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**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

Foreign Cultures

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**SONIA HUERTA GONZÁLEZ**

**ASESOR: ELIN EMILSSON INGVARSDOTTIR**

México, DF. a 30 de junio del 2022.

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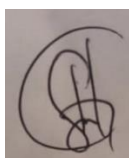
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**Atentamente,**

**Ciudad de México a 30 de junio del 2022.**



**Sonia Huerta González.**

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# INTRODUCTION

This assignment will be about Interculturalism, one of the main problems for the students is to break the language barrier or the rejection that occurs when speaking; they sometimes feel overwhelmed, I think they have to develop confidence in the way they interact with people from other countries because they can create empathy.

I believe that students' access to interculturality allows them to strengthen ties of friendship with other cultures, foster tolerance, empathy and respect that are consistent with the University's culture of peace. Based on my experience as an English teacher and currently sharing with native English teachers, for me the access of students to interculturality is of the utmost importance, having the possibility of having contact with native English teachers.

Students will have the opportunity to develop empathy, respect and tolerance with other cultures, contact with native speakers of the English language will allow them to break the language barrier or the rejection that occurs when speaking English with a foreigner, in turn it will challenge them to develop greater listening comprehension to encourage them to move forward in their learning process and reach new goals. Taking into account that we have nationally and internationally recognized undergraduate and graduate degrees, graduates must be bilingual to face the labor field.

As a teacher I realize that the students need to know best the culture of the foreign countries where the English spoken, also will review:

- The way in which you help your students develop attitudes, knowledge, interpretative skills and other aspects of intercultural competence.
- The different roles a teacher takes on to encourage the development of intercultural communicative competences.
- The importance of including the Intercultural Competence as an integral part of the curriculum.

Over the years I have been studying and learning English at school and also in a didactic way by listening to music, watching videos and movies and speaking with native English speakers. For me, learning and teaching English is having fun.

I want my students to learn English in an easy way, and give them the opportunity to be part of the world of the English language. Teaching English is my passion and I want to share that passion with my students as well.

My training is a degree in international relations and I spent some time working in foreign trade, however, I started teaching English 4 years ago and I loved it.

Working in this area I have had the opportunity to discover that teaching is my passion and I particularly love the English language. Now with this specialty I have learned pedagogical foundations for giving better classes to my students.

For me, making a career in teaching English is exciting, I believe that everyone in the world has the possibility of learning a second language like English.

It is of the utmost importance that in Mexico there be bilingual people who can face the new realities of today.

## **Chapter 1: Philosophy and Theory**

### **1.01 Teaching identity and philosophy**

First of all I have learned English since I was a child and my learning was based on traditional method, I think my ideas about language come from the English culture and English books also English courses. I had the opportunity to learn in different English Language schools with different methods and approaches, somewhat I have taught English for 5 years.

I think at the beginning I performed in a traditional way. After working in different schools, I have learned different methods and approaches so I can say that my method was very eclectic because I took different skills, activities, materials, etc. from every method.

Through these lessons I have realized that I can improve my English teaching with different English scientific approaches and methods for learning and teaching.

Now I prefer to base my English learning and teaching in the Constructivist and Sociocultural principles taking into account that languages are learned as a result of interactions between social and cognitive factors.

I think one of my big challenges are to throw away old ideas and use new skills to give a better class and be a better teacher.

Also, I think I have to learn how to use more technological skills because the students are using it every day and even the whole world is doing so.

I used to be more traditional and taking this specialty and even during this pandemic time I have faced a new way for work, improve my knowledge, learning and teaching classes.

I think the specialty in teaching the English language as I consider it to be a great tool for life and is important as a English teacher to acquire knowledge in pedagogy and methodology in the teaching of English.

### **1.02 Theory underlying your teaching practice and identity**

The English coordination has decided to apply for the program “Teacher exchange scholarships in Mexican institutions” so the school might be a host for some English teachers from England. They will help the principal teachers in the CELE at UNEVE. That’s why I think it is mandatory that the students develop empathy and open their mind to other cultures.

To develop effective intercultural communication, it is important to thoroughly understand the identities of the people with whom you are going to interact, especially people who come from cultures of other countries.

The specific background that each person has about a specific culture will help, to improve the intercultural competence. Students have to be informed about the different social context such as globalization, migration and immigration. I think the aim of teaching English is not only the language, it is also connections and culture.



Currently I'm working at UNEVE in CELE, we are using Cambridge material Interchange 2-A. This Unit 5 we saw "Will vs Going to", "Modal Verbs" and Travel vocabulary this material included the students book workbook and the platform, I enjoy working with this material.

I think the students have to be aware of the cultural context when they are in contact with foreign people because they can find some vocabulary that is related to a specific location for example the slang; the English words that the people are speak in NY or in L.A. is different.

This material is helpful for university students because at the end of each unit, I sent them an assignment for self-assessment that include readings related to the topics and vocabularies that we previously saw.

Students can answer the workbook online that is part of the evaluation at the end of the course, they can make the advance by them self and the platform grade them with a small quiz.

For this Unit I decided to make a travel guide infographic.

First, I gave them a questionnaire.

Then the students chose a country and then made a travel guide,

Finally, they presented this infographic to their classmates,

During the presentation the students used the structure "Will and Going to" travel vocabulary and also the modal verbs for give a recommendation.

For preparing this activity the model of intercultural competence was helpful.

	<b>Model of Intercultural Competence</b>
1. Intercultural attitudes (savoir être)	It is defined as the "ability to decentre", which means that students should be curious, open and ready to identify and – why not – enjoy other cultures besides their one.
2. Knowledge of social groups (savoirs)	In this case, we as teachers need to investigate, as much as possible, about other cultures in order to present this type of

	content to our students, in such a way that we enrich the class, especially when the “official” textbooks do not include cultural information or the activities which are included are not meaningful enough for students to know about other cultures and countries.
3. Skills of interpreting and relating (savoir comprendre)	Even though students are the ones who acquire the ability to interpret a document or event from another culture, we as teachers should give them as much authentic material as possible in order to facilitate our learners this part of the process
4. Skills of discovery and interaction (savoir apprendre/faire)	Although students are the ones who “acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction”, we as teachers should provide them with the sufficient practice to reach that goal.
5. Critical cultural awareness (savoir s’engager)	Students should be able to evaluate and criticize both their own culture and other cultures.

In addition, I think it is important that in a globalized world, students are aware of the different cultures that exist around the world and not only through the videos they watch on social networks, it is important to go further and learn about the uses and customs of the different communities. By knowing other ways of life, students can broaden their criteria, they can understand the way of behaving in different cultures and create empathy and respect, forming individuals who are open to other cultures, stereotypes and negative judgments are avoided.

Within the classroom we can use various materials to permeate English-speaking cultures, for example:

The objects in the classroom	Flags, shields, statues.
The teacher	We can change classes between teachers. (In Cele at Uneve I have two co-workers from Cameroon)
The students	We can ask them to talk about their favorite group and it culture.
The textbooks	According to the current context.
The authentic materials	Souvenirs from other countries.
The language spoken	Always use English in class.

Uneve students come from different socioeconomic strata. Some of them have had the opportunity to study a second language since they were little, others have traveled abroad, these experiences allow students to enrich themselves with different experiences that are shared within the classroom and they can have the opportunity to analyze and reflect. about their encounters, identify and describe areas of conflict and, in light of this, find opportunities to build stronger relationships or change their own behavior.

We can develop the conditions within the classroom to establish the environment that allows students to develop the skills to be able to interact with foreign people. They have to know grammar, to use in a conversation in a specific social context.

Within the classroom we can inform students about other cultures around the world so that students can compare between their own culture and a foreign culture, incidentally it is very interesting for me to set up the email exchange program to enhance community action and connection among cultures and make a learning community.

I think that one of the best roles of the teacher is to be a facilitator, so that we can encourage students to seek information about the countries where the native speakers come from.

Currently they have a lot of information on the web, in a globalized world they have to be aware of the phenomena of immigration and migration.

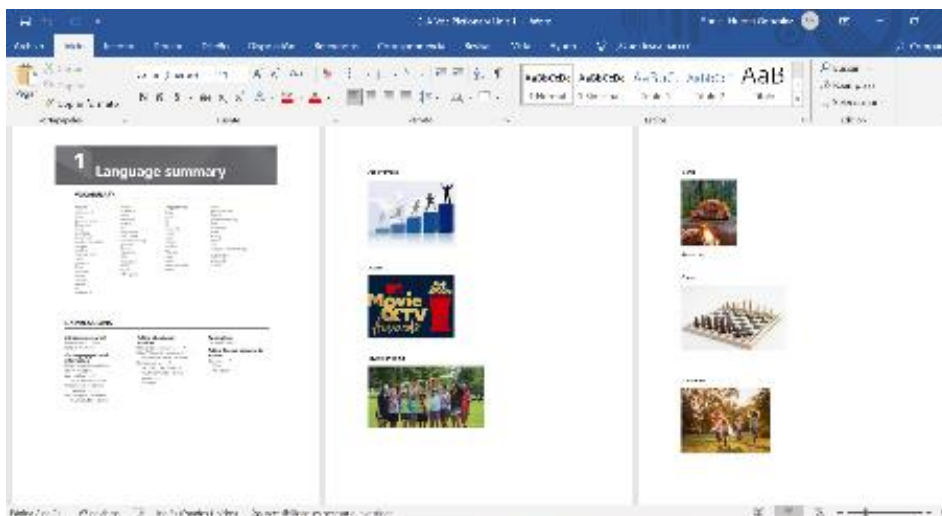
I think that the goal of teaching English is not just the language, but also the connections and the culture.

