20 min.
	Choosing verbs.	Recognition of isolated words, auxiliary verbs in gerund. The student chooses between the options through an audio that helps to decide which verb conjugation is used in a printed text.	Listening choices	20 min.
DEVELOPING	Story	Bottom-up The student begins by recognizing sounds, words, clauses and sentences in an exercise where several options are presented to make up a story.	Story	20 min.
	Choosing pictures	Recognition of phrase boundaries. The student listens to an audio with different sounds and selects the corresponding image, then immediately selects the corresponding sentence and writes it under the image.	Correct options	20 min.
	Choosing sentences	Recognition of phrase boundaries. The student listens to an audio with sentences in the past and present continuous, for each exercise the student	Sentences	20 min.

		must select the sentences that he relates and at the end relate them to an image.		
PRODUCING	Matching sentences with images	Students listen an audio track and match the sentences with the images according to gender, age.	Matching exercise	20 min.
	Matching sentences with images	Students listen an audio track and match the sentences with the images according to type of activity.	Matching exercise	20 min.
EVALUATION	Quiz (grammar)	Students answer the multiple choice/fill the gaps- Find the mistake quiz which is similar as those found in certification´s test.	A grade between 0-10	20 min.
FOLLOW UP	Quiz (listening and reading)	Students take an online test to practice listening and reading skills, along with the grammar quiz taken in class, the test must have the same structure and characteristics of a certification test.	A grade between 0-10	30 min.

SEMESTER:	2	PARTIAL:	3	WEEK:	3
APPROACH:	Communicative	METHODOLOGY:	Flipped classroom		
COMPETENCE:	The student compares activities in the present and past by using simple and continuous structures to establish clear and timely differences in a set period of time.				
MAIN PURPOSE:	The student describes activities that have taken place over a period of time by describing before and now photographs using past and present progressive.				
SPECIFIC PURPOSE:	The student recognizes and uses the negative form of continuous sentences in the present and past through the elaboration of a video with photographs that relate to his/her childhood and some previously elaborated sentences.				
TOPIC:	Present and past continuous negative form.	STRATEGY:	Pre-communicative activities	SKILL:	Speaking
TRANSVERSAL TOPIC:	Intercultural: Gender equality			TIME:	5 hours
ACTIVITIES					
STAGE	ACTIVITY	DEVELOPMENT		PRODUCT	TIME
AUTONOMOUS	Frequency adverbs	Watch the video: https://www.youtube.com/watch?v=k7RTKCS5PoE The student watches the video, next writes down the adverbs of frequency in the left column and finally puts a		Multiple entrance chart	30 min.

		check mark in the spaces that match the adverbs of frequency and the verb tenses that are used and cross-out those that are not.		
	Present continuous negative form	Watch the video: https://www.youtube.com/watch?v=mTE8_bZjPsM Students should find and write the grammatical structure of the present continuous negative form and write some examples.	Grammar structures	30 min.
	Past continuous negative form	Watch the video: https://www.youtube.com/watch?v=onDDRjXMqP4 Students should find and write the grammatical structure of the past continuous negative form and write some examples.	Grammar structures	30 min.
WARM-UP	Describing a picture	The student observes in any of his books (digital or printed) the image that is presented and in an activity in which everyone participates, he mentions the actions trying to make complete sentences and if not, at least he makes use of the verbs in gerund. Finally, and once everyone agrees, writes down the corresponding gerund verbs in the spaces.	Verbs in gerund	20 min.
INTEGRATION	Sounds better	Supra segmental features am/are/is-not, am not/aren't/isn't; was/were-not, wasn't/weren't The student sees in his digital book the patterns of stress, rhythm and intonation of the auxiliary to be and the negative particle both in its extended form as well as in its contracted form and practices them. After that writes down a few examples in their printed book showing the stress pattern by underlining and using capitals.	Stress, rhythm and intonation	20 min.
	Gerunds	Supra segmental features verbs in gerund.	Stress pattern	20 min.

		<p>The student sees in his digital book the patterns of stress, rhythm and intonation of the verbs in gerund and practices them.</p> <p>After that writes down a few examples in their printed book showing the stress pattern by underlining and using capitals.</p>		
DEVELOPING	Practicing	<p>Structural activity in which students write and then speak sentences.</p> <p>Following the patterns established in the book, students must write sentences in the present and past continuous but in a negative form with the situation that the teacher decides. For example, you can present an image of a child and an adult or of someone famous before and after fame, etc.</p>	Sentences sharing	20 min.
	Guess who	<p>The group is divided into two or three teams.</p> <p>Each team must agree to select a specific character presented in the printed book and they must decide who will participate by saying the sentences so that the other teams try to guess their character.</p> <p>The student must guess and play "guess who" but only describing in negative sentences.</p> <p>The images are of similar people but with different clothes and different actions.</p>	Character selection	20 min.
	Picture descriptions	<p>Quasi-communicative activity in which the students describe the action being carried out on each picture using past and present continuous.</p> <p>For this they must present at least two photographs of when they were children or in some special situation and two current photographs. For each photograph they must</p>	Sentences	20 min.

		write an affirmative and a negative sentence, which will give us a minimum of 8 sentences, 4 affirmative and 4 negative.		
PRODUCING	Audios	<p>Skill getting activity (oral practice for the learning grammar.</p> <p>The student records with the help of a partner the previously written sentences. It is important that they do it with the help of someone because they are asked to provide feedback on pronunciation, stress, rhythm and intonation.</p>	Audio track	20 min.
	Presentation of audios	<p>The students make a presentation of their pictures and audios in a small video in a team of five or couples and after that the entire team provide feedback and give a score for co-evaluation.</p> <p>It is extremely important that every student sends the video to the teacher using any available platform (whatsapp, facebook, etc.)</p>	Co- evaluation	20 min.
EVALUATION	Quiz (grammar)	Students answer the multiple choice/fill the gaps- Find the mistake quiz which is similar as those found in certification´s test.	A grade between 0-10	20 min.
FOLLOW UP	Quiz (listening and reading)	Students take an online test to practice listening and reading skills, along with the grammar quiz taken in class, the test must have the same structure and characteristics of a certification test.	A grade between 0-10	30 min.

