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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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TABLE OF CONTENTS

Chapter 1. Philosophy and theory	3
Chapter 2. Methodology and practice	7
Chapter 3. Experience report	17
Chapter 4. Conclusions	19
Chapter 5. Appendixes and references	23

Chapter I. Philosophy and theory

Its role as an international lingua franca makes English a unique language in the world. The fact that English is mostly used worldwide among people for whom it is a second or foreign language is an indicator of such uniqueness. This distinctiveness does not only refer to the language itself, but also to the ways it is taught as a foreign language. Some of the pedagogical principles that have informed foreign language teaching in the last few decades, that is, need to be reconsidered when the language taught in English. Some questions need to be addressed, such as whose culture should be included in English language teaching? Are native speakers necessarily better language teachers? or what could be an adequate system of beliefs and thoughts when teaching takes place? (Zacharias, 2003).

Should teaching materials come from English-speaking countries? What is the role of the students' mother tongue? The aim of this project was to investigate the extent to which such issues were part of the belief system of teachers of foreign language and what impact they had on actual classroom practice. The findings indicated that most of the researchers saw English as belonging to English-speaking countries and related its importance to instrumental considerations, which were in turn linked to requirements imposed by the globalization era (Zacharias, 2003).

It is widely recognized that teacher education is more likely to impact on what teachers do if it also impacts on their beliefs (Feiman-Nemser and Remillard, 1996; Phipps and Borg, 2007; Wideen *et al.*, 1998). There has, however, been surprisingly little research into the extent to which teacher education, particularly in in-service contexts, does impact in some way on the beliefs of participating teachers. First, beliefs have been defined from a range of psychological and philosophical perspectives (Abelson, 1979; Nespor, 1987; Pajares, 1992; Woolfolk Hoy *et al.*, 2006). This work suggests that beliefs are propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change. In the context of language teacher education, beliefs are seen to be a key element in teacher learning and have become an important focus for research. It has even been suggested that beliefs "may be the clearest measure of a teacher's professional growth" (Kagan, 1992, p. 85).

While English has come to be recognized by many, if not most, as a global language (Crystal, 1997; Graddol, 1997, 2006) since Fishman's statement, it is interesting to explore how this belief is manifested in different contexts around the world. The emphasis on learning English has continued unabated in recent years and at present on how to successfully achieve observable results on students will be discussed below.

Through this course, several theories and approaches have been discussed to convey final thoughts on a new mindset of teaching in a personal perspective. The idea that thinking can be taught, or at least productively nurtured along its way, is ancient. Beginning with the efforts of Plato and the introduction of Socratic dialog, we see attention to improving intelligence and promoting effective thinking as a recurring educational trend throughout the ages (Ritchhart and Perkins, 2005).

Early in the twentieth century, Dewey (1933) again focused North American's attention on the importance of thinking as an educational aim. At the same time, Selz (1935) was advocating the idea of learnable intelligence in Europe. In the 1970s and 1980s, specific programs designed to teach thinking took shape, many of which continue in schools today. Efforts to teach thinking have proliferated in the new millennium, often becoming less programmatic in nature and more integrated within the fabric of schools.

Despite this long history of concern with thinking, one reasonably might ask: Why do we need to "teach" thinking anyway? After all, given reasonable access to a rich cultural surround, individuals readily engage in situated problem solving, observing, classifying, organizing, informal theory building and testing, and so on, without much prompting or even support. Indeed, neurological findings suggest that the brain is hard-wired for just such activities as a basic mechanism for facilitating language development, socialization, and general environmental survival. Furthermore, it might be assumed that these basic thinking skills are already enhanced through the regular processes of schooling, as students encounter the work of past thinkers, engage in some debate, write essays, and so on. Why, then, should we concern ourselves with the teaching and learning of thinking? Addressing these issues entails looking more closely at a fuller range of thinking, particularly what might be called high-end thinking, as well as examining the role education plays in promoting thinking (Ritchhart and Perkins, 2005).

One common approach to defining good thinking is to characterize concepts, standards, and cognitive strategies that serve a particular kind of thinking well. These guide performance as norms and heuristics. When people know the norms and heuristics, they can strive to improve their practice accordingly. The result is a kind of “craft” conception: Good thinking is a matter of mastering knowledge, skills, and habits appropriate to the kind of thinking in question as guided by the norms and heuristics (Ritchhart and Perkins, 2005).

In general, the students were pleased with their language development because of the engagement in the dialogic process encouraged by the teacher researcher (TR). Nevertheless, issues emerged from the data concerning the management of the students’ positions and academic voices, the choice and length of themes, and the conception of language as social practice (Rocha-Pessoa and de Urz`eda-Freitas, 2012).

Thus, students tend to have dominant views about the topics, which must be problematized, but when teacher present counter-discourses by means of an explanation or an academic text, they must be careful not to impose these on the students (Ellsworth, 1992). On the other hand, students should understand that people’s speeches and practices help to reproduce social inequalities and must always be brought into question, and this understanding is not always reached through co-construction of meanings. So, a question remains: Should a teacher be assertive? A similar question arises about academic voices: Should teachers use academic texts to convince students that they should change their actions and discourse to build a more egalitarian society?

As far as the themes are concerned, the data suggest that students enjoyed them and how they were approached. It also became apparent that it is important to discuss one theme long enough to acquaint students with the vocabulary and to provide them with the necessary input to formulate their own ideas. Although the students did not make many comments about the choice of themes, we agree with Pennycook (1999) that critical work should focus on issues of class, race, gender, ethnicity, and representations of otherness. TR did not negotiate with the students, which themes should be focused on or how they should be approached, but this is an option that teachers should consider establishing a more equitable relationship between class participants (Rocha-Pessoa and de Urz`eda-Freitas, 2012).

Just as critical work “needs a form of sociology that aims not merely to describe social formations such as class or gender but also to critique the ways in which such social formations are linked to questions of power and inequality” (Pennycook, 1999), the conception of language underlying critical work should be that of social practice in the sense that it is a place of conflict that not only changes human beings but also is changed by them. This conception of language could be adopted in TR’s classes because students learned the importance of producing language to defend their points of view and to build new identities that went beyond the classroom walls (Rocha-Pessoa and de Urz`eda-Freitas, 2012).

Through the process, I learnt how to assess my own teaching progress objectively. I must keep in mind factors that may affect students’ lives out of the classroom to understand and be more flexible with them. I also must think more about what and how to teach instead of just letting a book speak out everything for me (Figure 1).

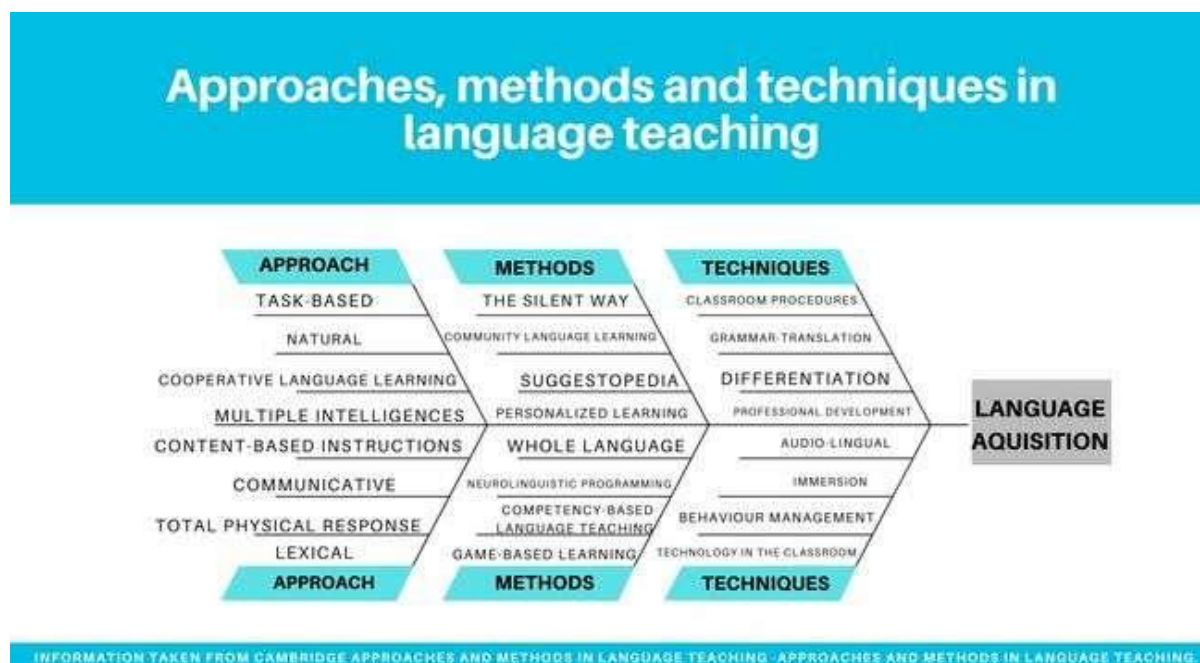


Figure 1. Language acquisition theories. Taken from Cambridge, 2005.

Chapter II. Methodology and practice

Undoubtedly, our world and our lives are increasingly globalized and digitized (Brown *et al.*, 2008). Such globalization and digitization, explained Varis (2007), have consequences and demands on people's working and educational life. Not only is there a growing awareness of the need for promoting the role of information and communication technology (ICT) in different fields of the working life, but there is also rising concern over the effective use of educational approaches on how to become literate in today's knowledge society.

For Varis (2007), governments and schools should focus on removing barriers to access and connectivity, supporting professional development, accelerating E-learning innovation, promoting digital literacy, and implementing lifelong learning. In a similar vein, Lotherington and Jenson (2011) state that globalization and digitization have reshaped the communication landscape, affecting how and with whom we communicate, and deeply altering the terrain of language and literacy education.