It is important to include the Intercultural Competence as an integral part of the curriculum, because the students have the opportunity to learn about the identities of the people they will be interacting with, especially those from foreign cultures.

My students of the university participate in academic exchange programs, and also plan to do a master's degree abroad, so they have to be prepared for those experiences.

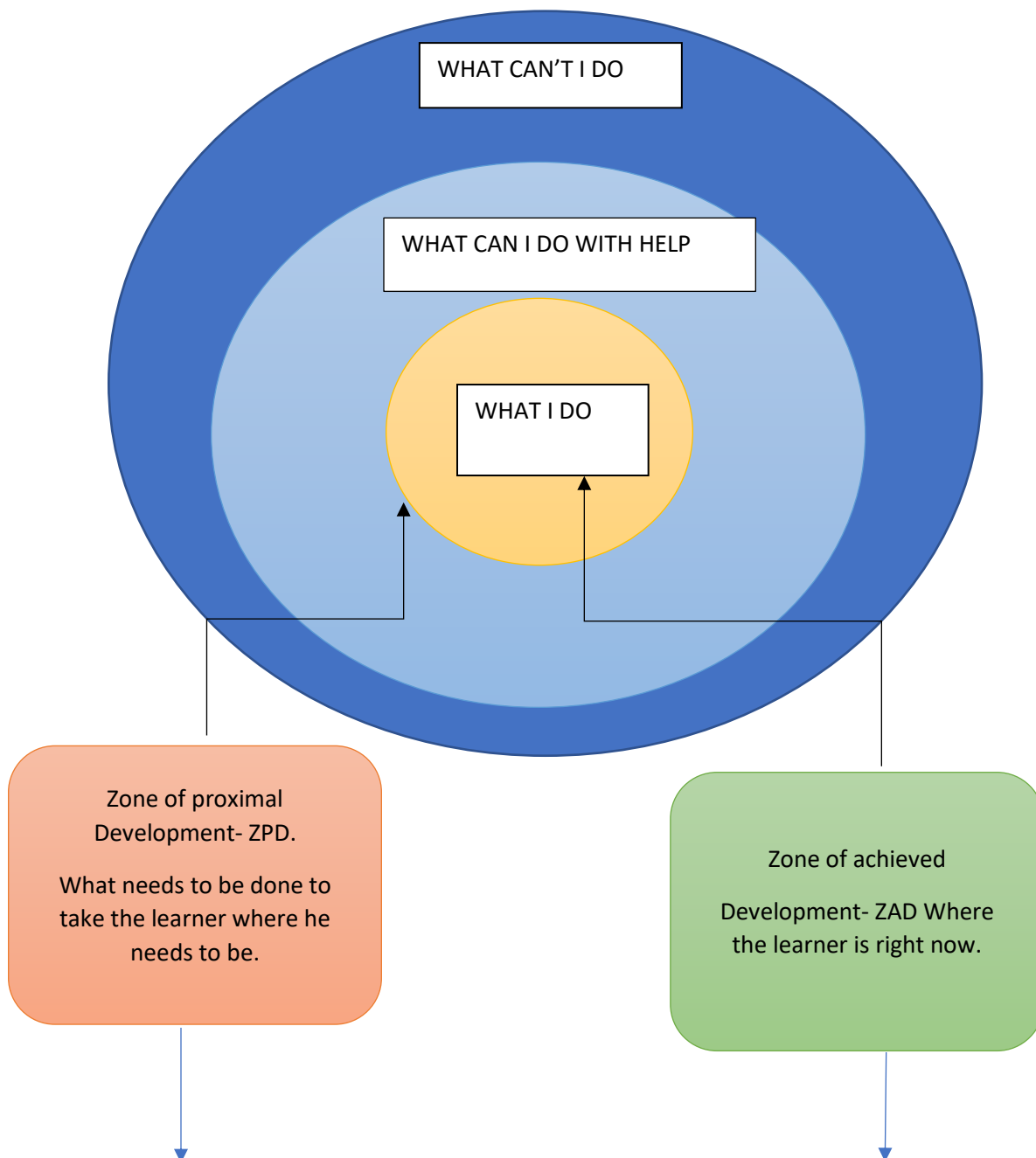
I believe that teachers teaching experiences and contexts are different, sometimes we cannot use some methods due to the large number of students we have in our classrooms and their different backgrounds and English levels.

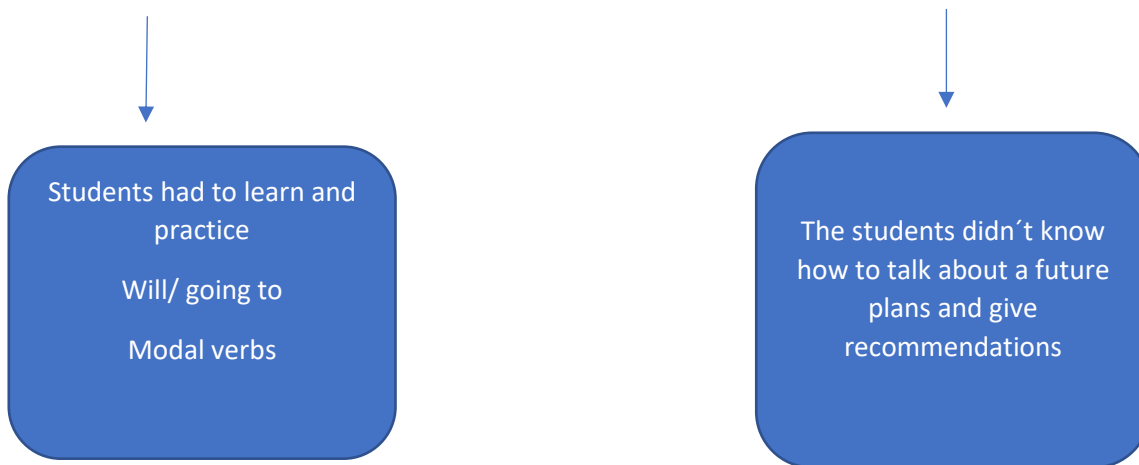
To face this problem, we have to adapt to a method that lets us teach up to 50 or more students in one classroom. For this reason, we made some Pictionary's to use the Communicative approach to teach vocabulary, also when I didn't use the Pictionary I asked the students to look for the meaning of the words in their dictionary.



Another method that we perform is Task-Based Learning where students have the opportunity to solve real life problems and work in a collaborative way. A theory that supports this method is the Sociocultural Theory stated by Vygotsky, because it promotes the Zone of Proximal Development.

### The Zone of Proximal Development as Vygotsky.





Taking into count this diagram

### **What they did?**

Before the first presentation "Country infographic" The students weren't able to express their ideas about the future.