SEMESTER:	2	PARTIAL:	3	WEEK:	4
APPROACH:	Communicative	METHODOLOGY :	Flipped classroom		
COMPETENCE:	The student compares activities in the present and past by using simple and continuous structures to establish clear and timely differences in a set period of time.				
MAIN PURPOSE:	The student describes activities that have taken place over a period of time by describing before and now photographs using past and present progressive.				

SPECIFIC PURPOSE:	The student recognizes sentences in a text and detects possible errors in the past and present continuous in interrogative form through skimming and scanning.				
TOPIC:	Present and past continuous interrogative form.	STRATEGY:	Skimming and scanning	SKILL:	Reading
TRANSVERSAL TOPIC:	Intercultural: Gender equality			TIME:	5 hours
ACTIVITIES					
STAGE	ACTIVITY	DEVELOPMENT		PRODUCT	TIME
AUTONOMOUS	Present continuous interrogative form	Watch the video: https://www.youtube.com/watch?v=skA8xCibz-o&t=230s Students should find and write the grammatical structure of the present continuous interrogative form and write some examples.		Grammar structures	30 min.
	Past continuous interrogative form	Watch the video: https://www.youtube.com/watch?v=eO8CF1uHWdk&t=224s Students should find and write the grammatical structure of the past continuous interrogative form and write some examples.		Grammar structures	30 min.
	When and while	Watch the video: https://www.youtube.com/watch?v=a7Pn0aRbr4I The student defines what type of sentences are used and in what order if what connects them are when and while, and writes some sample sentences.		Sentences structure using when and while as connectors.	30 min.
WARM-UP	Zoom in-zoom out	The student uses the structure of the "Guess who" game to ask questions about an image that the teacher has previously sent to the WhatsApp group in which only a face is seen. Trying to guess the activity that the character is doing. Little by little, the image recedes until the activity it performs is revealed and immediately they are asked what that same character would be doing before, at that moment showing a second image but from a previous time. For example: 1.- Is he working? 2.- Was he studying?		Interaction	20 min.

INTEGRATION	Correlation	When The student reads two texts in which actions are presented at specific dates and times in the past. Some sentences are in the past simple and others in the past continuous, so he must decide if he can make a connection between the two sentences with the use of when or while.	Sentences	20 min.
	Correlation	While The student reads two texts in which actions are presented at specific dates and times in the past. Some sentences are in the past simple and others in the past continuous, so he must decide if he can make a connection between the two sentences with the use of when or while.	Sentences	20 min.
DEVELOPING	Biography basic information text	Read to interview.	Simple tense questions	20 min.
	Present continuous tense text	Students read three different passages about the same character, in the first basic biographical data is presented, in the second past activities that were carried out for a period of time and in the third the activities that are carried out at this time. With this information, they must prepare at least two questions for each text and write them in their printed book, so that they can then ask other people these questions. It is important to mention that the noun can be replaced with the pronoun.	Questions in present	20 min.
	Past continuous tense text.		Questions in past	20 min.
PRODUCING	Skimming	Skim to find the mistakes in the text provided.	Mistakes found	20 min.
	Scanning	Scan the text in 2 minutes to find all the sentences in past continuous tense.	Sentences	20 min.
EVALUATION	Quiz (grammar)	Students answer the multiple choice/fill the gaps- Find the mistake quiz which is similar as those found in certification's test.	A grade between 0-10	20 min.
FOLLOW UP	Quiz (listening and reading)	Students take an online test to practice listening and reading skills, along with the grammar quiz taken in class,	A grade between 0-10	30 min.

	the test must have the same structure and characteristics of a certification test.	
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SEMESTER:	2	PARTIAL:	3	WEEK:	5
APPROACH:	Communicative	METHODOLOGY:	Flipped classroom		
COMPETENCE:	The student compares activities in the present and past by using simple and continuous structures to establish clear and timely differences in a set period of time.				
MAIN PURPOSE:	The student describes activities that have taken place over a period of time by describing before and now photographs using past and present progressive.				
SPECIFIC PURPOSE:	The student demonstrates mastery achieved in the present and past continuous tenses in their affirmative, negative, and interrogative forms through the elaboration of a graphic organizer, a text, and a grammar test.				
TOPIC:	Evaluation	STRATEGY:	Controlled and guided writing	SKILL:	Writing
TRANSVERSAL TOPIC:	Intercultural: Gender equality			TIME:	5 hours
ACTIVITIES					
STAGE	ACTIVITY	DEVELOPMENT		PRODUCT	TIME
AUTONOMOUS	Grammar evaluation quantifiers, present and past continuous	An online test with two opportunities in which students will be faced with grammar, listening and reading activities, similar as those in certification exams.		Grammar, listening and reading test on line. (10%)	40 min.
	Reading evaluation quantifiers, present and past continuous				40 min.
	Listening evaluation quantifiers, present and past continuous				40 min.
WARM-UP	Brainstorm	Students provide concepts involved in continuous tenses and vocabulary words related to those concepts. The teacher can help them providing the concepts that are in the booklet.		Concepts and vocabulary	20 min.
DEVELOPING	Graphic organizer	Students fill the blanks in their printed booklet according the different concepts involved		Conceptual map (5%)	20 min.
	Draft	Students write sentences using the information in the in the conceptual map in order to know how to use it.		Writing draft	20 min.