On the other hand, English foreign language (EFL) students tend to have varied backgrounds, a multiplicity of achievement levels, and diverse learning styles, which impact their ability to learn and use the foreign language (Ananiadou & Claro, 2009). At the same time, these learners are not simply interested in achieving a high command of the different language skills needed in social situations, they are also concerned with the acquisition of the formal academic skills demanded in university.

Similarly, the Languages and Literatures Department of St. John's University (2013) states that in an increasingly interdependent world success depends on the ability of individuals to function as successful members of a global village whose members speak a variety of languages. Therefore, the EFL classroom needs to move away from traditional methods focused on language proficiency to start incorporating new approaches aimed at integrating content, culture, technology, and lifelong skills (Figure 2) (Taylor, 2009).

Now, the real material which was included is provided by Cambridge. Its benefits are the usage of technological tool that makes the acquisition of the language interactive and productive. Cambridge Assessment was established as the University of Cambridge Local Examinations Syndicate (UCLES) by the University of Cambridge in 1858. It was set up to administer local

examinations for students who were not members of the University of Cambridge, to raise standards in education. It also inspected schools (Cambridge¹, 2022).

<p>Digital Age Literacy Basic, Scientific and Technological Literacy Visual and Information Literacy Cultural Literacy and Global Awareness</p>	<p>Inventive Thinking Adaptability Managing Complexity and Self-Direction Curiosity, Creativity and Risk Taking Higher-Order Thinking and Sound Reasoning</p>
<p>Effective Communication Teaming, Collaboration and Interpersonal Skills Personal, Social and Civic Responsibility Interactive Communication</p>	<p>High Productivity Prioritising, Planning and Managing for Results Effective Use of Real-World Tools Ability to Produce Relevant, High-Quality Products</p>

Figure 2. The EnGauge Dimensions of 21st Century Learning (adapted from Fandiño, 2013).

There have been many changes to the education system over the years but the ethos that sparked the creation of that original organisation still drives them today. They strive for ongoing improvement to assessment systems and methodologies around the world to make sure learners can access the benefits of their education (Cambridge², 2022).

The student’s book framework is titled ‘Empower’ and this publication is worldwide recognized using the Common European Framework of Reference (CEFR) in its content from A1 to C1. Some of the key features of this book are: a coursebook with thought-provoking images and texts and engaging video, designed to generate an emotional response; all helping teachers to deliver motivating and memorable lessons, assessments developed and validated by the experts at Cambridge Assessment English; rigorously pre-tested to ensure it is accurate, meaningful and fair, personalised learning paths outside of the classroom give students targeted practice, ensuring they spend their time on what they need most, and keeping them motivated and engaged and manageable learning with a syllabus that teachers can trust, with Corpus-informed content and alignment to the CEFR so that learners can clearly and measurably see their progress in each of the four language skills (Cambridge³, 2022).

As this material is highly reliable, the writing and the reading activities, to create a significant improvement in pupils, will be taken from it as well.

Reading skill

During the unit 8 titled “Dilemmas”, as part of the B2 European Framework of reference, there are four real texts and a vocabulary section for the major understanding through it (Appendix, Figures 2 - 8).

Research on reading comprehension during the last decades has focused on two issues: one, the reader’s prior knowledge; and two, the notion of the reader as an active subject whose mental background is activated in every act of learning. In top-down reading comprehension models, readers are envisaged as interacting with texts, in that they interpret the text and infer its meaning with the help of their own knowledge, so that every act of reading is different even if the text is the same. These models emphasize the reader’s background knowledge and seem most adequate for describing the reading situation of adult learners of a foreign language (Fernández, 2005).

Although, the students in the course are not adults, they can easily relate information from the global background. For the first reading task “Is it time to give up on cash?” (Appendix, Figure 2), the learners are encouraging to think about what the writer’s aim is – to question some of the benefits of a cashless society – after the reading. According to some academics, as part of the prior knowledge that the reader possesses, three components have been identified in the literature: thematic or conceptual, linguistic, and formal (Carrell, 1983; Levine & Reves, 1994; Fernández, 2005). A formal schema is usually understood as representing the knowledge that the reader has about the formal characteristics of texts, especially their structuring or sequence (e.g., cause–effect, problem–solution, etc.), and their functions (expository, descriptive, argumentative, etc.).

Viewed in this way, the formal component would be of a purely linguistic nature, so that it could be included within the second component, although at a suprasentential level. Even so, a problem of text typology arises, since researchers and scholars frequently perceive certain texts as being different, while having the same suprasentential structuring or sequencing, and similar textual functions (Fernández, 2005). So that, the mentioned reading includes a heading exercise which potentially increases student’s awareness overall. These activities are planning for one session of fifty minutes by following the same numerological order included in the lesson.

After evaluating the *i+1* comprehensibly, lecture two will consider the vocabulary section included in the student’s book (Appendix, Figure 3). This not just will help students to understand new words involved in the previous activities but being aware completely of the content that has

been seen before. Irvine (1990) suggests that vocabulary instruction should involve students in deep processing of words. The following vocabulary instruction strategies require more active engagement on the part of students and higher-level cognitive processing in the sense of Bloom's Taxonomy.

This requires that teachers themselves are sensitive to vocabulary. In being so, they can model and promote the sensitivity to words that they expect their students to have. The words must build upon prior knowledge and connect to current student understanding. Words should be selected based on their relationship to other words the students will be learning or already know. This requires the teacher to have a thorough understanding of the students with whom he or she is working. Students also benefit from having a purpose for learning and selecting words that are central to understanding a text or reading passage helps to highlight this purpose – in this case incorporating economical words useful nowadays-. One strategy to connect students more closely with their vocabulary development is to have them identify the words they will study based on the difficulty of words they encounter in their reading (previously mentioned) (Harper, 2008).

The vocabulary revision is given in a second session of thirty minutes while the last twenty are planning to discuss the first reading with the new concepts and words acquired.

On the third session of reading, the text “Honest London?” is a clear cross-over culture material whereas Olympic games in 2012 took place (Appendix, Figure 4). A study admitted how predicting as a reading skill includes features in which students can learn and understand texts even though they are not aware of the foreign culture. For instance, phonological awareness was strongly related to reading acquisition across English and Chinese. Similar results have been obtained in previous studies of Chinese (Ho & Bryant, 1997; Ho & Catts, 1998; McBride-Chang & Ho, 2000) as well as English (e.g., Adams, 1990). Such results have been linked to learning to read English as a second language as well (Durgunoglu *et al.*, 1993).

In addition, visual processing was not directly associated with learning to read in either orthography. Individual correlations between the visual tasks and character / word recognition were moderate in the studies made before, however. Thus, it appears that, performances on visual tasks were correlated with scores on other measures, but that there was not a unique association of visual processing with reading. In some previous studies a variety of visual skills have been shown to correlate with reading among Chinese children (Ho & Bryant, 1999; Huang & Hanley, 1995), but

others have failed to find associations between visual skills and Chinese character recognition (Ho, 1997; Hu & Catts, 1998).

Analysing the last texts let us understand the learning and reading process as in concordance with Carrell (1998) who established a proposal to the bottom-up theories, meaning resides in the text. This point of view shows this process as an essentially passive process, where the reader decodes the intended message of the writer by moving from the lowest level, such as letters and words, towards the higher levels of clauses, sentences, and paragraphs. This implies that the meaning comes from deciphering the letter, then the word, the sentence and finally the text. In other words, the process is conceived of as something unilateral in which the reader only has the role of extracting written information and constructs meaning from the text segment that is being processed without considering the surrounding environment (Gamboa, 2017).

However, this just in part true when the cross-over cultural article came since students are not fully involved in the Londoners background (Appendix, Figure 4).

Within the fourth text “The Bribe” – fourth session; fifty minutes straight- students are instructed to think about a moral dilemma where a family avoid law to take after their son (Appendix, Figure 5). Rumelhart (1980) views reading comprehension as the process of choosing and verifying conceptual schemata for the text. A schema is said to be “a cognitive template against which new inputs can be matched and in terms of which they can be comprehended” (Rumelhart, 1980). According to the schema theory, not only is the reader’s prior linguistic knowledge (linguistic schemata) and level of proficiency in the second language important, but the reader’s prior background knowledge of the content area of the text (“content” schemata) as well as of the rhetorical structure of the text (“formal” schemata) are also important (Carrell, 2006).

The importance of linguistic schemata in reading comprehension has long been recognized because of the long history of the bottom-up view of reading comprehension, and, with the rise of the schema theory, researchers have showed great interest in the importance of content schemata and formal schemata. However, compared with the studies on content schema, studies on formal schema are much less frequent (Gamboa, 2017).

For the last reading session (fifth one of forty minutes), it is a crime story in which students will identify facts and fiction. Its title is “Did the Doctor do it?” (Appendix, Figure 6). According to Kozak (2011), the reading activities cover throughout the session are: skimming reading that will

confirm expectations by just having a general idea looking at the heading. After the general reading - or scanning is reading to extract specific information- the learners are going to read for general understanding.

Pupils are about to do close reading or searching reading because they must, for instance, look at specific pieces like author, characters and setting to mention some (Appendix, Table 1). This activity allows students to get complete understanding by reading for detailed comprehension (information; function and discourse) (Kozak, 2011). It is important to point the usage of a specialized software provided by Cambridge named Plus Presentation. The digital package in one place include: Learning Management System plus web tools and clear step-by-step guidance on how to use these tools in the modern classroom. This allows teachers to spend more time on preparing and delivering high-quality lessons (Cambridge3, 2022).