### **What can they do with help?**

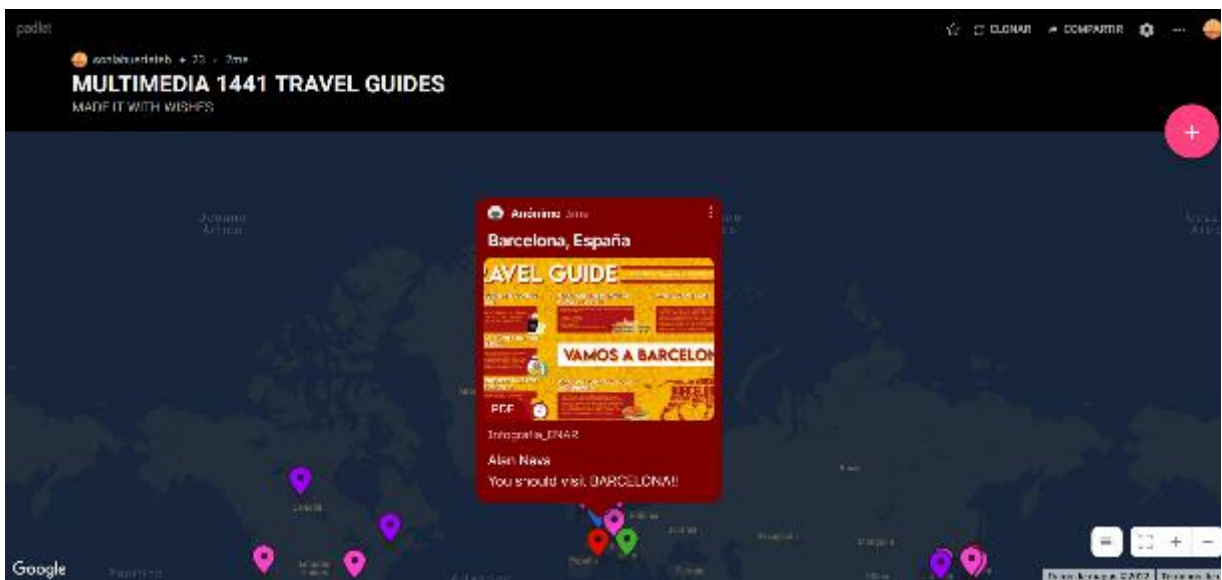
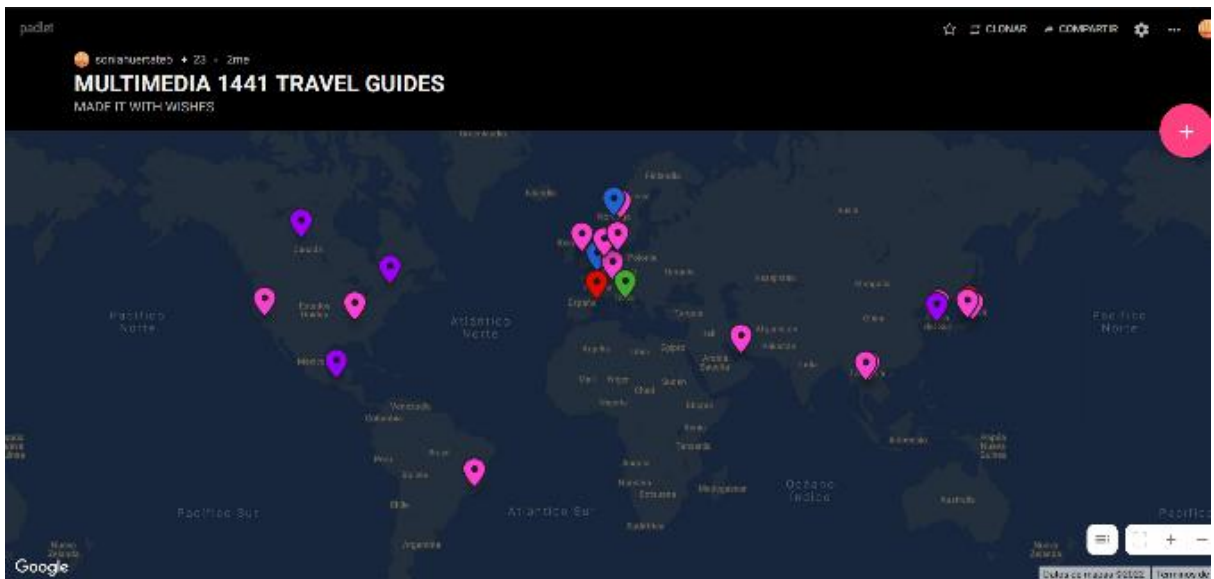
We reviewed Will and Going to structure and Modal verbs

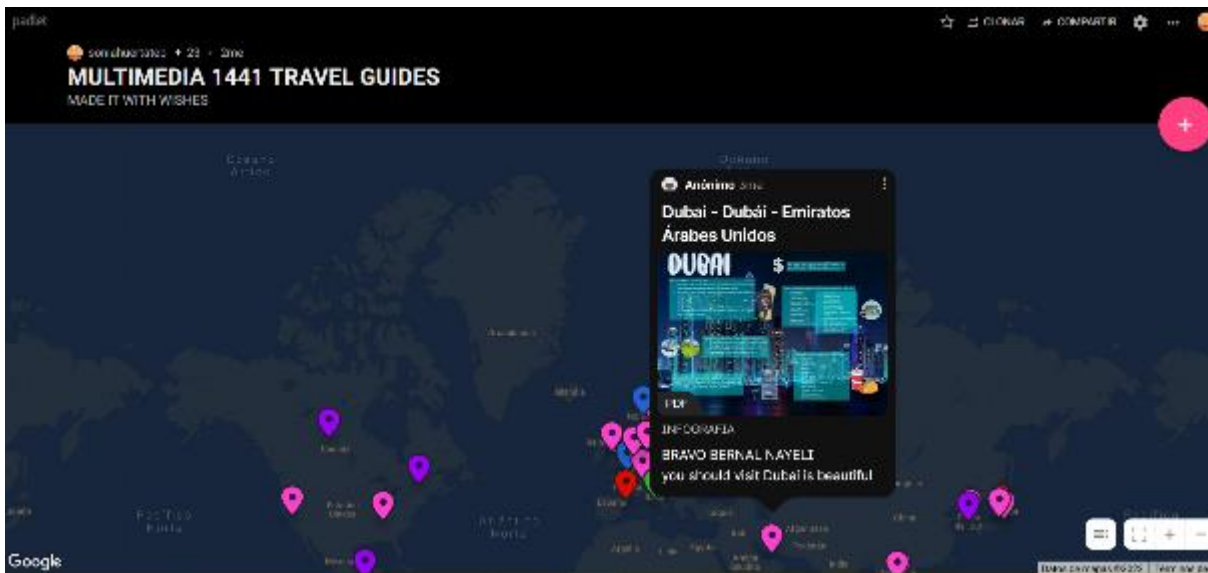
We practiced the structures with role plays,

### **What can they do?**

During some role plays, tasks, and other activities in class, I realized that they understand how to use will/ going to for talking about future plans.

During the presentation, I realized that they were able to express recommendations using modal verbs.





### **Communicative approach, Kolb's model.**

For the second presentation this Foreign Culture project.

I wanted my students to learn about other cultures and go beyond stereotypes and superficial information.

I tried to make them have a new experience because when people are young, sometimes they dream of traveling and imagine some countries and have some information about those places, the students shared some ideas about how expensive it is to travel and for some it is impossible, I wanted to change their thinking about traveling and that they can do it by planning, budgeting and saving.

### **Having an experience**

For this Unit 7 I decided to make a foreign culture infographic.

Taking into account the country that they mentioned in the first presentation.



## Foreign cultures

- Language
- Land area
- Amount of population
- Holidays
- Traditions
- Curious fact

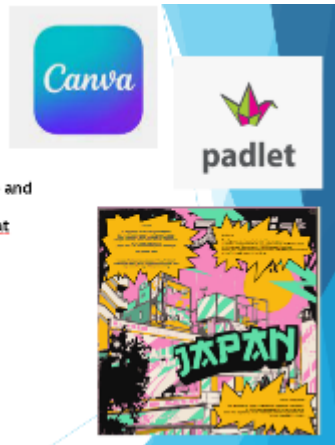


## Reflective Observation.

I gave them a questionnaire; the students use the previous country for the first presentations.

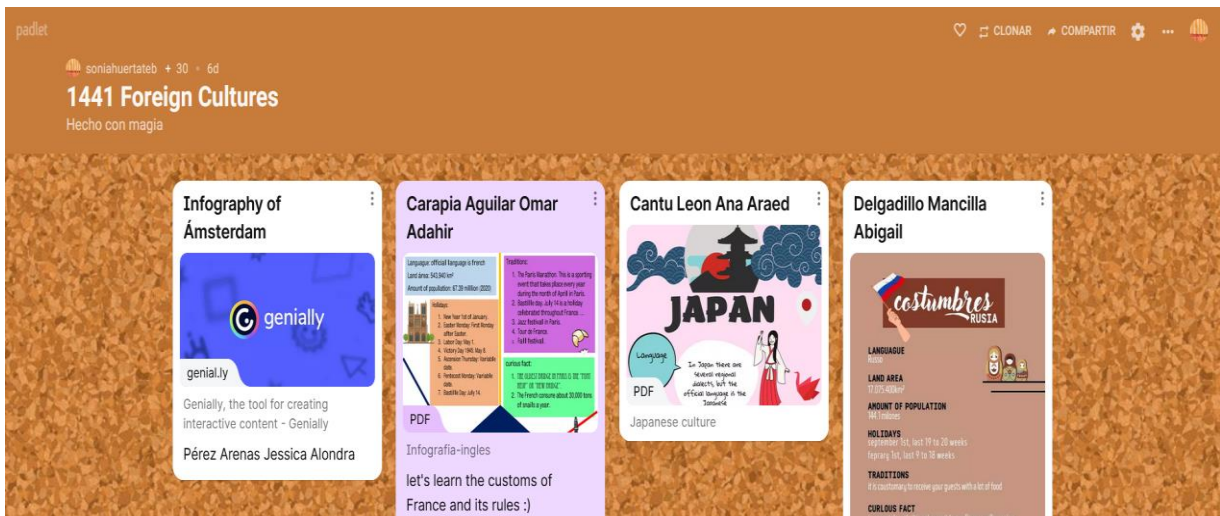
## Foreign cultures

- 1.-How is their culture?
- 2.-How should you behave when visiting that country?
- 3.-What would you take hospitality measures to welcome a person from that country to Mexico?
- 4.-What are the principal differences between their culture and Mexican Culture?
- 5.-What are the culture similarities between Mexico and that country?