TEST	Picture presentation	Presentation of the characters nowadays, then the teacher presents two pictures for the two different guys in past totally different situation but at the same time different context.	Five sentences with past continuous.	20 min.
	Picture presentation	Presentation of two pictures with the same two characters but in the present, students must	Five sentences with present continuous.	20 min.
	Text	Students write a text using acceptable grammatical systems, patterns and rules according with the continuous tenses.	Text in the book. (5%)	20 min.
GRADES	Filling evaluation chart	Students must fill on their own the evaluation chart on the printed booklet according to their performance and grades obtained.	Grades	20 min.
	Check on-line activities	Students and teacher fill the space for online grades.		20 min.
	Get final averages	The sum of all the results is made and the partial grade is obtained.		20 min.

Coming up with new situations

It is planned to be certain of where you want to get to, but it is not assumed that everything must go to the letter. During the implementation several situations arose that forced us to rethink the activities and strategies that were used. The motivation of the students was the first that had to be addressed with a different approach. Although subjectivism and empiricism are considered as my own philosophy, which allows the individual to exploit the knowledge they possess and make those they need in their context their own, the first thing to know is what the student wants.

When starting to work with the autonomous activities, the first week they delivered all the work that was requested, but at the time of integrating it in class, only a few knew what the subject was about, so the type and characteristics of the activity were explained again, and continued with the lesson.

During the second week something similar happened and it was noticed that the students were not watching the videos and doing the pre-class activities under the flipped classroom model, so that same week it was implemented that the pre-class activities would be resolved at the beginning of face-to-face classes as a warm-up activity. Which resulted in engagement and increased student motivation.

Later, when it came to working with TOEFL-type activities, we searched several platforms and asked for help from work colleagues who provided exercises of this type but specifically for the grammar topic to be treated. Nobody could find the exercises with such specificity. Therefore, we proceeded to investigate what are the characteristics of the listening exercises in this type of test and it was detected that there are three types of audios that go from less to greater difficulty. The first are short conversations and a question. The second ones are long conversations with two or three questions and finally the third ones are speeches or long university classes in the form of a monologue with a series of questions that follow.

Due to the above, it was decided that since it was the second semester and this was the first time they would face items in this way, they would only work with the first part of them, that is, short conversations.

In the grammar aspect, consistent exercises had to be carried out in the way they are presented in TOEFL and they are the first, multiple choice for a possible correct choice of four presented, and the second, the identification of errors in complete sentences, these exercises also had to be done and validated with the characteristics of the test.

Finally, the part of Reading Comprehension was based on elaborating a text in which the three levels of mastery of reading comprehension that theorists have called: Literality, Inference and Criticality will be worked on. Similarly, the exercises that were intended to be done with short videos did not achieve their main objective, so in class the videos were changed for animated movies such as The Lion King and Finding Nemo. Short films of no more than one minute were obtained from these films, showing the childhood of the main characters and their transformation. In this way they were able to answer the questions of what they were doing in the past and what they are doing now. To answer them, students should make a double entry table with affirmative and negative sentences in the past and present using the continuous as grammatical form. After they did that, they were asked to do their participation with some other videos, but now without writing in their notebooks or using their cell phones, they could only go to the marker-board to write a sentence of the character of their choice and the result was amazing because the majority did it, they said and wrote their sentences autonomously and without the need for translators or help from their peers, this served so that they could later do a job in which they wrote a personal presentation and described their own photographs of their past and present and recorded a video talking about it.

Image 26: Students 'participation

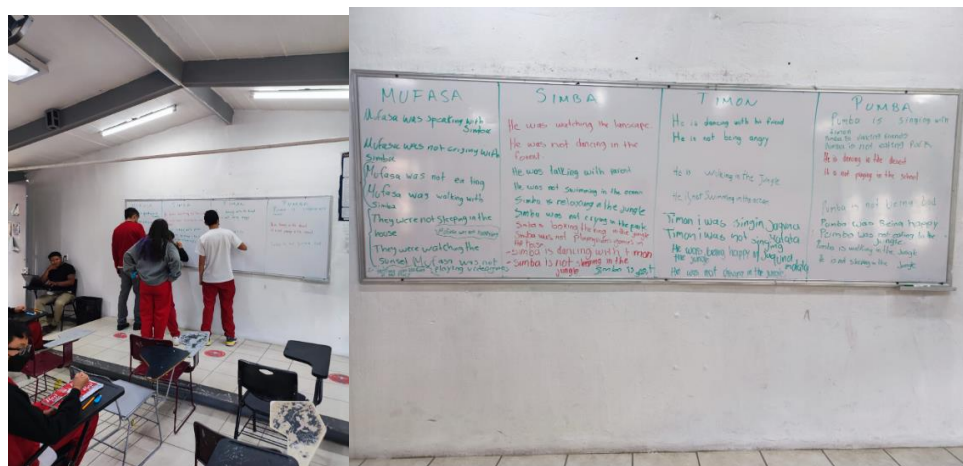



Image 27: Student's product

present at least two photographs of when you were children or in some museum and 4 and another current photograph. For each photograph, you must write 4 affirmative and 4 negative sentences, which will give us a minimum of 8 sentences for each picture. You can use the one in the digital book as an example.