Assessing the reading activities will go along with the ORF (Oral Reading Fluency) norms for screening decisions. This approach of evaluations helps teachers to concrete on rationale and support for screening reading. Screening measures help a teacher quickly identify which students are likely “on track” to achieve future success in overall reading competence and which ones may need extra assistance. Screening measures are commonly developed from research examining the capacity of an assessment to predict future, complex performance based on a current, simple measure of performance. These assessments are designed to be time efficient to minimize the impact on instructional time (Tindal, 2006).

Research has clearly indicated the critical need to provide high-quality, intensive instructional interventions to students at risk for reading difficulty as soon as possible (Snow *et al.*, 1998). Increasingly, teachers are being required to administer screening measures to every student. Assessments that measure a student’s accuracy and speed in performing a skill have long been studied by researchers. Such fluency-based assessments have been proven to be efficient, reliable, and valid indicators of reading proficiency when used as screening measures (Fuchs *et al.*, 2001; Good *et al.*, 2001). Researchers have cited a variety of studies that have documented the ability of these simple and quick measures to accurately identify individual differences in overall reading competence (Assessment -Table 2, Holistic rubric proposal).

Writing skill

The following session is the writing one. It will be divided into two sections. Primarily, students must do a separation of the previous reading- Did the Doctor do it? – by eliciting the positive recommendation, the opinion, the information about it and the main characters (Figure, 7. Part three – Session of half an hour).

Akbari *et al.*, (2014) indicated "In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language" (Nunan, 1999). Writing plays an important role in our personal and professional lives; thus, it has become one of the essential components of university English for General Purposes (EGP) and English for Academic Purposes (EAP) curricula (Palmira, 2001). As Pilus (1993) mentions, writing is a one-sided communication with all the burden of interaction relying mostly on linguistic elements which indicates that writing is indeed a deliberate and demanding activity. It requires conscious work on the part of the writer, who besides having to accommodate his own thought, must be competent in all the written aspects of a language, from mechanics to discourse. A précis is a shortened version of someone else's writing or thoughts (Bleck, 2001).

The ability to write an effective précis might be the most important writing skill a college student can possess. The goal of summarizing material is to pass along the ideas belonging to another. This process is done with fewer words than the original to save the reader the work of going to that document. What is of great importance in this task is to maintain the integrity of the original document: not distorting the original views, ideas, attitudes, or their importance in the original (Bleck, 2001).

After the first task, pupils will think of a book, film, or TV programme that they like and would recommend by writing a review organizing their own ideas precisely, using a previous advice on writing and finally comparing the review with the group (Figure, 7. Part four – session of half an hour and homework). The students will be able to use a digital tool online called Grammarly in which writings are revised withing grammatical, coherence and cohesion features for free (<https://app.grammarly.com/>).

Listening skill

During the unit 8 titled “Dilemmas”, as part of the B2 European Framework of reference, there are four real materials in which daily and meaningful situations are implied (Appendix, Figures 8 and 4).

Listening is more often a neglected skill though there are some prevalent assumptions that reading, and listening should be given same treatment and similar texts can be used to teach both the skills. However, the question of visibility of the speaker in listening activity and inconsistency in teaching methods has led to controversy amongst theorists and test makers in terms of finding better facilitation for effective listening work. Jeremy Harmer, one of the most influential theorists in ELT argues that 'listening as a skill may be extremely like reading, but the text the listener has to deal with is considerably different from the written one. Most obviously, a listener cannot look at what he is trying to hear; he can only listen to it whereas the written word stays on the page and can be looked at more than once, the spoken word, unless recorded on tape or record cannot be repeated' (1953).

Although, the students in the course are not adults, they can easily relate information from the global background. For the first listening assignment “The Money Pool” (Appendix, Figure 8), the learners are given the opportunity to think about what the interviews aim are – to question some of the benefits and negative consequences of an economical A.K.A credit lifestyle – after the listening. According to some academics, the challenge for a listener will be to truncate the unnecessary parts and to switch repeatedly, which is really a difficult task for a non-native Listener. Also, they may have difficulty with the sequence and juxtapositions of sounds typical of English words and find consonant-clusters difficult to cope with and they get the consonants in the wrong order, for example, hearing parts for past or crips for crisps or little for little (Ur, 1994).

Yet is listening the skill with which learners feel the most comfortable? There is evidence that the opposite is true. Arnold (2000) comments on how listening induces anxiety in learners, because of the pressure it places on them to process input rapidly. Graham (2002), investigating the lack of popularity of language learning in England, found that for intermediate learners, listening was the skill in which they experienced the greatest difficulty.

In many ways it is unsurprising that learners perceive listening as difficult. Buck (2001) emphasizes the complexity of the listening process, in which the listener must use a wider variety of knowledge sources, linguistic and non-linguistic, to interpret rapidly incoming data. The

application of linguistic knowledge in comprehension is usually termed bottom-up processing, whereby the sounds, words, clauses, and sentences of a passage are decoded in a linear fashion to elicit meaning (Rost, 2002).

In 'top-down processing,' the listeners' knowledge of the topic, their general knowledge of the world and of how texts generally 'work,' will interact with this linguistic knowledge to create an interpretation of the text (Buck, 2001). While it is agreed that listening requires a combination of both forms of processing, their respective contribution to effective listening is still not clearly understood (Tsui and Fullilove, 1998). After evaluating the i+1 comprehensibly, just before the end of session one, the students and the teacher will discuss about how they think financial facts could affect them positively and negatively (Appendix, Figure 8).

On the second session of listening, "Honest London?" (Appendix, Figure 4), students will have given the chance to think about moral issues. Morley (1990) determined theoretical linguistics must not be restricted to microlinguistics, in contrast with sociolinguistics, psycholinguistics, ethnolinguistics, stylistics, etc. Microlinguistics (so-called autonomous linguistics) is, in principle, no more and no less theoretical, in the stronger sense, than these various branches of macrolinguistics. Theoretical microlinguistics, however, is currently much more advanced than theoretical macrolinguistics. As the session includes a cultural listening they could infer and contextualize the overall input.

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Speaking skill

Regarding to the speaking activities were considered two of them (Appendix, Figure 2). On the first one, learners had to think about some statements and express their opinions one another, for instance, 'the reason people get into financial trouble is that they're not taught how to manage personal finance. This needs to be introduced as a subject in school.' So that students showed their surprise and concern as well when the activity came immediately after the listening sessions (Cambridge³, 2022).

To interact successfully in myriad contexts and with many different speakers, learners need to develop a repertoire of practical situation dependent communicative choices. The study of how language is used in interactions is called pragmatics, and while appropriate interactions come naturally to native speakers of a language, EFL learners need to be aware of the many linguistic and strategic options available to them in certain situations. Though pragmatics is an extensive field within linguistics, much pragmatic research has focused on speech acts performed by learners and the linguistic and strategic choices they employ (Mitchell *et al.*, 2013).

To use pragmatically appropriate speech, EFL users must account for not only the form and function of a second language, but the context as well (Taguchi, 2015). In doing so, they will be more comfortable speaking to interlocutors who may vary in age, gender, social class, and status (Kinginger and Farrell, 2004; Ishihara and Cohen, 2010). Special conversational choices are also required based on the relationship between speakers— whether they know each other and for how long. In addition, conversational expectations and desired objectives can influence linguistic and strategic choices of what to say. The ability to account for and adjust to these variables when speaking English defines one’s pragmatic competence.

For the final session of speaking activities, students were encouraged to think about a situation where they could decide in between two options (Appendix -Figure 5). As the untitled unit “dilemmas” indicates, they receive, for instance the following background: ‘What would you do if you saw your best friend stealing something in the supermarket?’ So, with that the students express their thoughts and points of view by using the grammatical features taught, in this case third conditional and should + have to make a critique.

The previous paragraphs have demonstrated how a needs analysis can inform pragmatic speaking instruction for language classrooms using the SASs for different sort of scenarios. The same approach can be used with other language functions, such as these: Complimenting: You are taking an American literature class. A good friend of yours, Kathy, has made an excellent presentation in class today. After class, you want to compliment her on her performance; inviting: You are interested in trying a new Italian restaurant that opened near your campus. You know your friend Andy likes Italian food, too. Invite him to the restaurant; thanking: Your bicycle had a flat tire, and you could not ride home after school. It would have taken you one hour to walk (Siegel, 2016).

One obstacle to pragmatic practice in language classrooms is the important element of previous experience and personal history. When learners role-play scenarios in class, the relevance

and stakes that participate in a real-life situation are absent. As such, it can sometimes be challenging for learners to adopt a role and ask a friend to borrow money, for instance, because they are not able to draw on or refer to any previous relationship between them and their “friend” (Siegel, 2016).

If teachers notice a lack of contextual information becoming a hindrance, they could either supply extra information in the roleplay setup or encourage students to imagine the background. Another solution is to use pictures (for example, from magazines or the Internet) to illustrate who the interlocutors are. Visual images stimulate learners’ schema and make the interaction more interesting. From a stack of pictures face down, students select their own “character” prior to role-playing, thereby adding an element of spontaneity to the conversation. By augmenting role plays in such ways, teachers increase awareness and encourage discussion about how past interactions, relationships, and first impressions affect how we strategize and say things to people (Siegel, 2016).

Chapter III. Experience report

Assessment of learners’ academic achievement in a second language presents important challenges to the fields of educational research and educational practice. Although these challenges legitimately concern learners’ familiarity with a second language, the challenges are more complex, particularly in the contexts of large-scale assessments that are intended to hold schools accountable for what students know and can do on the basis of their performance on assessments (Durán, 2008).

These students are students from non-English backgrounds who are evaluated by schools as not knowing sufficient English to benefit fully from instruction in this language and who are eligible for receipt of educational support to acquire greater English proficiency. Although the precise numbers of these students in the world population cannot be determined, they have been estimated to number approximately 4.5 million and to constitute about 8% of all students in the K–12 grade range; about 80% of these students are from a Spanish-speaking background (Zehler *et al.*, 2003).