## Abstract conceptualization.

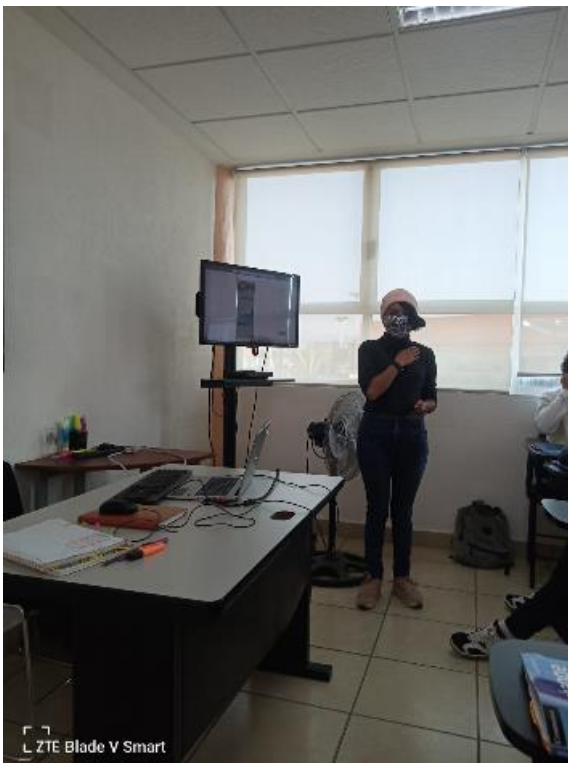
Then the students chose a country and then made a travel guide. They use CANVA.app for design and Padlet to upload it.



### Active experimentation.

They showed this infographic to their classmates, and made a presentation.

During the presentation the students used the structure “Imperatives and infinitives for giving suggestions” and travel vocabulary.



**Amount of population**  
69.8 millions

**Traditions**  
Buddhist rituals  
The prayer for rain  
colorful days

**Holidays**  
April 6: day of Chakri  
April 13 to 15: Songkran festival  
December 10: Day of the constitution

**Curious fact**  
BUDDHISTS 92.0%  
MUSLIMS 4.9%  
CHRISTIANS 1.2%

**How is their culture?**  
Traditional Thai culture is based on family, respect, cooperation, and helping others.

**thailand**

**French culture**

France is still France today, the tradition of being a tourist country in terms of people can give visitors a lot of valuable traditions including gastronomy, it's when the citizens are proud of their culture, as well as their customs and some other traditions related to it.

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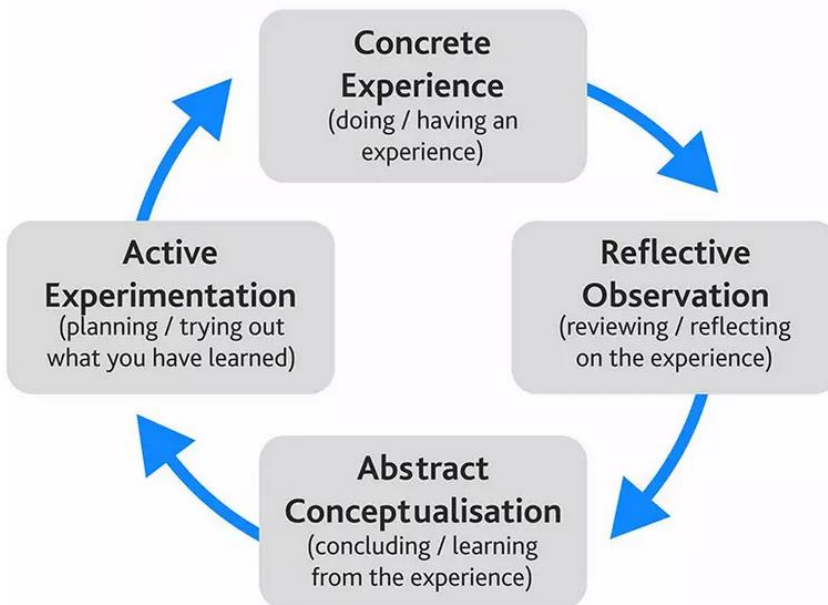


Imagen 1.<sup>1</sup>

<sup>1</sup> <https://www.skillshub.com/what-are-kolbs-learning-styles>

I use the Communicative Language Teaching in several activities, for example role plays, languages games, scrambled sentences, authentic materials, among others.

Each approach and method to second language learning brings about help at the time of planning a lesson. Each one has specific characteristics and functions that help all teachers to be more critical when choosing them to plan a lesson or a task.

## Chapter 2: Methodology and practice

### 2.01 A practical and useful lesson plan.

1. Lesson plan identification cell.	
Author	Sonia Huerta González
Educational stage	Universidad Nivel Intermedio
Title of your Lesson plan	<b>Will vs Going to/ Modal verbs (Should)</b>
Learning Objective of the plan/Competency	<p><b>Propósito de lenguaje</b> Develop grammar comprehension and learn future tense and modal verbs (should)</p> <p><b>Propósito formativo-intercultural</b>  Help students to learn how to talk about future events and give a recommendation.</p>
Communicative skill considered	Writing, Listening, Speaking, Reading.
Functions	<ul style="list-style-type: none"> <li>-Talk about future events</li> <li>-Give a recommendation</li> </ul>
Main Grammar structure	Will vs Going to.
Other Grammar structures	Modals verbs (Should)

Hours of the plan implementation	5 hours
Number of sessions	3 sessions
Contents required for the lesson	Future Will vs Going and Modal Verbs (should)
Link of the content	<a href="https://padlet.com/soniahuertateb/vyhizu17hgnsmh72">https://padlet.com/soniahuertateb/vyhizu17hgnsmh72</a>
EEAILE tutor online	Elin Emilsson Ingvarsdottir
Brief description of the plan	We use interchange material 2-A Unit 5 and the first topic is Will vs Going to, the second is Modal verbs (should). I decide to make two questionnaires about a planning a trip and Travel guide, the students use these two questionnaires for make an Infographic Travel Guide in Canva app then will post it on a Padlet app that I designed previously.

<b>Lesson plan Cultural awareness and intercultural competence in my English Teaching</b>					
Step of the lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Before the lesson	Teacher sends the vocabulary for Unit 5. And ask students to print it.  Teacher requests students to study	Students print and paste the vocabulary for unit 5 on their notebook.  Students reviews briefly	Vocabulary 5	0	none

	the vocabulary.	the vocabulary that will use during the unit 5. Book, notebook, dictionary, platforms and verb lists.			
Step 1	<p>Teacher welcomes students to the class.</p> <p>Teacher asks students How was your weekend? What did you do?</p> <p>The first day of the lesson, teacher writes on the board date, topic and purpose of the class.</p> <p>Teacher presents the Vocabulary for Unit 5. Reading aloud for the class and clarify any doubt</p>	<p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous classes. Talking about the weekend.</p>	<p>Computer Book Notebook Vocabulary 5 Cambridge platform Teams platform Power point presentation</p>	1	Participation

	too.	Students listen and review the Vocabulary, they repeat the vocabulary after the teacher too.			
Step 2	<p>Teacher presents the topic Will vs Going to.</p> <p>Teacher present a questionnaire about “Planning a trip”.</p> <p>Teacher presents the Homework for the next class.</p> <p>“Travel guide infographic”.</p>	<p>Students learn purposes of the lesson, clear doubts and express opinions briefly.</p> <p>Students answer the questionnaire in the notebook.</p> <p>Then students share their answers.</p> <p>Students take notes about the requirements for it.</p>	<p>Computer Book</p> <p>Notebook</p> <p>Vocabulary</p> <p>5</p> <p>Cambridge platform</p> <p>Teams platform</p> <p>Power point presentation</p> <p>.</p> <p>Canva platform.</p>	2	Participation



Step 3	<p>Teacher presents the topic Modal verbs (Should).</p> <p>Teacher ask students to use the modal verb (Should) forgive a recommendation s and advice in their presentation.</p> <p>Teacher ask students to post their Travel guide infographic on padlet.</p>	<p>Students learn the purposes of the lesson, clear doubts and express opinions briefly.</p> <p>Students preset their Travel guide infographic. They use the modal verb (Should) forgive a recommendation s and advice in their presentation.</p> <p>Students post their Travel guide infographic on padlet.</p>	<p>Computer Book Notebook Vocabulary 5 Cambridge platform Teams platform Power point presentation . Canva platform. Padlet platform.</p>	3	Teams assignmet.
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1. Lesson plan identification cell.	
Author	Sonia Huerta González
Educational stage	Universidad Nivel Intermedio
Title of your Lesson plan	<b>Imperatives and infinitives for giving suggestions</b>
Hours of the implementation	<b>5 hours</b>
Number of sessions	<b>3 sessions</b>

Contents required for the lesson	<b>Imperatives and infinitives for giving suggestions</b>
Link of the content	<a href="https://es.padlet.com/soniahuertateb/3r785gotq50j4y84">https://es.padlet.com/soniahuertateb/3r785gotq50j4y84</a>
EEAILE tutor online	Elin Emilsson Ingvarsdottir
Learning Objective of the plan/Competency	<p><b>Propósito de lenguaje</b> Giving suggestions</p> <p><b>Propósito formativo-intercultural</b></p> <p>Help students to give suggestions,</p>
Communicative skill considered	Writing, Listening, Speaking, Reading.
Functions	-Give suggestions
Main Grammar structure	<b>Imperatives and infinitives for giving suggestions</b>
Other Grammar structures	Infinitives and gerunds for uses and purposes.
Brief description of the plan	We use interchange material 2-A Unit 7 and the first topic is Infinitives and gerunds for uses and purposes, the second is <b>Imperatives and infinitives for giving suggestions</b> . I decide to make two questionnaires about a Country culture, the students use the country that they used for the travel guide. Students answer the questionnaire and make a new infographic, in Canva app then will post it on a Padlet app that I designed previously.