Hi, my name is Ana Paula
I'm from Tula de Alameda
I'm 15 years old.
I like sets
My address is _____
My phone number is 77121 7355

In this picture:
I was studying in kindergarten
I was being happy
I was living in Tula
I was wearing a cap and gown
But,
I was not living in Actopan
I was not playing in Actopan
I was not sitting at school
I was not sleeping at home

And now,
I am smiling
I am living in Actopan
I am taking photos in my room
I am wearing my glasses
But,
I am not living in Tula
I am not playing
I am not doing homework
I am not taking something

3.10 Interact
Record an audio with the sentences previously written and with the help of a partner. It is important that you do this with the help of someone because you are asked to give and receive feedback on pronunciation, stress, rhythm and intonation. You can use any application available on your phone or send it only to the WhatsApp group. Finally, on the spaces below, write your name and the name of your partner who reviewed the audio recording and sign.

Your name and signature _____
Classmate's name and signature _____

Easy on the eye (video)

This section presents a video which was made to simply explain the process that was carried out to achieve the implementation of this proposal. The video presents a different narrative than the text. It is made so that anyone can understand it regardless of educational level or profession.

The mentioned video can be found at: <https://youtu.be/rjsWWeeQ4MQ>



Reflections

Regarding the reflection about the students, it has been found that motivation and engagement is extremely important and that the models and approaches that are used really mark our students. At first they didn't do anything that wasn't evaluated or demanded by me. The activities of the flipped classroom were ignored and to present the evidence they only copied those of some of their classmates, even with the errors and use of capital letters, etc. Noticing this, I had to leave the autonomous activities blank to do them during class as a warm up and participation was taken into account according to their interaction. It was difficult to get the participation of the majority because they see education as something simple, easy but above all unnecessary and useless.

My reflection as teacher first my teaching philosophy was based mainly on two currents: The first is subjectivism, because according to this current, all knowledge is limited to the subject who has it, in this way the teacher can only help to develop the knowledge and abilities that he possesses, the way he considers the best and based on his previous experiences; that is, in one way or another he repeats or contradicts the patterns with which he was brought up. The second is empiricism that emphasizes experience and evidence through the senses. However, through the implementation I realized that sometimes you cannot leave the students in total freedom hoping that everything goes as planned in circumstances, it is good to return to behaviorism, especially when the students are forced into the classroom. Another thing that I must change is to emphasize being empathic with students, when we think that students do activities.

Something I learned is to dare to try new things, they may not work or they may not be welcome and even the results may not be significant, but I consider that it is worse to remain as still water that little by little is spoiled. We can observe the study plans and programs in a sacred and untouchable way, but we will always continue to do the same, we can interact with other subjects and with other content such as intercultural through our activities, without having a

significant impact on class time, is just a pretext to develop activities. The new curricular framework 2022 invites us to carry out contextualized implementations and to keep track of each step in order to present success stories, which allows us to start moving the traditional curriculum.

Is very important to mentioned that in the final test, which I know is just grammar, was not taken into account in their final grades, they already have their grades, I just mentioned that this test was just for me so I can see if they have learned or not so as voluntaries only 33 students out of 41 that was the final number of students decided to take it from that 19 have between 0 and 5 mistakes and 10 have more than 15 mistakes and 4 didn't answer anything and have no materials or activities also. which is 57% reach the goal 30% are in progress and 13% didn't make it.

In a nutshell

Both students and teachers are experiencing an extremely strange and confusing situation today. The days of the pandemic and lockdown are behind us, but not the feeling they left behind. Education is seen as a merely recreational matter for young people and the process to be able to aspire to something else. As teachers we must improve the quality of our activity and demand from this place our place and figure that we once had, but it cannot be possible waiting for our bosses and institutions to make these changes mandatory, they have to come from us.

In order to suggest a change in the approach and above all, to be able to move the topics proposed by the curriculum, great care must be taken to first analyze the graduation profiles and the competencies that students are expected to acquire through the training process that they live. It is important not to leave out content just because it does not seem appropriate to us and if it is necessary to rethink its place, its implementation in certain grammatical structures must be taken into account. After that, when planning is done, the taxonomic level that is intended to be reached must be very clear and make a series of options at different levels in order to always be able to monitor the progress of the students, the diagnosis and the end must be carried out to be able to observe the correlation and mobilization that they have.

Another important aspect is the elaboration of activities based on the context of our students, not on our beliefs. We can think that one activity or another is better for them but if we do not corroborate the level of complexity and the characteristics of each of them we will not be able to be sure that these characteristics are appropriate for the level, stage and topic with which they are working and with the skill that is intended to be mobilized.

The use of graphic organizers based on the theory of schemes, widely allows to work all the concepts involved in the language. promotes the ability to elaborate sentences distinguishing each part of the sentence, allows to develop grammatical applications and vocabulary while finding use not only limited to a few sentences, and allows to speak with the help of a simple

image or graphic representation of content without the need of translators, only following the scheme that they have made and that they have modified over and over again to fit their specific needs.

Designing plans and proposing objectives based on the taxonomic level, but at the same time designing and preparing digital and printed workbooks, allows the teacher to really engage with the profession, since the search for strategies and materials is continuous and always perfectible, in addition to providing a sense of satisfaction when obtaining quantifiable and observable achievements in the students.