With rapid advances in technology and technological innovations in education, teacher’s capacity and skill in information and communication technology integration (ICT) into their teaching practice has been the centre of much attention among many researchers (Chai, Koh, & Tsai, 2010). Meanwhile, research into computer-assisted language learning (CALL) has also gained prominence in language teacher education as an effort to enhance language learning (Zhao & Tella, 2002).

With regard to English as a second or foreign language, many studies have investigated teachers' knowledge and attitudes towards the use of technologies to shed more light on the ways teachers consider technology integration into their instructional practice (Zhao & Tella, 2002). Although CALL was positively perceived by teachers, practicing teachers' knowledge and expertise to integrate technology into their own teaching required more in-depth research. As a result, a theoretical framework known as TPACK was introduced by Mishra and Koehler (2006). Since its inception, TPACK has been recognized as a valuable framework for describing and understanding teacher's technology integration into their own teaching in a variety of educational settings, including EFL classrooms.

Within this line of enquiry, there is an increasing body of literature on the effect of TPACK on teacher education, indicating that a well-established TPACK could have a significant impact on teachers' understanding of the optimal ways of conducting technology-enhanced instruction which leads to the enhancement of students' learning (Graham, 2011; Koehler & Mishra, 2008; Niess, 2008; Shih & Chuang, 2013). Additionally, the results of numerous previous studies adopting a TPACK instrument have verified the reliability and validity of those instruments for measuring teachers' ability to incorporate technology devices into their instructional practice (Koh, Chai, & Tsai, 2010).

As far as survey-based TPACK studies are concerned, a bulk of studies have been conducted to uncover teachers' perspectives involved in technology-supported learning environments (Schmidt *et al.* 2009; Yurdakul *et al.* 2012; Koh, Chai, & Tsai, 2010; among others). Nevertheless, few studies have ever investigated the perceptions of students with regard to their teachers' TPACK (e.g., Shih & Chuang, 2013; Tseng, 2014). It should be noted that teachers' perceptions or self-assessment may not be in line with their actual level of knowledge or instructional practices (Lawless & Pellegrino, 2007). Since teachers' self-report of their competence or their practices in the classroom may be incompatible with what they actually do in the world of classroom (Tseng, 2014), further research into the students' perception of their teachers' TPACK may illuminate and increase the findings of previous TPACK studies in which teachers' self-assessment has been the only source of the data.

Students' attitudes or perceptions towards the use of technology by their teachers are of high importance (Aryadoust *et al.*, 2016) and researching student cognition on their technology-supported learning context can provide teachers with much feedback for more reflection on their

teaching activities (Chuang *et al.*, 2018). Therefore, investigating teachers' TPACK through the perspectives of students in order to gain a deeper understanding of practitioners' competence to incorporate technology into their teaching is of high significance. As an attempt to fill this gap, this study employed a validated TPACK instrument in order to explore the perceptions of Mexican EFL students about their teachers TPACK at private language schools.

Chapter IV. Conclusions

It can be inferred, for instance, that the reading comprehension of a text is not complete if the aspects related to genre are not recognized, i.e., if genre or rhetorical schemata are not used. These may be used either consciously or unconsciously, to associate the given text to a sociocultural frame, and to interpret cues as pointing to conventions shared by a given discourse community (Fernández, 2005).

Most of the works on foreign language reading comprehension dealing with a reportedly generic dimensions are rather biased towards texts' external configuration when trying to get data related to comprehension. The methods used for checking comprehension consist exclusively in the analysis of recall protocols. This allows getting information about the retention of ideas at both micro and macrostructure levels but does not necessarily inform about the readers' recognition of contextual cues; on the other hand, there is a lack of data about genres *per se* (Fernández, 2005).

Some studies recommend that teachers increase: - time for reading - opportunities for students to hear and use words - use of graphic organizers to illustrate, define, or denote - opportunities to use words in meaningful ways through listening, speaking, and writing - opportunities to connect new words to known concepts - the study of concepts that encompass multiple, related words - explicit concept construction - use of strategies that lead to independent word learning. - finding the word or concept that will have the greatest impact on comprehension - focus upon inference (Harper, 2008).

With the increased awareness of the importance of preventing reading difficulties and providing intensive intervention as soon as a concern is noted, this will change. Using fluency norms to set appropriate goals for student improvement and to measure progress toward those goals is a powerful and efficient way for educators to make well informed and timely decisions about the instructional needs of their students, particularly the lowest performing, struggling readers (National Center on Student Progress Monitoring at www.studentprogress.org.) (Tindal, 2006).

It is generally believed that writing is the most demanding skill among the four. Native speakers of different languages are usually incapable of writing fluently and accurately in their own languages without receiving proper instruction" (Rashtchi & Keyvanfar, 1999). Writing is regarded as a difficult skill. This is often attributed to its inherently complex characteristics which according to Wall (1981) "range from mechanical control to creativity, with good grammar, knowledge of subject matter, awareness of stylistic conventions and various mysterious factors in between (Akbari, 2014).

The work of the teacher, then, when working with specific texts, should also involve helping learners to acquire the formal schemata that would help them to achieve the necessary text processing strategies to enable them to read efficiently and write well organized passages. In case of teaching précis writing the teacher should provide the learners with a brief description of what is a précis and explain them that the goal of writing a précis of an article, a chapter, a book, or a reading passage is to offer as accurately as possible the full sense of the original, but in a more condensed form. The teacher should teach the learners about the fact that a summary restates the author's main point, purpose, intent and supporting details in brief, all of which are samples of formal schemata (Akbari, 2014).

In the other hand, studies have consistently shown that students' listening comprehension varies, and this variation is an important predictor of their reading comprehension and writing skills. The theoretical models and empirical evidence reviewed in this paper suggest that listening comprehension is not a simple skill that pupils acquire easily. Instead, it requires acquisition and coordinated application of multiple language and cognitive skills. The good news is that these skills are malleable. Studies have shown that systematic and explicit instruction can improve learners' vocabulary. This review also suggests that although the number of studies was limited, grammatical knowledge, comprehension monitoring, inference-making, and theory of mind can be improved with intervention (Young-Suk and Pilcher, 2016).

One challenge in listening comprehension instruction is how to teach these multiple language and cognitive skills in a limited school day. The theoretical models described above, and the practical constraints of school days indicate an integrated approach, incorporating these multiple skills in a lesson rather than targeting each skill in separate lessons. For instance, good vocabulary instruction would include information about syntactic features of target words and their uses in sentences (Carlo *et al.*, 2004). Existing reading comprehension lessons can easily incorporate

these language and cognitive skills, and some already do incorporate skills such as vocabulary and inference-making (e.g., asking inference questions).

Book reading can incorporate and target multiple language and cognitive skills systematically and explicitly. Furthermore, implicit, or inferential questions requiring children to infer information either from an earlier part of the story or from their background knowledge can be asked systematically. Theory of mind can be also incorporated into book reading as characters and authors' thoughts and emotions, and reasoning are an important part of texts. Comprehension monitoring can be easily taught during book reading.

At an appropriate point in a story, the teacher can stop and ask children about whether the story makes sense, and if not, why it does not. At other times, the teacher can stop during reading and ask a silly question that is inconsistent with the story content thus far. As is clear from previous research, creating a language-rich environment is critical for children's language development (e.g., Dickinson, 2001; Hart & Risley, 1995) including listening comprehension. Therefore, targeting multiple language and cognitive skills should not be limited to planned lessons per se. Instead, language instruction should be embedded throughout the school day, exploiting teachable moments.

A critical aspect of teaching these multiple language and cognitive skills is raising standards of coherence (Van den Broek *et al.*, 2005), or search-after-meaning (Graesser *et al.*, 1994). Higher-order cognitive skills (e.g., inference-making) are effortful and strategic processes, and thus, may not be employed, even if the child has the ability, unless the child had a need or a desire for establishing global coherence (Kim & Phillips, 2014).

Improving listening comprehension takes a prolonged time, and thus, instruction should be long-term across multiple years. As multiple language and cognitive skills contribute to listening comprehension, developing, and coordinating these skills are not likely to occur in a short time span. That is, a component skill of listening comprehension such as vocabulary is expansive, and continues to grow throughout the lifetime, and so would listening comprehension skill. This contrasts with a confined or constrained skill (Paris, 2005). Finally, it is important to note that the involvement of multiple language and cognitive skills in listening comprehension has important implications for assessment – these multiple language and cognitive skills should be included in an assessment battery diagnosing children's difficulty with listening comprehension. This would allow precise diagnosis of potential areas to be targeted in instruction/intervention.

Using SAS analysis of language functions such as apologizing and requesting informs pragmatic speaking instruction, ensuring that teachers are identifying and targeting areas their students have not yet acquired, an approach to curriculum planning that aligns with needs analysis principles (Brown, 1995). When patterns of general student performance are identified, such analysis provides empirical data from which to identify students' pragmatic needs, a course of action preferable to relying on intuition. Once underdeveloped linguistic and strategic areas are identified, they can be used to develop exercises in the EFL classroom. In cases where individual student output varies noticeably, teachers may tailor instruction to meet specific student needs, either by making the content more challenging or by emphasizing SAS steps that students may be unaware of or underutilizing (Siegel, 2016).

This type of informed instruction lets students know what their options are in various situations, so that they can communicate and express themselves in the manner they intend rather than being vulnerable to undeserved consequences due to low pragmatic speaking ability. Through informed teaching practices, learners will expand their range of pragmatic choice and then exercise that range to achieve intended interpersonal effects, thereby addressing two cornerstones of pragmatic ability (Siegel, 2016).

Teachers interested in addressing pragmatics in their classrooms may wish to consult the following websites for additional lesson ideas and resources:

- americanenglish.state.gov/resources/teaching-pragmatics (includes practical classroom-based lesson plans for pragmatics).
- www.ello.uos.de/field.php/Pragmatics/ Exercises (has sections targeting various types of pragmatic competence, including speech acts, politeness, and conversation structure).
- www.carla.umn.edu/speechacts/index.html (includes descriptions, examples, and background reading on several speech acts).