Lesson plan Cultural awareness and intercultural competence in my English Teaching					
Step of the lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Before the lesson	<p>Teacher sends the vocabulary for Unit 7. And ask students to print it.</p> <p>Teacher requests students to study the vocabulary.</p>	<p>Students print and paste the vocabulary for unit 7 on their notebook.</p> <p>Students reviews briefly the vocabulary that will use during the unit 7.</p> <p>Book, notebook, dictionary, platforms and verb lists.</p>	Vocabulary 7	0	none
Step 1	<p>Teacher welcomes students to the class.</p> <p>Teacher asks students How was your weekend? What did you do?</p>	<p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the</p>	<p>Computer</p> <p>Book</p> <p>Notebook</p> <p>Vocabulary 7</p> <p>Cambridge platform</p> <p>Teams platform</p> <p>Power point presentation.</p>	1	Participation

	<p>The first day of the lesson, teacher writes on the board date, topic and purpose of the class.</p> <p>Teacher presents the Vocabulary for Unit 7. Reading aloud for the class and clarify any doubt too.</p>	<p>previous classes. Talking about the weekend.</p> <p>Students listen and review the Vocabulary, they repeat the vocabulary after the teacher too.</p>			
Step 2	<p>Teacher presents the topic Infinitives and gerunds for uses and purposes.</p> <p>Teacher present a</p>	<p>Students learn purposes of the lesson, clear doubts and express opinions briefly.</p> <p>Students answer the questionnaire in the notebook.</p>	<p>Computer Book Notebook Vocabulary 7 Cambridge platform Teams platform Power point presentation.</p>	2	Participation

	<p>questionnaire about “Country culture”.</p> <p>Teacher presents the Homework for the next class. “Country culture infographic”.</p>	<p>Then students share their answers.</p> <p>Students take notes about the requirements for it.</p>	Canva platform.		
Step 3	<p>Teacher presents the topic</p> <p><b>Imperatives and infinitives for giving suggestions</b></p> <p>Teacher ask students to use</p> <p><b>Imperatives and infinitives for giving suggestions</b></p> <p>in their presentation.</p>	<p>Students learn the purposes of the lesson, clear doubts and express opinions briefly.</p> <p>Students preset their Country culture infographic.</p> <p>They use the</p> <p><b>Imperatives and infinitives for giving suggestions</b></p> <p>in their presentation.</p> <p>Students post their Travel guide infographic on padlet.</p>	<p>Computer Book Notebook Vocabulary 5 Cambridge platform</p> <p>Teams platform</p> <p>Power point presentation.</p> <p>Canva platform.</p> <p>Padlet platform.</p>	3	Teams assignmet.

	Teacher ask students to post their Travel guide infographic on padlet.				
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<b>1. Lesson plan identification cell.</b>	
Author	Sonia Huerta González
Educational stage	Univeridad Nivel Intermedio
Title of your Lesson plan	<b>Simple past</b>
Learning Objective of the plan/Competency	<p><b>Propósito de lenguaje</b> Develop grammar comprehension and learn irregular and regular verbs included de pronunciation</p> <p><b>Propósito formativo-intercultural</b>  Help students to learn how to talk about past events.</p>
Communicative skill considered	Listening, speaking, witting, speaking.
State of the following options	Recycling topic
Functions	-Talk about past events
Main Grammar structure	Simple past
Other Grammar structures	Irregular and regular verbs
Brief description of the plan	We use interchange material 2-A and the first topic is simple past, I decide to use a verb list with them and audios that I recoded previously.

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Hours of the plan implementation	5 hours for grammar the first week, all the semester for learn the verbs.
Number of sessions	3 sessions per week
Contents required for the lesson	Simple past structure
Link of the content	<a href="https://drive.google.com/drive/folders/1RKD54T1n-apVpvWcFtI5KA3f4KsoBP9X?usp=sharing">https://drive.google.com/drive/folders/1RKD54T1n-apVpvWcFtI5KA3f4KsoBP9X?usp=sharing</a>
EEAILE tutor on line	Elin Emilsson Ingvarsdottir

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	<p>Teacher requests students to take the information in English about the semester course.</p> <p>Teacher reviews briefly the material that will use during the semester.</p> <p>The first day of the lesson, teacher writes on the board date,</p>	<p>Students take the information in English about the about the semester course.</p> <p>Students reviews briefly the material that will use during the semester.</p> <p>Book, notebook, dictionary, platforms and verb lists, cellphone, post its, paper color sheets.</p>	00

	topic and		
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<p>During lesson</p>	<p>the purpose of the class.</p> <p>Teacher welcomes students to the class.</p> <p>Teacher presents the vocabulary for Unit 1. With the Pictionary and read aloud for the class.</p> <p>Teacher presents the topic and the verb list material that we use in class.</p> <p>Teacher give a pdf verb list and ask the students to bring a verb list photocopies for the next class.</p> <p>The second day of the lesson, teacher writes on the board date, topic and purpose of the class.</p>	<p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous classes presenting themselves</p> <p>Students review the Pictionary's and listen and repeat the vocabulary.</p> <p>Students proof they brought the verb list requested.</p>	<p>01</p> <p>02</p>
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	<p>Teacher checks that students brought the verb list request in the previous session.</p> <p>Teacher creates the context based on the material that the students</p> <p>Bring</p>		
--	--	--	--

## Listening

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<b>Vocabulary introduction</b> <ul style="list-style-type: none"> <li>• <b>Activity 1</b></li> </ul>	Teacher checks that students brought the verb list request in the previous session.	Students proof they brought the verb list requested.	Book Notebook Verb list Speaker tablet	01	Stud part
<ul style="list-style-type: none"> <li>• <b>Activity 2.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives pdf copies of the verb list to the class</li> <li>• Teacher asks them to identify in the</li> </ul> The regular and irregular verbs in the past tense	<b>A.</b> Students identify the regular and irregular verbs of the list the past tense.			
	<ul style="list-style-type: none"> <li>• Teacher has student to listen the audios of the verb list and repeat it</li> </ul>	Students the listen the audio and write them on the board in the right columns.		01	Kaho

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Set the objective or competencies of the lesson[Describe how you will present the objective or competencies of the lesson]	Teacher writes the learning purposes of the lesson and have students read it and comment,	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	01
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**Reading**

Step of the lesson	Teacher activities	Students activities	Materials	
<b>Vocabulary introduction</b> <ul style="list-style-type: none"> <li>Activity 1</li> </ul>	<ul style="list-style-type: none"> <li>Teacher ask students to open their book at page 7 .</li> <li>Teacher ask students to skim the article. Watch the pictures titles and subtitles. Acco</li> <li>Teacher asks them to read aloud and answer the quizz.</li> </ul>	<ul style="list-style-type: none"> <li>Students skim the article and answer the teacher's questions before reading.</li> <li>Students read the article aloud.</li> <li>Students answer the book quiz.</li> </ul>	<ul style="list-style-type: none"> <li>Book</li> <li>Notebook</li> <li>Verb list</li> <li>Speaker</li> <li>Tablet computer</li> </ul>	02

	•		
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**Writing**

Step of the lesson	Teacher activities	Students activities	Materials
<p><b>Vocabulary introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1</b></li> </ul>	<p>Teacher ask students to open their book at page 10.</p> <ul style="list-style-type: none"> <li>• Teacher ask students to read the example and write a social media post.</li> </ul>	<p>Students to read the example and write a social media post</p> <p>Students read aloud their posts.</p>	<p>Book Notebook Verb list Speaker tablet</p>

## 2.02 Tools to assess/test the progress of students

### Rubric for assessing Speaking

During the presentation I evaluated speaking, taking into account that the students currently are studying the University they have learned a lot of skills for making presentations, with this activity I was trying to have students improve speaking and the grammar for give recommendations and suggestions.

<b>Rubric for assessing Speaking</b>			
Excellent	Good	Lack	Poor
<p>Student can effectively communicate, uses appropriate words to express meaning.</p> <p>-Makes minor errors in grammar and structure and can be understood.</p> <p>-Makes minor errors in grammar and structure and can be understood.</p>	<p>Student makes some errors in pronunciation but can be understood.</p> <p>-Can generally communicate in most situations.</p> <p>-Makes some mistakes in grammar and structure but it is possible to understand.</p>	<p>Student makes many errors in pronunciation.</p> <p>-Uses words or phrases to Express simple meanings</p> <p>-Makes major or frequent mistakes in grammar and structure.</p>	<p>Student is very difficult to understand or responds in L1.</p> <p>-Cannot communicate effectively in any situation.</p> <p>-Makes major or frequent mistakes in grammar and structure making speech.</p>

**Table Rubric for assessing Speaking. Own creation based on the EEAILE site.**

### **Kahoot for Verbs evaluation.**

From the beginning of the semester, the students have studied the verbs, I made a quiz to evaluate the verbs that they have learnt. I use Kahoot for make the activity more interactive and use the technology.