The specialty has allowed me to change my way of being, not only as a teacher, but as a human being, now I am more analytical and reflective, now I can say that a large part of my work was based on inference and assumptions and from this situation I changed to carry out the verification before the assumption.

Appendixes

Appendix A: Authenticity letter.

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Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

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DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
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Título del trabajo recepcional o tesis:	TRANSVERSAL APPROACH OF ACTIVITIES IN MIDDLE HIGH EDUCATION WITH EMPHASIS ON THE VERTICAL SIMILARITY OF LINGUISTIC CONTENT.		
Tipo:	<input checked="" type="checkbox"/> Trabajo recepcional	<input type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
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Ciudad de México a 20 de Atentamente JUNIO de 2022.

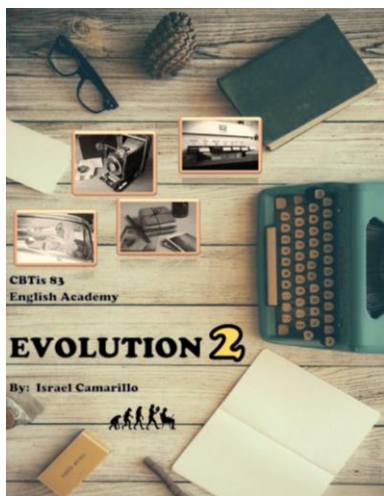
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Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado

Appendix B: Digital Book.



CBTis 83
ENGLISH ACADEMY

EVOLUTION

By: Israel Camarillo



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Technology High School
English II

English II is part of the disciplinary field of Communication. It is a second semester subject in General High School. It has 3 hours a week, according to the Secretary Agreement 853, published in the Official Diary of the Federation on September 4th, 2012.

Purpose of the Disciplinary Area of Communication

The basic disciplinary competence of communication is related to the student's ability to communicate effectively in Spanish and in a second language in different contexts, using direct means and instruments.

The learners who have developed this competence can read critically, communicate and support their own ideas in an effective way with clear speaking and writing. In addition to these, they will use the information and communication technologies with a critical thinking for different purposes.

The competence of communication leads to analyze the nature of the language and as a tool for logical thinking.

Purpose of the English II Study Program

At the end of the second semester, the students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that ensure a simple and direct exchange of information of their environment and immediate needs. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.

English II Course Plan

In the New Educational Model, the classification of the academic contents of the English subject has a significant importance considering not only the comprehension processes and the key learning points of the disciplinary fields, but the language skills of listening, reading, writing and speaking. The Socio-Emotional skills to the Common Curricular Framework in the New Educational Model for the Technological High School are part of the design of the course plan.

Contributions of the subject to the High School Objectives

Language and Communication

The students express themselves clearly in English in oral and written form. They identify the main ideas in a text or in an oral speech, and infer conclusions from them, the students get and recognize information and communicate efficiently. They communicate themselves fluently and naturally.

Socioemotional Skills and Life Project

The student is aware of them and determined, he/she develops healthy interpersonal relationships, self-regulates, can face adversity and act with efficiency and recognizes the necessity asking for support. They can build a long project with personal goals. They establish goals and seek to take advantage of their options and resources. They make decisions that give them current comfort, opportunities, and he/she knows how to deal with future risks.

Collaboration and Teamwork

The student works in teams in a constructive way and applies a participative and responsible leadership. He/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.

Digital Skills

The students use the Information and Communication Technologies in an ethical and responsible way to investigate, to solve problems, to generate materials, and to express ideas. They take advantage of these technologies to develop ideas and innovations.

Evaluation method

Each semester and partial will be evaluated under the current pedagogical model, and will also be based on the State and Local English Academies agreements.

EVALUATION GRID	CONCEPTUAL	ATTITUDES (RELATIONSHIP)	PROCEDURES
Platform (listening)	60%	40%	40%
Concepts	40%	40%	40%
Procedures	40%	40%	40%
Total	40%	40%	40%

Unit 3: Bringing up the past

Topics:

- Quantifiers
- Frequency adverbs
- When and While
- Present continuous
 - Affirmative
 - Negative
 - Interrogative
- Past continuous
 - Affirmative
 - Negative
 - Interrogative
- Interculturality
- Gender equality

Unit 3: Bringing up the past

Lesson 2: They were going down in flames

Vocabulary: Verb "To be"

Topic: Past continuous affirmative form

Improvement:

Remember that the activities carried out in this section are intended to prepare you for an English level certification exam, so it is necessary that you keep a record of the results in order to track your progress. In the printed book you must fill in the results obtained with a number.

Listening	Grammar	Reading
On-line post-class activity	Last activity on each lesson.	On-line post-class activity

The verb to be is probably the most important verb in English. The verb to be is one of the shortest and most important -verb add-on- verbs in the English language. It's an irregular verb, and indeed, the only one in English that completely changes form in each tense.

2.1 AUTONOMOUS

Watch the following video and fill in the chart in your printed book. Remember that we have different types of pronouns, this time personal pronouns along with the verb to be in past and present. Always remember to practice pronunciation by playing a video as many times as necessary.

2.2 AUTONOMOUS

Watch the following video and then in your printed book fill the blanks in order to have the grammar structures for the simple present tense and the present continuous.

Evolution 3 CBTis 83

Unit 3: Bringing up the past

2.3 AUTONOMOUS

As in the last exercise you need to watch the video and then write the nouns or classes in the correct space in order to have the appropriate grammar structure for the simple past and the past continuous tenses.