-A challenge for the teacher is to take account of the skill's focus per session-

Chapter V. Appendixes and references

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Appendix

Lesson plan

Table 1. Lesson plan identification cell. Includes the general information for the lesson plan of “Unit 8: Culture”.

Lesson plan identification cell	
Author	Kristopher Goroztieta García
Educational stage	Sexto año preparatoria UNAM (ENP)
Title	“Culture”
Learning Objective of the plan/Competency	<ul style="list-style-type: none"> • <i>Propósito de lenguaje</i> Establecer los lineamientos generales y particulares sobre la voz pasiva y la voz activa en inglés como forma de comunicación priorizando sujetos u objetos, así como logros, producciones, descubrimientos e inventos. • <i>Propósito formativo-intercultural</i> Concientizar a los alumnos y alumnas sobre diferentes aspectos de la historia contemporánea – ej. la música, el deporte, la ciencia y la tecnología – a fin de comprender contextos sociales y culturales de algunas regiones europeas, asiáticas y latino-americanas.
Communicative skill considered	Speaking, writing, listening y reading.
State of the following options	Consolidación.
Functions	<ul style="list-style-type: none"> • Identificar las diferencias entre voz pasiva y voz activa. • Conocer aspectos culturales extranjeros.
Main Grammar structure	Passive voice
Other Grammar structures	Present perfect with since and for

<p align="center">Brief description of the plan</p>	<p>De acuerdo con la Universidad de Cambridge (2022), voz pasiva, dentro de la unidad temática utilizada para alumnos con perfil lingüístico B1, requiere del desarrollo de objetivos tales como: hablar sobre música, arte y literatura; identificar actividades deportivas y de ocio; disculparse; hacer y aceptar excusas; y escribir una reseña sobre un libro. Por ello, la planeación sigue una ruta que, si bien no intenta abarcar la unidad en su totalidad, si extraerá los componentes básicos para el desarrollo de actividades propias de las cuatro habilidades básicas en inglés.</p>
<p align="center">Hours of the plan implementation</p>	<p align="center">4 – 5 horas</p>
<p align="center">Number of sessions</p>	<p>Cuatro o cinco sesiones de 50 minutos cada una.</p>
<p align="center">Contents required for the lesson</p>	<p>Empower student’s book – Unit 8. Cambridge press.</p>
<p align="center">Link of the activities</p>	<p>*https://wordwall.net/resource/22206601/verb-and-vocabulary-definitions-6020-b1 *https://kahoot.it/ * https://sounter.com/es/learn</p>
<p align="center">EEAILE tutor on line</p>	<p align="center">Rosa María Castillo del Carmen.</p>

Table 2. Sessions for unit 8 “Culture”. Focus on each language skill. The length of each session is about 50 minutes whether virtually or face to face.

Date	N°	Unit	System. (G) Grammar; (V) Vocabulary; (P) Pronunciation; (F) Function	Skill	Procedure	Resources	
						Paper	Digital
MAY 09 TH 2022	1	8	(G) (V) (P) “The best, biggest and most popular”.	Reading, listening and speaking.	<p>*IB: The participants will be directed by the teacher to listen a piece of classical music, then one contemporary and finally another noisy. They will identify the era in which they are placed. 05 minutes.</p> <p>*WU: The teacher will ask the students for verbs in past simple and past participle with the “hot potato” dynamic. 05 minutes.</p> <p>*IN: The students will read an article divided into different headings about music, art and literature. To complete this, different students will be chosen to read aloud the different texts. 20 minutes.</p> <p>*IN 2: The students and the teacher will check the grammatical structure of passive voice in present and past. 10 minutes.</p> <p>*GI: The students are going to name an invention or a piece of art made by someone who they recognized easily. 10 minutes.</p>	Student’s book p. 78.	<ul style="list-style-type: none"> - Blackboard platform. - Microsoft teams. - Cambridge presentation plus software.
MAY 10 TH 2022	1	8	(V) (F) Passive voice.	Speaking , reading and writing.	<p>*IB: The pupils will say a word in English proper from another country, e.g., lift (U.K) vs elevator (U.S.A), and they’ll be able to choose a classmate</p>	Student’s book p. 79.	<ul style="list-style-type: none"> - Blackboard platform. - Microsoft teams.

					<p>to continue with the activity. 05 minutes.</p> <p>*WU: The students are being asked to talk about their favourite author or artist and one of their most remarkable achievements using present simple and past. 05 minutes.</p> <p>*IN 3: The teacher will explain the differences in between passive voice in present and past. 10 minutes.</p> <p>*GI: The students together will talk about how they gossip with their friends and their relatives and make notes about it. E.g., Did you hear what Karol said? No, let me know it! 30 minutes.</p>		<p>- Cambridge presentation plus software.</p> <p>- https://wordwall.net/myactivities</p>
MAY 11 TH 2022	2	8	(V) (F) (G) "I can't believe it". Sports.	Listening and reading.	<p>*IB: The students and the teacher will use kahoot.com to identify some verbs and their definitions in the past tense. 10 minutes.</p> <p>*WU: The learners will check some pieces of information about sports and science and they will describe the images in the student's book. 05 minutes.</p> <p>*DR: The teacher will play an audio from a show title "I can't believe it" in which the students have to identify facts and lies from the contestants according to general culture of the world. 25 minutes.</p> <p>*GI: The pupils will expose their final conclusions and their thought by answering the following questions: Were your expectations the same as the results? If so, why do you think that? Were you able to identify the words and the main ideas from the audio? Did you know any of the</p>	Student's book p. 80.	<p>- Blackboard platform.</p> <p>- Microsoft teams.</p> <p>- Cambridge presentation plus software.</p> <p>- https://kahoot.it/</p>

					pieces of information that were true? Did you enjoy the activity? How do you feel after all?		
MAY 12 TH 2022	2	8	(V) (G) (P) (F) Present perfect with since and for.	Reading and speaking.	*IB: The participants will be directed by the teacher to listen their favourite song at the moment and compare it with the fifth symphony by Beethoven. 05 minutes. *WU: The teacher will ask the students to talk in pairs about their favourite TV show or series at the moment. 05 minutes. *GI: The students will read the first article and match the facts from some franchises such as The Lord of the Ring, Game of Thrones, etc. 20 minutes. *IN 4: The students and the teacher will check the grammatical structure of present perfect with since and for. 10 minutes. *GI: The students are going to talk about leisure activities they've been doing for long or short periods of time. 10 minutes.	Student's book p. 81.	- Blackboard platform. - Microsoft teams. - Cambridge presentation plus software.
MAY 13 TH 2022	3	8	(V) (G) (F) (P) "Consolidation"	Writing.	*IB: The students will listen to Michael's Jackson Billie Jean song and fill in the blanks in the Sounter platform. 05 minutes. *CA: The learners will complete the workbook page as a whole with the contents considered during the previous lessons as group. 45 minutes.	Workbook book p. 46.	- Blackboard platform. - Microsoft teams. - Cambridge presentation plus software. - https://sounter.com/es/learn

Note. The procedure for the sessions follows the models discussed during assignment 1, module 3. Described as icebreakers (IB), warmups (WU), an introduction (IN), drills (DR), group involvement (GI) and consolidation activities (CA).

Recorded

class

link:

<https://drive.google.com/file/d/1TbyCuf-mdslylljhhORi26lVtZ7vu4zs/view?usp=sharing>

<https://drive.google.com/file/d/1TbyCuf-mdslylljhhORi26lVtZ7vu4zs/view?usp=sharing>

Figure 1. Vocabulary, reading and grammar of unit 8 “Culture”.

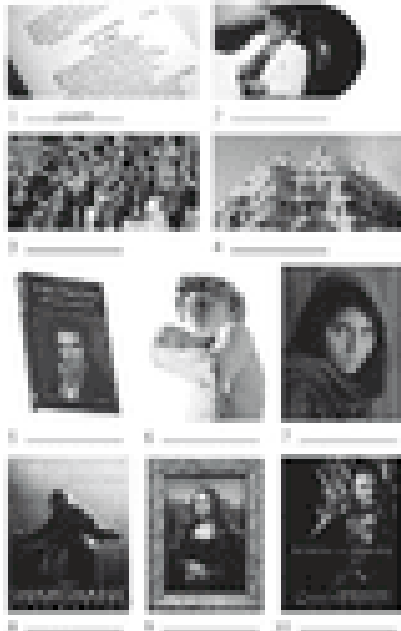
Figure 2. Listening, vocabulary and discussion for unit 8 “Culture”.

8A My favourite book is based on a true story

1 VOCABULARY Art and music

Common verbs in the passive

1 Look at the types of art, music and literature and label the pictures.



2 Match 1–8 with a–h to make sentences.

- 1 It is the best. The British identity. Janet Bunton said.
 - 2 The 17th century made the art of France and Italy.
 - 3 The best that there has ever been.
 - 4 The opera, known by the composer, is a masterpiece.
 - 5 The long, narrow and narrow white, the opera was.
 - 6 The opera, known by the composer, is a masterpiece.
 - 7 The opera was.
 - 8 Several new operas with a special quality in the opera.
- a written by Mozart in 1781
 - b performed in Paris in 1875
 - c created by Verdi in 1851
 - d directed by George Cukor in 1937
 - e painted by Pablo Picasso in 1901
 - f written by the Russian writer Leo Tolstoy
 - g based on the true story of 1945 film released in the movie
 - h composed by Beethoven in 1808

2 GRAMMAR The passive: present and past simple

3 Complete the sentences about the Statue of Liberty. Use the present or past simple passive forms of the verbs in brackets.