Last January I started to work with a new group at the university they are in the 3<sup>rd</sup> semester and they are taking ingles III 2-A we are using Interchange Cambridge Book 2-A and the first topic is simple past. I think one of the principal issues for learning irregular verbs in past is that the students sometimes pronounce them with ed because they end with ed. The irregular verbs have different sounds with /t/ /d/ or /i/ o the students need to listen carefully the correct pronunciation.

I decided to create a material for learning and conjugate the verbs in past, I made a verb list with regular and irregular verbs and I asked the students to print it and study. We reviewed the material in class and then for be sure that they have learnt the verbs we used them at the beginning of the classes like ice breaker.







To practice the **Interactive listening situations** at the beginning of the class I read aloud the verbs and then the students listen and repeat them, I use this activity like an ice breaker every class of the semester.

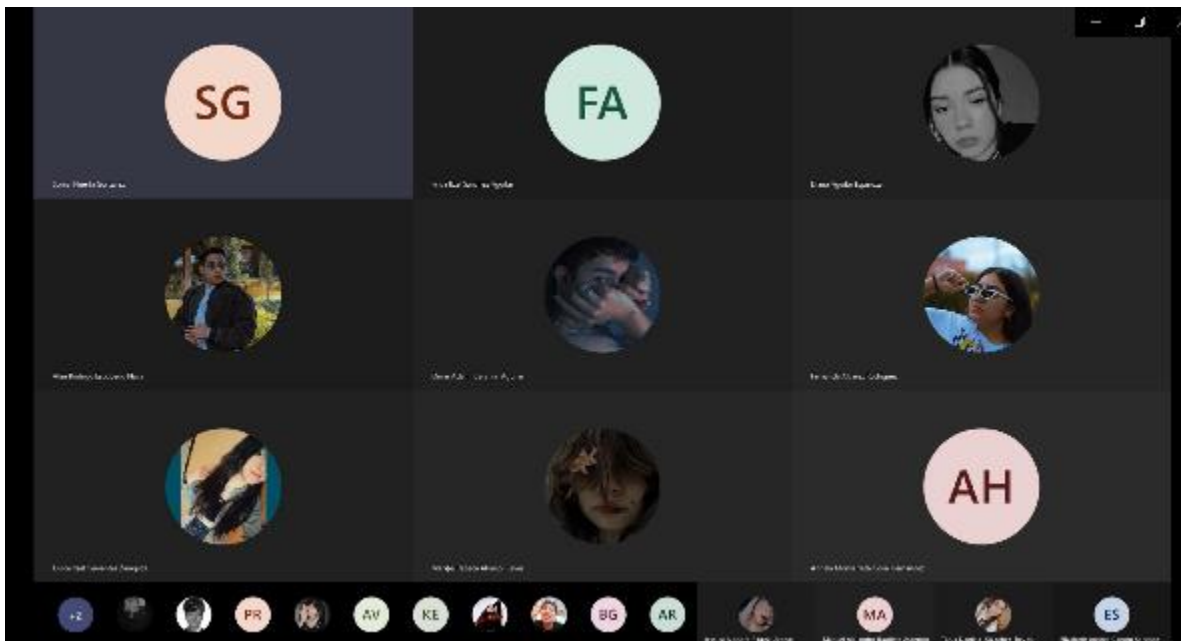
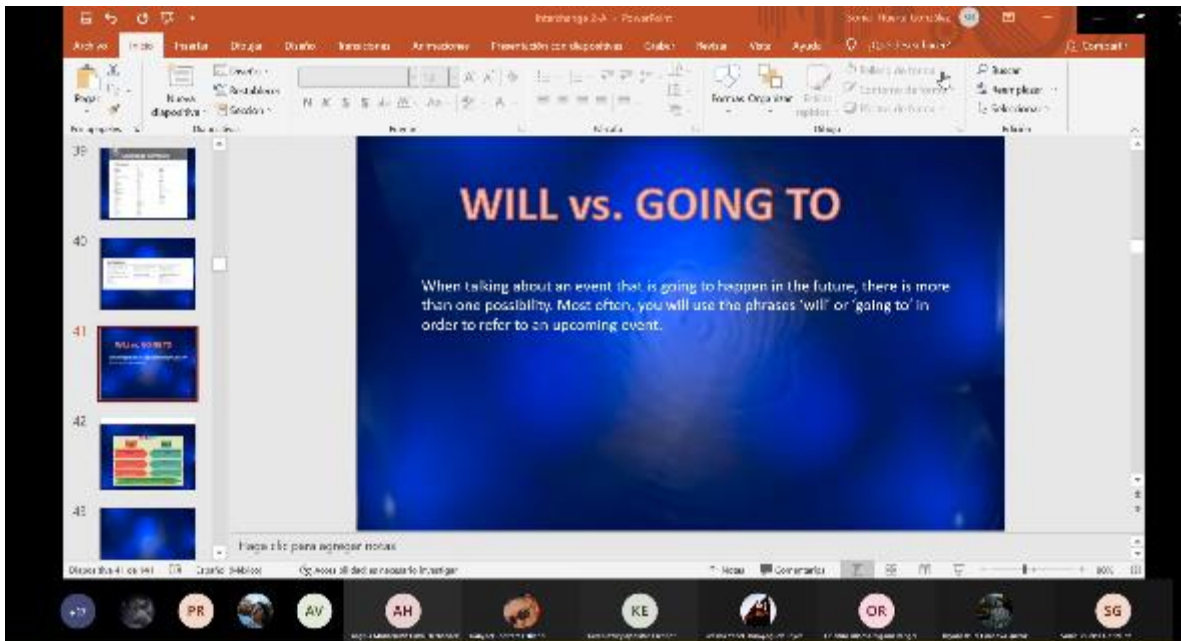
To practice **Non-interactive listening situations** I recorded two audios with the first 10 regular verbs; the first audio with my voice and the second audio with my co-worker from Cameroon because they have to listen to different accents and intonations. I use these two audios with my students, and they have to memorize them as a homework after two weeks I evaluate them with a Kahoot later they will continue with the next 10 verbs.



To evaluate the students' knowledge of verbs, I made them a diagnostic Kahoot, after two weeks they presented again the Kahoot and I checked if they have learnt the verbs.



### 2.03 Attached evidence of (graphics, photos, images)



## WILL VS GOING TO

WILL	GOING TO
Express future actions decided at the moment of speaking (immediate decisions) I will meet you at the airport	Express plans decided before the moment of speaking (prior plans) I am going to visit my aunt and uncle
Express a prediction based on personal opinions or experiences (predictions without evidence) I think he will win the game	Express a prediction based on present evidence (predictions with evidence) It is going to rain
Express a future fact The sun will rise tomorrow	Express something that is about to happen I am going to leave

Both will and going to can be used for making future predictions without having a real difference in meaning.

*Example:*  
I think it will be sunny tomorrow. I think it is going to be sunny tomorrow.

# PLANNING A TRIP

Wednesday, 1<sup>st</sup> April, 2020

- What do you know about that country?  
I know the capital, main cities and the language.
- What do you know about their culture?  
Not much about it.
- What do you know about the food?  
They have some fish and they eat sea food.
- What do you know about the music, movies, actors, actresses, etc?  
There was a pop group of girls and boys who sing here.
- Who do you choose for your country?  
I like their music and my favorite music group is from there.

05/04/22

## • WILL VS GOING TO •

When talking about an event that is going to happen in the future, there is more than one possibility. Most often, you will use the phrases "will" or "going to" in order to refer to an upcoming event.

### WILL

Express future actions decided at the moment of speaking (immediate decisions)

I will have salad and the fish.

Express a prediction based on personal opinions or experiences (predictions without evidence)

I think United will win the game.

Express a future fact.

The sun will rise tomorrow

### Going to

Express future plans decided before the moment of speaking (prior plans)

I am going to visit my aunt next Friday.

Express a prediction based on present evidence (predictions with evidence)

Look at those black clouds. It is going to rain.

Express something that is about to happen.

Get back! The bomb is going to explode.

Both WILL and Going to can be used for making future predictions without having a real difference in meaning.

I think it will be foggy tomorrow = I think it is going to be foggy tomorrow.

## Infinitives and gerunds for uses and purposes

### • GERUNDS & INFINITIVES •

We use a gerund form

As a subject of a sentence:

Smoking is a bad habit.

After the verbs: enjoy, stop, start, avoid, finish, admit, consider, deny, ...

She considered moving to a bigger flat.

After prepositions:

I am interested in writing.

After certain phrases such as: it's no use, it's worth, it's no good, ...

It's no use shouting, they can't hear you.