PAST SIMPLE VS PAST CONTINUOUS

2.4 WARM-UP

Make a comparison between the grammatical structures of the past continuous and the present continuous. Then find the similarities. Finally write the common grammatical structure and components of each one using the words provided in class.

Continuous tense structure

```

    graph TD
        Present --- PresentContinuous[Present Continuous]
        Present --- PresentSimple[Present Simple]
        Past --- PastContinuous[Past Continuous]
        Past --- PastSimple[Past Simple]
        PresentContinuous --- PresentSimple
        PastContinuous --- PastSimple
    
```

Evolution 3 CBTis 83

Unit 3: Bringing up the past

2.5 INTEGRATION

Read the text and try to infer what are the missing parts. Choose from the options provided. Finally, listen to the audio and write in the blanks on your printed book the words you hear.

Now Amy was/were sitting on a wooden chair. She was/were holding a coat. She was/were sitting. It John was/were Amy's husband. He was/were sitting in front of her. He was/were fixing clothes too.

Mary was/were sitting next to John. She was/were Amy's sister. Right now she was/were helping Amy and John. They was/were working together. They was/were fixing clothes.

At this moment a man was/were coming in. He was/were wearing dark clothes. He was/were carrying a pile of clothes. They was/were working very hard.

2.6 INTEGRATION

Read the text and try to infer what are the missing parts. Choose from the options provided. Finally, listen to the audio and write in the blanks on your printed book the words you hear.

Yesterday, it was/were raining and thundering all day. Peter was/were playing inside the house. He wanted to be outside. He was/were feeling tired of being trapped inside the house.

Peter was/were trying to keep busy inside the house. He was/were reading his favorite book until the electricity went out. Then, he decided to practice his sketch. He was/were practicing until he finished. After lunch, he sat by the window and watched the rain.

While Peter was/were watching the rain, the phone rang. His father was/were calling to say he was/were coming home. He was/were bringing a new game. Peter and his father ate ice cream and played the game. While they was/were playing, the rain stopped! But Peter didn't even notice. He was/were having such a good time with his dad!

Evolution 3 CBTis 83

Unit 3: Bringing up the past

2.7 Listen

First, look at the chart below, practice and repeat the words and clauses. Then try to make a relationship between columns to present a story. Finally, listen to the audio and write the pronunciation in your printed book in the correct order.

Hi	I am	Sonia	This is	My friends
Hello	My name is	Ana	That is	My dog Max
Good morning	You are	Peter	These are	My cat Kitty
Good afternoon	Your name is	John	Those are	My backpack
Good evening	She is	James	This was	My clothes
Good night	Her name is	Frank	That was	My family
Hi, there	He is	Mary	These were	My classmates
Hey, what's up?	His name is	Felix	Those were	My best friend

2.8 Listen

Look at the images and listen to the audio. Then select the order in which things happened by choosing one of the numbers below each photograph. Finally, on your printed book, write a sentence referring to the image using the structure of the past continuous.


2.9 Listen

Look at the images and listen to the audio. Then select the order in which things happened by choosing one of the numbers below each photograph. Finally, on your printed book, write a sentence referring to the image using the structure of the past continuous.

Evolution 3 CBTis 83


Unit 3: Bringing up the past

2.10 Write
Listen to the audio and write as many sentences as you can in the corresponding space.
Malala Yousafzai



Present Past

2.11 Write
Listen to the audio and write as many sentences as you can in the corresponding space.
Asger Malik



Present Past

Evolution 3 CBTE 83

Unit 3: Bringing up the past

2.12 EVALUATION ACTIVITY
Choose the option that best fits in each sentence. Then in your printed book fill in the corresponding space.

- She _____ having her lunch now.
 - am
 - are
 - is
 - was
 - were
- I _____ watching television at the moment.
 - am
 - are
 - is
 - was
 - were
- He _____ running around the park right now.
 - am
 - are
 - is
 - was
 - were
- She _____ playing football for now.
 - am
 - are
 - is
 - was
 - were
- The boat _____ sailing on the sea today.
 - am
 - are
 - is
 - was
 - were
- My brother and sister _____ playing tennis yesterday.
 - am
 - are
 - is
 - was
 - were
- At 11:00 am today I _____ driving to school.
 - am
 - are
 - is
 - was
 - were
- We _____ sleeping last night.
 - am
 - are
 - is
 - was
 - were
- We _____ studying on line last year.
 - am
 - are
 - is
 - was
 - were
- I _____ reading a detective story last month.
 - am
 - are
 - is
 - was
 - were
- You _____ doing a lot of activities this partial.
 - am
 - are
 - is
 - was
 - were
- You _____ doing a lot of activities last semester.
 - am
 - are
 - is
 - was
 - were

Follow up:
Click on the following icon and follow the instructions for the listening and reading activities. Once you finish write your results on the improvement chart.

Evolution 3 CBTE 83

Unit 3: Bringing up the past

Lesson 3: They weren't holding their ground.
Vocabulary: Frequency adverbs

Topic: Past continuous Negative form

Improvement:
Remember that the activities carried out in this section are intended to prepare you for an English level certification exam, so it is necessary that you keep a record of the results in order to track your progress. In the printed book you must fill in the result obtained with a number.

Listening	Grammar	Reading
On-line post-class activity	Last activity in each lesson.	On-line post-class activity

3.1 AUTONOMOUS
Watch the following video, complete the frequency adverbs on the left. Then put a check mark in the spaces that match the adverbs of frequency and the verb tenses that are used and cross-out those that are not. Always remember to practice pronunciation by playing a video as many times as necessary.