The Statue of Liberty
 (build) between 1876 and 1886
 She was an important American
 for a (be) and was named in
 honour of (be) although
 a (be) in France. She
 (be) to the United States by the people of
 France. The statue (be) and was
 (be) in New York City. It has
 been one of the most
 (be) in the world. It has
 been enough money to build the rest
 of the world. Finally, enough money
 (be) and the statue
 people started to pay for the statue. A
 lot of money was raised for the statue.
 The statue (be) in New York City.
 It (be) in France and the people
 (be) to donate to the
 statue. The statue (be) in
 1886. These days it (be) for over
 120 million tourists every year.



4 Rewrite the sentences. Use the passive. Say who completed the action only if this information is important.

- 1 They built the Berlin Wall in Germany.

- 2 They built the Great Wall in 1000.

- 3 George Orwell wrote the novel Nineteen Eighty-Four in 1949.

- 4 They built the 2012 Olympic Stadium in London.

- 5 Bruce Springsteen directed the film Stripped in 1985.

- 6 They gave the first coffee in Colombia.

- 7 They will be million the cost of the film last year.

- 8 The factory produces 1,000 pairs of shoes every year.

Figure 3. Consolidation exercises for unit 8 “Culture”.

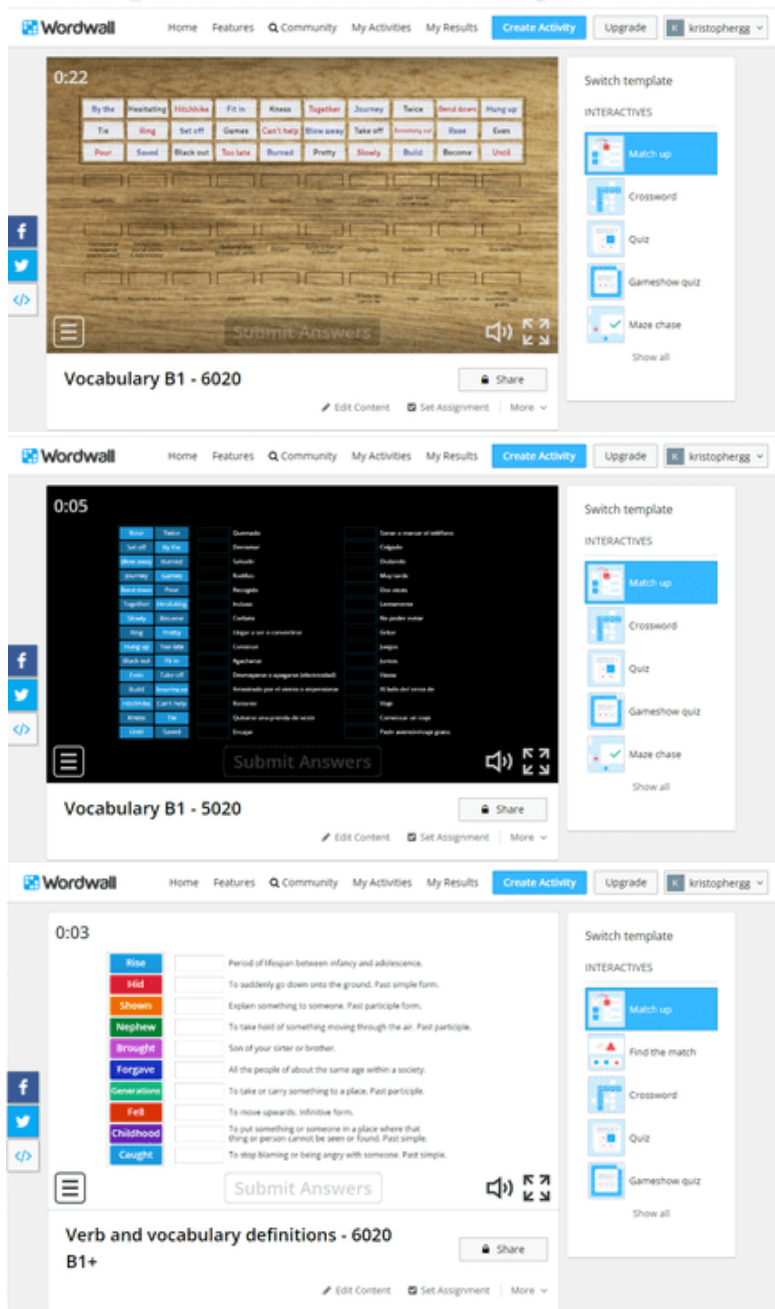


Figure 4. Online exercises created in the website <https://wordwall.net/myactivities>

UNIT 8

4 READING

- a** Think of things you've bought in the past week. Tell each other why you bought it and the different ways you paid.
- b** Read *Is it time to give up on cash?* What is the writer's aim?
- to promote the benefits of a cashless society
 - to question some of the benefits of a cashless society
 - to give a balanced view of the benefits and drawbacks of a cashless society
- c** Read the article again. Match the headings with paragraphs 2–6.
- | | |
|---------------------|----------------------|
| A sense of reality | The honesty of cash |
| Were they so wrong? | Better for everybody |
| Almost cashless now | |
- d** Read the article again. Answer the questions.
- What's the evidence we're already in a cashless society?
 - What costs do businesses and consumers have when they use cash?
 - Why might you spend more when you use a credit card?
 - What does the psychological test tell us about the relationship between digital payment and honesty?
 - What does the writer suggest the overall effect is of a cashless society?

5 SPEAKING

- a** Work on your own. What's your opinion of these statements? Make notes.

1 The reason people get into financial trouble is that they're not taught how to manage personal finance. This needs to be introduced as a subject in school.

2 Financial experts tend to overwell the need to save money. They forget that people need to enjoy life and that often means spending money.

3 There are too many financial experts saving too much about personal finance. This doesn't help – it just creates confusion and people feel under pressure.

4 A lot of people are so obsessed with their personal wealth that they forget about giving money to charities that can help people who are less fortunate.

- b** Discuss the statements in 5a with other students. Explain your opinions. Do you all agree?
- c** Which advice do you think is most relevant? Why?

The screenshot shows a website interface with a navigation bar (Blog, comment, media, tech, travel, finance) and a main article titled "IS IT TIME TO GIVE UP ON CASH?". The article text is as follows:

¹If I asked you to put down this article and take out your wallet or purse, what would you find inside? There would probably be quite a few plastic cards there, but how many of you have got any cash?

²For years now, economists have predicted a gradual move to what is called a 'cashless society'. Most payments are already made by putting a plastic card into a machine and entering our pin code, or by simply waving the card in front of the machine.

³So what's the attraction of a cashless world? Well, for one thing cash is expensive. We often pay fees when we use cash machines – people in the UK together pay almost £8 million a month in cash-machine fees. Cash also spreads disease. Dr Peter Ender, who carried out a study looking at the bacteria on one-dollar bills, claims that 'paper money is usually full of bacteria and a dollar bill could, theoretically, be the magic carpet it rides on from one host to another'. And of course, there's always a record of digital money, so it makes it harder for people to steal it. Businesses that handle large amounts of cash usually need to pay security companies to keep their cash safe, but you don't need a security guard to help you manage digital money.

⁴However, do we really save? Some psychologists question this. They argue that waving your debit card in front of a machine doesn't give us a real sense of paying. Likewise, when we make one click with our mouse when shopping online, it's easy to forget that the credit card bill will arrive at the end of the month. There's plenty of psychological research to show that when we spend using physical notes and coins, we spend more sensibly. Basically, with a credit card we don't feel the 'pain of paying'. In a cashless society, we tend to buy more than we need to, because it's easier to spend and the consequences of our spending are more remote from us.

⁵And it's certainly still possible to cheat and steal in a cashless society. If you manage to cheat someone and you never have to look them in the eye, then it's easier to take the payment. In a psychological test, people were twice as likely to accept a dishonest digital payment as a dishonest cash payment. Once again, psychologists suggest that the sense of being remote from payment in a cashless scenario increased the likelihood of dishonesty.

⁶So, while we might laugh at the idea of our grandparents with money hidden under the mattress, maybe the joke is on us. In our bright, shiny, plastic, cashless society maybe things are not as wonderful as we think they are. Perhaps it's a society that's not quite as honest as we'd like to believe. Without doubt, it's a world where we feel distanced from the consequences of the purchases we make. Reality arrives in the form of a large credit card bill at the end of the month. So perhaps we're more efficient in our cashless society, but are we any happier?

At the bottom of the article, there is a cartoon illustration of a man in a suit holding a large credit card bill, looking stressed, while another man in a suit looks on.

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Figure 2. Reading and speaking activities for the article "Is it time to give up on cash?".









8A I'd like to start saving for a home

Learn to discuss personal finance

- 🔗 First and second conditionals
- 🔗 Money and finance

1 VOCABULARY Money and finance

🔗 Read the money facts below. Do any of them surprise you? Do you think these statistics are similar in your country? Why / Why not?

 <p>1 The UK population has a total credit card debt as high as £80 billion.</p>	 <p>2 Half of Australians don't know the interest rate on their credit card.</p>
 <p>3 57% of households in the USA don't have any kind of budget.</p>	 <p>4 You can make savings of about \$50,000 over a lifetime by taking a packed lunch to work.</p>
 <p>5 85% of students in England will never fully pay off their student loans.</p>	 <p>6 A survey in the USA showed that only 53% of people understand how to make an investment.</p>
 <p>7 On average, households in the UK manage to save just under 8% of their annual income.</p>	 <p>8 In Australia, there has been a 46% increase in online donations made to charities.</p>

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🔗 Match the definitions with the words in bold in 1a.