We use an infinite form

As a subject at the beginning of a sentence:

To speak a foreign language requires a lot of work.

After the verbs: help, learn, manage, happen, fail, arrange, agree, choose, ...

I helped my mother to tidy up the garden.

After verbs that refer to future events such as: want, promise, hope, intend, would like, ...

I would like to study French.

After adjectives: glad, disappointed, pleased, ...

I am disappointed to hear that you didn't pass your exam.

Sentences with infinitives and gerunds mean the same:

I use my cell phone to send text messages.

I use my cell phone for sending text messages.

• Note: Use a gerund - not a infinitive - after "FOR"

Example:

• Satellites are used for studying weather.

(Not: Satellites are used for to study weather.)

## 2.04 Evidence of my designed tool to assess my students.



UNIVERSIDAD ESTADAL DEL VALLE DE ECATEPEC  
INGENIERÍA EN COMUNICACIÓN MULTIMEDIA



Rubric for assessing Speaking.

Grupo: 1441

			Nombre del alumno (a)	
1	ABREGO	TOLEDO	ALEJANDRA AIDEE	Lack
2	AGUILAR	ESPINOZA	DIANA	Good
3	ALFARO	GONZALEZ	BRENDA BELEN	Lack
4	ALONSO	REYES	MARIA REBECA	Excellent
5	ALONSO	ROQUE	ANA MARIA	Good
6	ALVAREZ	RODRIGUE	FERNANDA	Good
7	APOLINAR	ESCOBAR	KAREN ITZURY	Good
8	ARELLANO	TOVAR	NIDIA RUBI	Lack
9	ARGUMED	MORALES	DANIEL	Lack
10	AVILA	VILLASEÑO	ALEXIS ALFREDO	Excellent
11	BAUTISTA	ASCENCIO	MANUEL ALEJANDRO	Lack
13	BEDOLLA	MUÑOZ	DIEGO	Good
14	BRAVO	BERNAL	NAYELI	Good
15	CAMPOS	ARAIZA	JUAN CARLOS	Lack
16	CANTU	LEON	ANA ARAED	Good
17	CANUTO	SANCHEZ	ELIZABETH ANDREA	Lack
18	CARAPIA	AGUILAR	OMAR ADAHIR	Good
8	CASTELAN	SANAGUST	JAZMIN BERENICE	Good
20	CASTILLO	SERRANO	AXEL ALEJANDRO	Lack
23	CERVANTE	ZARAGOZA	DULCE ITZEL	Good
24	CONTRERA	HILARIO	DANYAEL	Lack
25	CORDOVA	QUIROZ	BRYAN OSSIEL	Lack
26	COVA	HERNANDE	ANGELA MONSERRATH	Good
28	DELGADILL	MANCILLA	ABIGAIL	Lack
29	DELGADO	RANGEL	ORLANDO ULISES	Good
30	DELGADO	REYES	PABLO DEMNER	Good
31	DOMÍNGU	REYES	JESSICA YAHEL	Good
33	ESCOBEDO	NAVA	ALAN RODRIGO	Excellent
35	PÉREZ	ARENAS	JESSICA ALONDRA	Good
36	RAMIREZ	MARTINEZ	VANIA	Excellent
38	SÁNCHEZ	REYES	TANIA DANIELA	None
39	VARA	FLORES	KARINA	Excellent
40	SANCHEZ	AGUILAR	FRIDA	Good

Cervantes Zaragoza Dulce Itzel  
Grupo: 1972

**Rubric for assessing Speaking**

Excellent	Good	Lack	Poor
<ul style="list-style-type: none"> <li>-Student can effectively communicate, uses appropriate words to express meaning.</li> <li>-Makes minor errors in grammar and structure and can be understood.</li> <li>-Makes minor errors in grammar and structure and can be understood.</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes some errors in pronunciation but can be understood.</li> <li>-Can generally communicate in most situations.</li> <li>-Makes some mistakes in grammar and structure but it is possible to understand.</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes many errors in pronunciation.</li> <li>-Uses words or phrases to express simple meanings.</li> <li>-Makes major or frequent mistakes in grammar and structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is very difficult to understand or responds in English.</li> <li>-Cannot communicate effectively in any situation.</li> <li>-Makes major or frequent mistakes in grammar and structure making speech.</li> </ul>

Fecha de exposición: 03-Junio-2022

Cervantes Zaragoza Dulce Itzel

**Rubric for assessing Speaking**

Excellent	Good	Lack	Poor
<ul style="list-style-type: none"> <li>-Student can effectively communicate, uses appropriate words to express meaning.</li> <li>-Makes minor errors in grammar and structure and can be understood.</li> <li>-Makes minor errors in grammar and structure and can be understood.</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes some errors in pronunciation but can be understood.</li> <li>-Can generally communicate in most situations.</li> <li>-Makes some mistakes in grammar and structure but it is possible to understand.</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes many errors in pronunciation.</li> <li>-Uses words or phrases to express simple meanings.</li> <li>-Makes major or frequent mistakes in grammar and structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is very difficult to understand or responds in English.</li> <li>-Cannot communicate effectively in any situation.</li> <li>-Makes major or frequent mistakes in grammar and structure making speech.</li> </ul>

Fecha de exposición: 03-Junio-2022

Albrego Toledo Alejandra Aides NY41

Friday 10<sup>th</sup> June 2022  
10/06/22

Rubric for assessing Speaking

Excellent	Good	Lack	Poor
<ul style="list-style-type: none"> <li>-Student can effectively communicate, uses appropriate words to express meaning.</li> <li>-Makes minor errors in grammar and structure and can be understood</li> <li>-Makes minor errors in grammar and structure and can be understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes some errors in pronunciation but can be understood.</li> <li>-Can generally communicate in most situations</li> <li>-Makes some mistakes in grammar and structure but it is possible to understand.</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes many errors in pronunciation</li> <li>-Uses words or phrases to express simple meanings.</li> <li>-Makes major or frequent mistakes in grammar and structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is very difficult to understand or responds in English.</li> <li>-Cannot communicate effectively in any situation.</li> <li>-Makes major or frequent mistakes in grammar and structure making speech.</li> </ul>

My day 10/06/2022  
EXPOSITION

Rubric for assessing Speaking

Excellent	Good	Lack	Poor
<ul style="list-style-type: none"> <li>-Student can effectively communicate, uses appropriate words to express meaning.</li> <li>-Makes minor errors in grammar and structure and can be understood</li> <li>-Makes minor errors in grammar and structure and can be understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes some errors in pronunciation but can be understood.</li> <li>-Can generally communicate in most situations</li> <li>-Makes some mistakes in grammar and structure but it is possible to understand.</li> </ul>	<ul style="list-style-type: none"> <li>-Student makes many errors in pronunciation</li> <li>-Uses words or phrases to express simple meanings.</li> <li>-Makes major or frequent mistakes in grammar and structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Student is very difficult to understand or responds in English.</li> <li>-Cannot communicate effectively in any situation.</li> <li>-Makes major or frequent mistakes in grammar and structure making speech.</li> </ul>

**My kahoots**

	<b>Basic regular verbs 3</b> 10 Questions hgonzalezson 15 plays
	<b>Basic Regular verbs 2</b> 10 Questions hgonzalezson 17 plays
	<b>Basic regular verbs 1</b> 10 Questions hgonzalezso 26 plays



## 2.05 Video

Video and listening materials.

<https://drive.google.com/drive/u/0/folders/1RKD54T1n-apVpvWcFtI5KA3f4KsoBP9X>




**UNIDAD AJUSCO**

**MODULE 3**

Assignment Unit 2B

Cultural awareness and intercultural competence in my English Teaching

**VIDEO**

TUTOR ELIN EMILSSON INGVARSDOTTIR

SONIA HUERTA GONZÁLEZ

Ciudad de México a 28 de mayo del 2022.



## Chapter 3: Experience Report

I think that when a person is learning a new language the most difficult skills are speaking and listening because we have to understand a lack of information, accents, sounds, vocabulary and grammar. Teachers have to make an effort to develop some resources that allow students to develop listening comprehension and speaking skills.

Listening comprehension is a receptive language skill that requires a person to take meaning from the oral language produced by another speaker. If the person doesn't understand the meaning of the information, this will result in a frustration for the learner. In addition, when hearing authentic language, there are so many unfamiliar words that are together and the words are spoken very quickly most of the time. Sometimes when the students listen native speakers, they can't understand their accent and sometime they block themselves because they don't understand what is being said, because they have to process the sound and the meaning too.

As a teacher I realize that sometimes the speaker has **background knowledge** and **linguistic knowledge**, that is, complex sentence structures and colloquial words and expressions, now I know that sometimes speakers are giving a speech they show a lot of **Redundancy**, or repeated speech, and this is a natural feature of speech, which can either help or hinder communication. In addition, conversations are frequently filled with **vacillation**

I have realized that I have different kind of students such an active, passive and impatient. The listening process is difficult because:

- Listeners may find it frustrating when they can't control the speed of delivery of what they are hearing
- They cannot always get things repeated.
- They might lack contextual knowledge, so pre-listening activities can be useful.
- It is difficult and sometimes stressful concentrating in a foreign language.
- Listeners may develop certain habits, like trying to understand every word

One of the topics that we reviewed was Will vs Going to, Modal verbs, Infinitives and gerunds for uses and purposes. Imperatives and infinitives for giving suggestions We use interchange material 2-A Unit 5 and 7 and the first topic is Infinitives and gerunds for uses and purposes, the second is Imperatives and infinitives for giving suggestions. I decided to make two questionnaires about a Country culture, the students use the country that they used for the travel guide.