3.2 AUTONOMOUS
Watch the following video and then in your printed book fill the blanks in order to have the grammar structures for the present continuous affirmative and negative forms.

Present continuous positive and negative

Evolution 3 CBTE 83

Unit 3: Bringing up the past

3.3 AUTONOMOUS
At the last exercise you need to watch the video and then write the names or classes in the correct space in order to have the appropriate grammar structure for the past continuous affirmative and negative forms.

Past Continuous Negative

3.4 WARM-UP
Watch the following image, then read the actions according each number, remember to use verbs in present. Finally, write on your printed book complete sentences.



Evolution 3 CBTE 83

Unit 3: Bringing up the past

3.5 INTEGRATION
Remember what you saw in the self-study videos (autonomous). Now, complete the table with the extended and contracted forms to make negative sentences in the past and present. You can guide yourself with the example given to you. Once you finish, practice the pronunciation.

Persons	Present tense	Past tense
I	am not	was not
You	are not	were not
He	is not	was not
She	is not	was not
It	is not	was not
We	are not	were not
They	are not	were not

3.6 INTEGRATION
In the printed book, change the provided verbs to gerunds following the established rules. Then, practice pronunciation and understand stress patterns, rhythm and intonation.

Verb	Pronunciation	Verb	Pronunciation
Ask	ɑ: kɪŋ	Paint	peɪnt (ɪ)ŋ
Call	kɔ:lɪŋ	Play	pleɪ (ɪ)ŋ
Do	du:ɪŋ	Read	ri:ð (ɪ)ŋ
Eat	i:tɪŋ	Ride	raɪd (ɪ)ŋ
Fly	flaɪ (ɪ)ŋ	Run	rʌn (ɪ)ŋ
Give	gɪv (ɪ)ŋ	Sleep	slɪp (ɪ)ŋ
Go	ɡo:ɪŋ	Swim	swɪm (ɪ)ŋ
Have	həv (ɪ)ŋ	Take	teɪk (ɪ)ŋ
Look	lʊk (ɪ)ŋ	Use	u:z (ɪ)ŋ
Make	meɪk (ɪ)ŋ	Work	wɜ:k (ɪ)ŋ

ABC = stress
abc = long
(abc) = no sound

Evolution 3 CBTE 83

Unit 3: Bringing up the past

3.7 Speak
Watch the videos presented below. Analyze cultural differences and write sentences in the past and present continuous but in negative form to highlight the actions that are not done in the other country. Finally, make teams of five members and share your sentences.

Pakistan Iceland



e.g. In Pakistan, children were not attending school.
e.g. In Iceland, children were not working on the streets.

3.8 Speak
We must remain in the previously formed teams. In this activity we must all select a character from those presented below. Let's play guess who. This time you must make negative sentences to describe the characters. The winning team will be the one that manages to get the opposing team to guess their secret character in fewer interventions.



e.g. Guess who.
He is not working.
He isn't walking.
He's not swimming.

Evolution 3 CBTE 83

Unit 3: Bringing up the past

3.9 Speak
First, make a small personal presentation like the one we worked on partial 1. Then, present at least two photographs of when they were children or in some special situations and two current photographs. For each photograph, you must write a affirmative and a negative sentence, which will give you a minimum of 8 sentences for each picture. Use the following as an example.

Hi, my name is Steve.
I'm from Memphis, Texas.
I'm 27 years old.
I like to read and dance.
My address is 2100, Kingshipe Road.
My phone number is 713-910-9199



In the picture:
I was playing on Olden Park.
I was pulling the rope.
I was getting so much fun with my friend Alex.
We were winning at that time.
But,
I wasn't spending much time with my Dad.
My Dad wasn't living on the other back then.
My cousin wasn't having a good time.
My parents weren't living together.

And now:
I'm studying at East High School.
I'm living with both of my parents.
I'm playing in the District Basketball League.
I'm working part time as a bartender.
But,
My friend Alex isn't doing exercise lately.
Anna and Mia aren't getting along anymore.
Jessica isn't studying.
My parents aren't fighting now.

3.10 Interact
Record an audio with the sentences previously written and with the help of a partner. It is important that you do this with the help of someone because you are asked to give and receive feedback on pronunciation, stress, rhythm and intonation. You can use any application available on your phone or send it only to the WhatsApp group. Finally, on your printed book, write your name and the name of your partner who reviewed the audio recording and sign.

3.11 Interact
Once the audios have been produced, present your images and audios in a team of five and then the entire team must provide feedback and scores for peer-assessment. Write down in your printed book the things that have to be improved according to the rubric found there.

Evolution 3 CBTE 83

Unit 3: Bringing up the past

2.12 EVALUATION ACTIVITY
Choose the option that best fits in each sentence. Then in your printed book fill in the corresponding space.

- She _____ working well yesterday.
 - am not
 - are not
 - is not
 - was not
 - were not
- I _____ watching television right now.
 - am not
 - are not
 - is not
 - was not
 - were not
- We _____ running on the beach last Saturday.
 - am not
 - are not
 - is not
 - was not
 - were not
- The kids _____ playing video games last night.
 - am not
 - are not
 - is not
 - was not
 - were not
- The teacher _____ receiving homework anymore.
 - am not
 - are not
 - is not
 - was not
 - were not

Find the mistake in the sentences provided and then write them correctly in the spaces provided in your printed book.

- The sea were not shining every day that summer.
- The children was not laughing with the jokes in the last party.
- I was not make dinner at her house.
- You is not participating enough in class.
- I am not play soccer these days.