- 1 a financial plan
- 2 to repay money you owe in full
- 3 money you give to help people or organisations
- 4 money that you owe
- 5 a fixed amount you have to pay when you borrow money
- 6 the amount of money you have saved
- 7 money that you earn or receive
- 8 money you put into a bank or business to make a profit

🔗 Complete the sentences with the collocations in the box. Use the correct verb form.

make / living put aside / savings award / grant
donate / charity debit / account finance / project

- 1 The university has decided to _____ her a _____ of £5,000 for her postgraduate study.
- 2 Every month, the bank _____ my _____ with about £15 in fees. It feels like robbery!
- 3 I don't know how he manages to _____ a _____ from his café. He never has any customers.
- 4 Why don't you _____ the money to a _____ like Save the Children?
- 5 Local businesses agreed to _____ a _____ to increase the number of trees in the city's parks.
- 6 Since she started work, she hasn't _____ any _____. She spends all the money she earns.

🔗 Answer the questions and compare with other students.

- Do you or your family have a weekly or monthly budget?
- Do you know the typical interest rate on credit cards in your country?
- How often do you donate money to charity? Do you pay in cash or online?
- Do you try to put aside savings? How often?
- Do students in your country have to pay off loans after they graduate?
- Do you feel that you know how to make investments? Why / Why not?



Figure 3. Vocabulary preparation “Money and finance”. Session 2.

8B I would have opened it

Learn to discuss moral dilemmas and crime

- 🎧 Third conditional; should have + past participle
- 📄 Crime

1 READING and LISTENING

a 🗣️ Look at the photo of the 2012 London Olympics closing ceremony and discuss the questions.

- 1 What usually happens at an Olympic ceremony? Think about:
 - music
 - parades
 - speeches
 - athletes
 - the Olympic flame
- 2 Would you buy tickets for a big event like this? Why / Why not? Would you go if someone bought you a ticket?

b 📄 Read the article *Honest London?* What did the newspaper want to find out?

- 1 if people wanted to go to the Closing Ceremony
- 2 if the Olympic Games had made people more honest
- 3 if people in London are friendly

c 🎧 Listen to four people saying what they would have done. Which person would have ... ?

- 1 opened the letter and used the tickets
- 2 opened the letter, then posted it
- 3 taken no notice of the letter
- 4 posted the letter without opening it

d 🎧 Listen again. What is the main point that each speaker makes? Choose a or b.

Speaker 1

- a You shouldn't open letters that aren't addressed to you.
- b The person who lost the letter was very careless.

Speaker 2

- a It must be great to go to the Closing Ceremony at the Olympics.
- b You can't enjoy an event if the tickets are stolen.

Speaker 3

- a If you find a ticket, it's OK to keep it for yourself.
- b You can't be sure what's in an envelope, so it's better to check.

Speaker 4

- a It can be dangerous to pick up an envelope in the street.
- b Someone else might want the ticket more.

e 🗣️ **Communication 88** Go to p. 135 and find out what people in London did. Then answer the questions.

- 1 How honest were Londoners during the Olympics according to this test?
- 2 In what way was Julia 'not only nice but also rather smart'?
- 3 Do you think it was a reliable test? Why / Why not?



HONEST LONDON?

What do you think people in London are like? Do you think they're kind, friendly and helpful, or are they busy and stressed out? If you travel on the underground, do you think people will smile at you or will they stare straight ahead?

In fact, like most big cities, London doesn't have a reputation as being a very friendly place, nor a particularly honest one. If you drop your wallet in the street, you shouldn't expect someone to run after you and give it back. But when the Olympics were held in London in 2012, people said that having a major international event in their city made people not only prouder of their city, but also kinder and more honest.

A major London newspaper wanted to see how kind and honest Londoners really were during the Olympics, so they dropped 50 stamped envelopes around the city addressed to 'Jeremy Fingham' with a London address. A note was written on the back which said 'Closing Ceremony tickets for Jeremy'. Inside were two pieces of blank card that would feel exactly like Olympic tickets. Some were left on café tables in folded newspapers, some on the Underground and some were dropped in the street near postboxes.

Would people be tempted to take the tickets for themselves, or would they put the letter in the post to Mr Fingham?

95

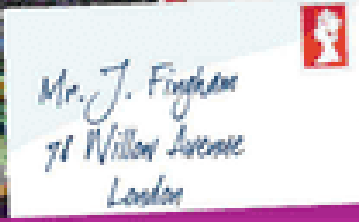


Figure 4. Cross-over culturalization "Honest London?". Sessions 2 (listening) & 3 (reading).

UNIT 8

GRAMMAR Third conditional; should have + past participle

Look at these examples and answer the questions.

1. Ask the questions ... ?

2. Complete the rules for the third conditional.

3. Look at these examples and choose the correct answer.

4. Complete the table with the correct words in the box.

READING Read the text and answer the questions.

THE BRIBE

George Manning, his wife and two children were driving home late at night from a winter holiday. They were in a hurry to get home because their four-year-old son had a high temperature as George was driving over the speed limit. Suddenly he saw the flashing red lights of a police car behind him. The police car stopped them and as it was so late at night the officers asked him to bring his papers and come out of the vehicle and then, to his surprise, they told him he would need to go to the police station to pay the fine and the would take several hours on the police station now about 70 km away. Instead, George would simply pay them in cash and he would drive on with no delay. They would fit in the traffic at the police station the next day. He was for some feeling asked to pay a bribe. He then saw his young son, feeling sick and increasingly desperate to get home to bed. Quickly he paid the money and drove on the road feeling relieved for the night because he knew the would not agree with what he had done.

1. What do you think George would have done? Why? 2. What would you have done?

3. Talk with a partner who read about the other dilemma. Take turns talking about your stories. Do you agree with each other's choice?

VOCABULARY Choose


1. Which of the words in the box could you use to describe ... ?


2. Answer the questions about the words in the box.


3. Complete the table with the correct words in the box.


adjective	verb/noun/phrase	noun
1. corrupt	steal	burglar
2. corrupt	steal	theft
3. corrupt	steal	robbery
4. corrupt	stealing	robbery
5. corrupt	steal	theft
6. corrupt	steal	robbery
7. corrupt	steal	robbery
8. corrupt	stealing	robbery


READING Read these news headlines and choose the correct word.


1. Bank managers will receive wages with **UNLIMITED** after police are forced to giving rewards. 

2. For **SALES** in 2015, increasing car prices. 

3. **INVESTIGATION** into murder / big mystery after years of investigation. 

4. 50% of University students about / target to work, report studies. 

5. Two managers will be forced to stop / stealing / cheating. 

6. Managers / Managers who have work more than 40 hours a week. 

GRAMMAR Use the correct form of the verb in the box.

SPKING Read the following situations. What would you have done?

1. I was invited to a party but I couldn't go. What would you have done?

2. I was invited to a party but I couldn't go. What would you have done?

3. I was invited to a party but I couldn't go. What would you have done?

4. I was invited to a party but I couldn't go. What would you have done?

5. I was invited to a party but I couldn't go. What would you have done?

6. I was invited to a party but I couldn't go. What would you have done?

7. I was invited to a party but I couldn't go. What would you have done?

8. I was invited to a party but I couldn't go. What would you have done?

9. I was invited to a party but I couldn't go. What would you have done?

10. I was invited to a party but I couldn't go. What would you have done?

Figure 5. Conceptual schemata “The Bribe”. Session 4 (reading and speaking).

2 READING

- a** Read the review *Did the doctor do it?* of a crime story. Is this story fact or fiction?
- b** Read the review again and complete the table.

author	
characters	
setting	
kind of story	
reason for liking	
why it's recommended	

DID THE DOCTOR DO IT?



¹If you enjoy a classic 'whodunit' and you want a great read, you can't do better than *The Nursing Home Murder*. This is my absolute favourite, old-fashioned crime story, which I read on my last summer holiday.

The Nursing Home Murder was written by Ngaio Marsh in 1935 and one of the things I love about it is the authentic 1930s atmosphere of the story and characters.

²The main setting is a private hospital (these were called 'nursing homes' in the 1930s) in London. In the home, a famous politician, Sir Derek O'Callaghan, dies after an operation. At first, it seems that his death is the result of complications associated with surgery. However, his wife is suspicious and we eventually discover that he was deliberately poisoned during the operation. All the doctors and the nurses in the operating team had a motive for killing Sir Derek. It's up to Chief Detective Inspector Alleyn of Scotland Yard to find the murderer.

³What makes this a classic whodunit is the fact that the murder takes place in an enclosed space with a limited number of suspects. Clues are gradually revealed as the story continues, and the detective's approach to solving the crime is highly original. It's an example of very imaginative crime fiction. The other thing I loved is that the characters are all very clearly described, and they're all a bit eccentric in one way or another, including the detective.

⁴*The Nursing Home Murder* is a hugely entertaining read and I really recommend it if you want to escape into a mystery story set in a completely different place and time. I couldn't put it down and it kept me guessing all the way through.

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3 WRITING SKILLS

Organising a review

- a** Read the review in 2a again. Choose the correct endings for the descriptions of paragraphs 1–4.
- This introduces the book and gives ...
 - This outlines the plot and introduces ...
 - This outlines the key strengths of the book and the reviewer's ...
 - This is a summary of the review and a final ...
- a positive recommendation.
b personal opinion.
c information about it.
d the main characters.
- b** Underline phrases in the review in 2a that show the writer's positive opinion of the book.
- c** Notice how the words and phrases in the box are alternatives to the language used in the review. Complete the sentences below with the words and phrases in the box. Sometimes more than one answer is possible.

enormously really liked beat
enjoy highly number one

- ... you can't _____ *The Nursing Home Murder*.
- This is my _____ old-fashioned crime story.
- ... one of the things I _____ about it is the authentic 1930s atmosphere.
- The other thing I _____ was that the characters are all very clearly described.
- The Nursing Home Murder* is a(n) _____ entertaining read and I _____ recommend it.