Students answer the questionnaire and make a new infographic, in Canva app then they will post it on a Padlet app that I designed previously. This was a fun activity. At the end they made a presentation and I realized that they learned the structure.

Speaking, through the presentations, the students learned more about the countries they plan to visit, expanded their knowledge of the cultures of the people who live in those countries, and also investigated what is the best way to behave when visiting those countries and when receiving visitors who come from foreign countries.

Honestly, I think the writing activity wasn't successful because I can see that the students only copied the example and changed some words.

For the reading activity I think it was a good activity because we had reviewed the vocabulary recently and I realized that the students understood the ideas of the reading.

I'm so proud about the listening and speaking activities because they were successful, they have studied the verbs since the beginning of this semester with the verb list that I provided to them. Now they have the audio in their WhatsApp so with the verb list that they have, students are able to read listen and repeat the vocabulary in any moment.

I prepared the a Kahoot game and I realized that at least 70% percent of the students are improving their knowledge of the verbs.

At the ending of the presentations, I asked students what they had learned with this activity

They told me that they learnt more deeply the cultures of the countries, also they realized that they can travel.

They mention that they learned how to behave in a foreign country and also how to welcome people from those places.

One of my students share this phrase:

I've realized that Mexican culture has a lot of differences and a lot of similarities with other cultures.



## Chapter 4: Conclusion

First, we can develop the conditions within the classroom to establish the environment that allows students to develop the skills to be able to interact with foreign people. They have to know grammar, to use in a conversation in a specific social context.

Within the classroom we can inform students about other cultures around the world so that students can compare between their own culture and a foreign culture, by the way, it is very interesting for me to set up the email exchange program to enhance community action and connection between cultures and make a learning community.

Second, I think that one of the best roles of the teacher is to be a facilitator, so that we can encourage students to seek information about the countries where the native speakers come from.

Currently they have a lot of information on the web, in a globalized world they have to be aware of the phenomena of immigration and migration.

Finally, is important to include the Intercultural Competence as an integral part of the curriculum, because it is important for students to learn about the identities of the people they will be interacting with, especially those from foreign cultures.

My students for the university participate in academic exchange programs, and also plan to do a master's degree abroad, so they have to be prepared for those experiences.

## Chapter 5: Appendixes and APA style references

### References.

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Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in  
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Byram, M., Alred, G. (2002). Becoming an Intercultural Mediator: A Longitudinal Study of  
Residence Abroad. *Journal of Multilingual and Multicultural Development*.

Byram, M. (1997). *Teaching and assessing intercultural competence*, Clevedon, UK:  
Multilingual Matters.

Byram, Nichols, and Stevens (2001), *Developing communicative competence in practice* .  
Clevedon, UK: Multilingual Matters.

### Appendixes.

#### Digital material for the lesson.

#### Travel infographic.

<https://padlet.com/soniahuertateb/vyhizu17hgnsmh72>

#### Country culture infographic.

<https://es.padlet.com/soniahuertateb/3r785gotq50j4y84>

1441 Anna Vinasover Alexis

Wednesday 6 April 2022

Planning Trip

- 1 - Choose a Country
- 2 Answer the next questions

Japan

What do you know about the country? Japan has a great gastronomic variety, technology, and great culture.

What do you know about the country? In the country of the rising sun, the flag means about the green of the sun, and the culture means about the number one and the green leaf, they are traditional.

What do you know about their food? The most is a very good food, about rice, and ramen.

What do you know about the music, movies, authors, etc? They are famous about their music like the anime girls, or anime, and the music is always very good.

Why do you choose this country? I want to visit it some day, have a trip there, but I think it will never happen.

I want to visit the Akabara street, visit a rural town, eat at the ramen restaurants, and see the robot waiters.

1441 Anna Vinasover Alexis

Homework in

Guide Travel Design Software

What do you need to know?

How much money do you have to save?

When is the best time to visit this country?

What are the principal transportation?

What do you have to eat and drink?

Where can I stay?

Infinitives and gerunds for uses and purposes  
GERUNDS & INFINITIVES

We use a gerund form  
 As a subject of a sentence  
Swimming is a bad habit.

After the verbs enjoy, stop, start, avoid, finish, admit, consider, stop  
 She considered moving to a bigger flat.

After prepositions  
 I am interested in writing.

After certain phrases such as: it's no use, it's worth, it's no good...  
 It's no use shouting, they can't hear you.

We use an infinitive form  
 As a subject of the beginning of a sentence  
 To speak a foreign language requires a lot of work.

After the verbs help, learn, manage, happen, fail, arrange, agree, choose  
 I helped my mother to tidy up the garden.

After verbs that refer to future events such as: want, promise, hope, intend, would, like...  
 I would like to study French.

After adjectives: glad, disappointed, pleased...  
 I am disappointed to hear that you didn't pass your exam.

Infinitives and gerunds for uses and purposes.

Sentences with infinitives and gerunds mean the same.  
 - Use my cell phone to send text messages.  
 - Use my cell phone for sending text messages.  
 \* Note: Use a gerund - not a infinitive - after "FOR".

Example  
 - Satellites are used for studying weather.  
 (Not: Satellites are used for to study weather.)

Infinitives and gerunds for uses and purposes  
GERUNDS & INFINITIVES

We use a gerund form  
 As a subject of a sentence  
Swimming is a bad habit.

After the verbs enjoy, stop, start, avoid, finish, admit, consider, stop  
 She considered moving to a bigger flat.

After prepositions  
 I am interested in writing.

After certain phrases such as: it's no use, it's worth, it's no good...  
 It's no use shouting, they can't hear you.

We use an infinitive form  
 As a subject of the beginning of a sentence  
 To speak a foreign language requires a lot of work.

After the verbs help, learn, manage, happen, fail, arrange, agree, choose  
 I helped my mother to tidy up the garden.

After verbs that refer to future events such as: want, promise, hope, intend, would, like...  
 I would like to study French.

After adjectives: glad, disappointed, pleased...  
 I am disappointed to hear that you didn't pass your exam.

Infinitives and gerunds for uses and purposes.

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Dilip Rajal Orkute class  
Sunday morning 9th 2022

Simple past > We use the SP to talk about actions in the past

Personal pronouns	Auxiliary	
I	was	did
you	was	did
he	was	did not
she	was	didn't
it	was	
we	was	were
you	was	9-11
they	was	marks
		9-10

AFF @ + verb + complement + T +  
past

He swam in the pool yesterday

Negat. - I + Aux + verb + complement + T +  
negat

He didn't swim in the pool yesterday

Int + Aux + I + verb + complement + T + ?  
Did he swim in pool yesterday?

Ans: yes, I did  
No, I didn't

Yes, he swam in the pool yesterday  
No, he didn't swim in the pool yesterday

Dilip Rajal Orkute class  
Wednesday 23 April 2022

Planning a trip

I chose a country Japan

I Answer the next questions

What do you know about that country?  
It is a rich and artistic country

What do you know about their culture?  
Their culture is very different and very strict

What do you know about the food?  
The food is delicious and very healthy

What do you know about the music movies etc?  
The music is very good in this country

Why do you chose this country?  
Because I want to visit there and see the beautiful places

What will you do?  
I will eat some  
I will visit temples  
I will take a photo



# Simple Past

No conjugate past the verb about the action in the past

Personal Pronouns	Auxiliary	Verb	Verb
I	Did	Worked	Worked
He	Did	Worked	Worked
She	Did	Worked	Worked
It	Did	Worked	Worked
We	Did	Worked	Worked
They	Did	Worked	Worked

## MAKE

- Aff - she made cookies.
- Neg - she didn't make cookies.
- Int - Did she make cookies?
- Assum - Yes, she made cookies. / No, she didn't make cookies.
- Yes, she did / No, she didn't.

### Verbs

S + D = did  
she worked yesterday.

S + D + not = didn't (abridged)  
she didn't work yesterday.

Did + S + verb (to base form)?  
Did she work yesterday?

## Will VS Going to

Embeda Nos Nos Relya

When talking about an event that is going to happen in the future, there is more than one possibility. Most often, you will use the phrases "will" or "going to" in order to refer to an upcoming event.

Will	Going to
Express future actions decided at the moment of speaking I <u>will</u> buy a car next week.	Express info plus decided before the moment of speaking I <u>am going to</u> visit my aunt next Friday.
Express a prediction based on present signs or experience I <u>think</u> it <u>will</u> rain tomorrow.	Express a prediction based on present evidence Look at those black clouds, it's <u>going to</u> rain.
Express a future fact The sun <u>will</u> rise tomorrow.	Express something that is about to happen Look! That bird is <u>going to</u> explode.