Follow up:
Click on the following icon and follow the instructions for the listening and reading activities. Once you finish write your results on the improvement chart.

Evolution 3 CBTE 83

Appendix C: Printed Book

Unit 3: Bringing up the past

Topics:

- Quantifiers
- Frequency adverbs
- When and While
- Present continuous
- Affirmative
- Negative
- Interrogative
- Past continuous
- Affirmative
- Negative
- Interrogative
- Intelligibility
- Gender

PLATFORM	CONCEPTUAL
1 st week: 10%	Online test: 5%
2 nd week: 10%	Conceptual quiz: 5%
3 rd week: 10%	Test in the book: 5%
4 th week: 10%	Self-reflection: 5%
Total: 40%	Total: 20%

PROCEDURES

Recognition of activities and matching with images in a listening track:	10%
Audio with student's pictures description past and present:	10%
Slimming and scanning activities:	10%
Total:	40%

Unit 3: Bringing up the past

Lesson 2: They were going down in flames

Vocabulary: Verb "To be"

Topic: Past continuous

Improvement:

Remember that the activities carried out in this section are intended to prepare you for an English level certification exam, so it is necessary that you keep a record of the results in order to track your progress. In the printed book you must fill in the result obtained with a number.

Listening	Grammar	Reading

The verb to be is probably the most important verb in English. The verb to be is one of the clearest and most important-verb added-verbs in the English language. It's an irregular verb, and indeed, the only one in English that completely changes form in each tense.

2.1 AUTONOMOUS

Watch the video and fill in the following chart. Remember that we have different types of pronouns, this time personal pronouns along with the verb to be in past and present.

Pronoun	Verb to be in present	Verb to be in past

2.2 AUTONOMOUS

Watch the video and then fill in the blanks in order to have the grammar structures for the simple present tense and the present continuous.

Simple present
VS
Present continuous

Evolution 2 CBTis 83

Unit 3: Bringing up the past

2.3 AUTONOMOUS

Watch the video and then fill in the blanks in order to have the grammar structures for the simple past tense and the past continuous.

Simple past
VS
Past continuous

2.4 WARM-UP

Make a comparison between the grammatical structures of the past continuous and the present continuous. Then find the similarities. Finally write the common grammatical structure and components of each one using the words provided in the digital book as clues.

Continuous tense structure

Evolution 2 CBTis 83

Unit 3: Bringing up the past

2.5 INTEGRATION

Read the text and try to infer what are the missing parts. Then, look at the options you have in your digital book. Finally, listen to the audio and write the words you hear in the blanks.

How Amy _____ in her house. She _____ sitting on a wicker chair, she _____ holding a coat, she _____ fixing it. John _____ Amy's husband. He _____ sitting in front of her. He _____ fixing clothes too.

Mary _____ sitting next to John. She _____ Amy's sister. Right now she _____ helping Amy and John. They _____ working together. They _____ fixing clothes.

At this moment a man _____ coming in. He _____ wearing dark clothes. He _____ carrying a pile of clothes. They _____ all working very hard.

2.6 INTEGRATION

Read the text and try to infer what are the missing parts. Then, look at the options you have in your digital book. Finally, listen to the audio and write the words you hear in the blanks.

Yesterday, it _____ raining and snowing all day. Peter _____ playing inside the house. He wanted to be outside. He _____ feeling tired of being trapped inside the house.

Peter _____ trying to keep busy inside the house. He _____ reading his favorite book until the electricity went out. Then, he decided to practice his sketch. He _____ practicing until lunchtime. After lunch, he sat by the window and watched the rain.

While Peter _____ watching the rain, the phone rang. His father _____ calling to say he _____ coming home. He _____ bringing a new game. Peter and his father ate ice cream and played the game. While they _____ playing, the rain stopped! But Peter didn't even notice. He _____ having such a good time with his dad!

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Unit 3: Bringing up the past

2.7 Listen

First, look at the chart in the digital book, practice and repeat the words and clauses. Then try to make a relationship between columns to present a story! Finally, listen to the audio and write the preposition in the correct order.

2.8 Listen

Look at the images and listen to the audio. Then select the order in which things happened by choosing one of the numbers below each photograph. Finally, write a sentence referring to the image using the structure of the past continuous.

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

2.9 Listen

Look at the images and listen to the audio. Then select the order in which things happened by choosing one of the numbers below each photograph. Finally, write a sentence referring to the image using the structure of the past continuous.

1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

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Unit 3: Bringing up the past

2.10 Write

Listen to the audio and write as many sentences as you can in the corresponding space.

Malala Yousofai

Present Past

2.11 Write

Listen to the audio and write as many sentences as you can in the corresponding space.

Asger Malik

Present Past

2.12 EVALUATION ACTIVITY

Read carefully the sentences in your digital book and choose the option that best fits in each sentence. Pay special attention to time expressions.

1. (A) (B) (C) (D) (E) 2. (A) (B) (C) (D) (E) 3. (A) (B) (C) (D) (E) 4. (A) (B) (C) (D) (E)
 5. (A) (B) (C) (D) (E) 6. (A) (B) (C) (D) (E) 7. (A) (B) (C) (D) (E) 8. (A) (B) (C) (D) (E)
 9. (A) (B) (C) (D) (E) 10. (A) (B) (C) (D) (E) 11. (A) (B) (C) (D) (E) 12. (A) (B) (C) (D) (E)

Follow up:

Click on the following icon and follow the instructions for the listening and reading activities. Once you finish write your results on the improvement chart.

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