4 WRITING

- a** Think of a book, film or TV programme that you like and would recommend. Make notes using the table in 2b.
- b** Work on your own. Write your review. Organise the review clearly, using the advice in 3a. Include your positive opinions, using language in 3b and 3c.
- c** Work in pairs. Read each other's reviews and check that each paragraph has a clear purpose and the paragraphs are in the right order. Check the correct use of positive expressions.
- d** Swap your review with other students. Would you like to read the book or watch the film or TV programme you read about?

Figure 6. Skimming and scanning "Did the Doctor do it?". Session 5.

2 READING

a Read the review *Did the doctor do it?* of a crime story. Is this story fact or fiction?

b Read the review again and complete the table.

author	
characters	
setting	
kind of story	
reason for liking	
why it's recommended	

DID THE DOCTOR DO IT?

*'If you enjoy a classic 'whodunit' and you want a great read, you can't do better than **The Nursing Home Murder**. This is my absolute favourite, old-fashioned crime story, which I read on my last summer holiday. **The Nursing Home Murder** was written by Ngaio Marsh in 1935 and one of the things I love about it is the authentic 1930s atmosphere of the story and characters.*

'The main setting is a private hospital (these were called 'nursing homes' in the 1930s) in London. In the home, a famous politician, Sir Derek O'Callaghan, dies after an operation. At first, it seems that his death is the result of complications associated with surgery. However, his wife is suspicious and we eventually discover that he was deliberately poisoned during the operation. All the doctors and the nurses in the operating team had a motive for killing Sir Derek. It's up to Chief Detective Inspector Alleyn of Scotland Yard to find the murderer.

'What makes this a classic whodunit is the fact that the murder takes place in an enclosed space with a limited number of suspects. Clues are gradually revealed as the story continues, and the detective's approach to solving the crime is highly original. It's an example of very imaginative crime fiction. The other thing I loved is that the characters are all very clearly described, and they're all a bit eccentric in one way or another, including the detective.

'The Nursing Home Murder is a hugely entertaining read and I really recommend it if you want to escape into a mystery story set in a completely different place and time. I couldn't put it down and it kept me guessing all the way through.

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3 WRITING SKILLS

Organising a review

a Read the review in 2a again. Choose the correct endings for the descriptions of paragraphs 1–4.

- 1 This introduces the book and gives ...
 - 2 This outlines the plot and introduces ...
 - 3 This outlines the key strengths of the book and the reviewer's ...
 - 4 This is a summary of the review and a final ...
- a positive recommendation.
 b personal opinion.
 c information about it.
 d the main characters.

b Underline phrases in the review in 2a that show the writer's positive opinion of the book.

c Notice how the words and phrases in the box are alternatives to the language used in the review. Complete the sentences below with the words and phrases in the box. Sometimes more than one answer is possible.

enormously really liked beat
 enjoy highly number one

- 1 ... you can't _____ *The Nursing Home Murder*.
- 2 This is my _____ old-fashioned crime story.
- 3 ... one of the things I _____ about it is the authentic 1930s atmosphere.
- 4 The other thing I _____ was that the characters are all very clearly described.
- 5 *The Nursing Home Murder* is a(n) _____ entertaining read and I _____ recommend it.

4 WRITING

- a** Think of a book, film or TV programme that you like and would recommend. Make notes using the table in 2b.
- b** Work on your own. Write your review. Organise the review clearly, using the advice in 3a. Include your positive opinions, using language in 3b and 3c.
- c** Work in pairs. Read each other's reviews and check that each paragraph has a clear purpose and the paragraphs are in the right order. Check the correct use of positive expressions.
- d** Swap your review with other students. Would you like to read the book or watch the film or TV programme you read about?



Figure 7. Writing a review. Session 6.

LISTENING

- 1 Listen to a radio programme about personal finance. Tick (✓) the topics you hear.
- | | | |
|--|---|--|
| 1 <input type="checkbox"/> saving for retirement | 2 <input type="checkbox"/> investment plans | 3 <input type="checkbox"/> personal loans |
| 4 <input type="checkbox"/> multi-currency debt | 5 <input type="checkbox"/> energy-efficient homes | 6 <input type="checkbox"/> personal spending |

- 2 Listen again. Complete the table.

	Anna	Frankie
Anna's partner		
Multi-currency		

- 3 Make six pairs. Do you agree with Mike's advice? Why / Why not?

GRAMMAR First and second conditionals

- 1 Match 1 - 6 with a - f to make sentences from the radio programme.
- | | |
|------------------------------|--|
| 1 If you transfer your cash, | a. I'll use the money to pay off your student loan. |
| 2 If you do that, | b. you'll probably pay as little as 1%. |
| 3 If I save you, | c. I won't be able to afford things like holidays and going out to dinner. |

- 2 Match the examples in 1a with their parts.
- | | |
|---|---|
| 1. It's just when you're in a hurry. | a. to get when it's necessary |
| 2. It's all about situations where it's not possible. | b. to talk about a situation where it's not possible |
| 3. It's all about a situation that we think is imaginary or unlikely to happen. | c. to talk about a situation that we think is imaginary or unlikely to happen |

- 3 What's the main difference between the examples in 1a and the examples below? Choose the correct answer.
- If you transferred your cash, you'd probably pay as little as 1%.
 First that, I won't be able to afford things like holidays and going out to dinner.
- | |
|---|
| 1. The speaker is talking about a different period of time. |
| 2. The speaker thinks the situation is more or less likely. |

- 4 See page 10 for the Grammar Focus on p. 108.

- 5 Use these situations and possibilities for you or your partner. Make first conditional or second conditional sentences for each one.
- | | |
|--|--|
| 1. It's just a loan from the bank. I'll be able to pay it off later. | a. I'll get a loan from the bank. I'll be able to pay it off later. |
| 2. It's just when it's a week for a year. I'll be able to afford things like holidays and going out to dinner. | b. It's just when it's a week for a year. I'll be able to afford things like holidays and going out to dinner. |
| 3. It's all about a situation where it's not possible. | c. I'll be able to pay a loan from the bank. I'll be able to pay it off later. |
| 4. It's all about a situation that we think is imaginary or unlikely to happen. | d. I'll be able to pay a loan from the bank. I'll be able to pay it off later. |
| 5. It's all about a situation that we think is imaginary or unlikely to happen. | e. I'll be able to pay a loan from the bank. I'll be able to pay it off later. |

- 6 Discuss your sentences. Are you using the same conditionals?

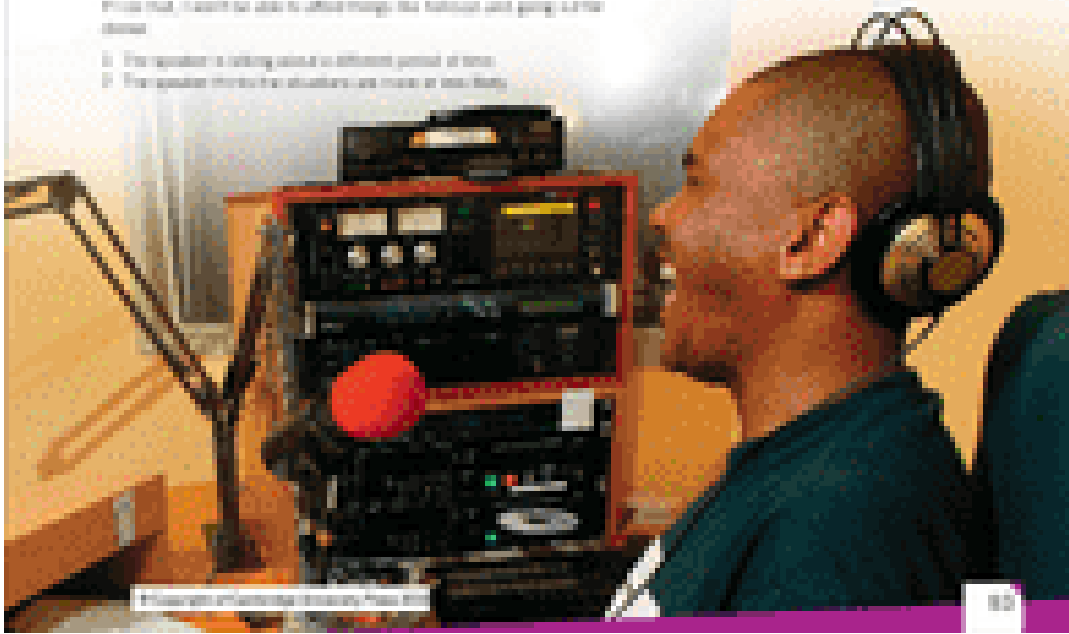


Figure 8. Listening activity “radio programme and finance”. Session 1.

Table 1. Close reading details on “Did the Doctor do it?”. Session 5.

b Read the review again and complete the table.

author	
characters	
setting	
kind of story	
reason for liking	
why it's recommended	

Note. Aspects considered throughout the reading on lesson five.

Assessment

Table 2. Reading and speaking assessment proposal.

Rubric = 1.0%

- Will be revised in individual sessions

List of correspondance = Book activities = 1.0% (revision with the group)

Component	YES	NO
Correct conjugation and pronunciation of regular and irregular verbs.		
Understanding of major ideas.		
Understanding of vocabulary.		
Comments and discussion [coherence and cohesion].		
Fluency of reading.		

Note. Reading and speaking assessment table per session.

Table 3. Writing assessment proposal.

Rubric = 1.0%

- Will be revised in individual sessions

List of correspondence – Book activities = 1.0% (revision with the group)

Component	YES	NO
Correct conjugation of regular and irregular verbs.		
Correct use of auxiliary had/would have.		
Structure negative sentences correctly.		
Structure questions correctly.		
Correct use of third conditional.		

Note. Writing assessment table for the sixth session.