



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

CENTRO DE ENSEÑANZA Y APRENDIZAJE DE LENGUAS Y COORDINACIÓN DE POSGRADO

Compartir mi Conocimiento Cultural en el Día Internacional en la Universidad

TRABAJO RECEPCIONAL

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

PRESENTA:

Christian Doriscel Hernández Cabrera.

ASESOR: Alma Daniela Otero Sosa.

Ciudad de México, a 18 de Junio de 2022.

Universidad Pedagógica Nacional.

Centro de Enseñanza y Aprendizaje de Lenguas y Coordinación de Posgrado.

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua
Extranjera

PROJECT: “Sharing my Cultural Knowledge within the International Day at
College”

Presented by Christian Doriscel Hernández Cabrera.

Tutor: Alma Daniela Otero Sosa.

June 18th, 2022.

**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: "Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor", suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en español, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	DISSERTATION FINAL PROJECT		
Tipo:	<input type="checkbox"/> Trabajo recepcional	<input checked="" type="checkbox"/> Tesis	
Presentado para obtener el grado de:	<input checked="" type="checkbox"/> Especialidad	<input type="checkbox"/> Maestría	<input type="checkbox"/> Doctorado
Programa de posgrado:	Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera.	Tutor(a), Asesor(a) o Director(a):	Alma Delia Otero Sosa.
Nombre completo del(la) autor(a):	Christian Doriscel Hernández Cabrera.		
Matrícula:	210926022		
Domicilio:	Calle del Carmen No.11 Col. Panotlán C.P. 43200, Zacualtipán, Hidalgo.		
Teléfono:	7712053538		
Correo electrónico:	dorvic_23@hotmail.com // 210926022@g.upn.mx		

Atentamente,
Ciudad de México a 18 de Junio de 2022

Christian Doriscel Hernández Cabrera.
Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional: Alma Delia Otero Sosa.
Coordinación de Posgrado UPN
Ejecutante en el Programa Educativo.

UPN/Coordinación de Posgrado

DECLARATION LETTER:

I declare that the following **DISSERTATION FINAL PROJECT** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm "Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfjb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work."¹

Definitions and Examples

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

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

http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf



Christian Doriscel Hernández Cabrera
June 18th, 2022

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

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

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

TITULO QUINTO: De las sanciones y recursos.

CAPITULO I. De las sanciones

III. Baja definitiva en los siguientes casos:

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

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

Hernández Cabrera.
Christion Doriscel
June 18th, 2022

TABLE OF CONTENT.

	Page
INTRODUCTION	1
CHAPTER 1. PHILOSOPHY AND THEORY.	
1.01. The author's teaching Identity and Philosophy.	2
1.02. Theoretical basis about language, language learning and language teaching of the author's model.	5
1.03. Evaluation Model.	7
CHAPTER 2. METHODOLOGY AND PRACTICE.	
2.01. Lesson Plan.	8
2.02. Instruments of Learning Assessment (rubrics, tests and others).	19
2.03. Materials and resources for learning (readings, audios, audiovisuals, interactive materials, etc.)	25
CHAPTER 3. DESCRIPTION AND ANALYSIS (DESCRIPTION REPORT).	
3.01. Report of the lessons given and critical analysis.	33
CHAPTER 4. CONCLUSIONS.	35
Microteaching and Colloquium videos	36
CHAPTER 5. APPENDIXES AND REFERENCES.	37

Introduction.

“To measure is to know – if you cannot measure it, you cannot improve it” William Thompson Kelvin.

William Kelvin or better known as Lord Kelvin, who was one of the most eminent scientists of the nineteenth century for inventing the international system of absolute temperature that bears his name. It is so important to remember this great quote due to all aspects of a daily life can be measured and of course the knowledge and master of a second language it is not the exception.

The four macro skills (listening, speaking, reading, and writing) are all part of normal language proficiency and use, so learners must be tested and assessed in the domain on them in order to prove a real knowledge of these “integrated skills” that all languages measure with the objective to demonstrate that learners make a good usage of it.

According to Oxford (2001), integrating skills allow students to interact in a more authentic or natural form in the classroom. This approach gives students the opportunity to practice English in the classroom mimicking how natural interaction occurs. Oxford (2001) concludes that this learning approach therefore motivates students learning in the classroom.

The best evidence of showing English proficiency in a learner of a second language is the moment when he or she is exposed to real native context of it by testing or assessing their English knowledge. When talking in a foreign language it is important to show the level of understanding, since the form until the context and right manner to response to the asking instruction for instance, besides showing the cultural background this person has about the manners and cultural issues, because it is not only about speaking in another language but also try to understand the lifestyle and particular forbidden topics to bring on the table.

The present dissertation states some theoretical basis about language, language learning and language teaching of the author’s model used in English sessions with pre intermediate students from the “Universidad Tecnológica de la Sierra Hidalguense” (UTSH), besides the teaching philosophy and a lesson plan carried out during the last quarter at college.

CHAPTER 1. PHILOSOPHY AND THEORY.

1.01. THE AUTHOR'S TEACHING IDENTITY AND PHILOSOPHY.

After having a complete picture about the right manner to conduct an English class it is for sure that from that moment to ahead all the author's English sessions will be full of enough approaches, methodologies, techniques and manners to assess and evaluate English learners.

Integrating skills means that English teachers work at the level of realistic communication, which is the aim of communicative approach. Many researchers believe that handling realistic communication is an integral part of essential conditions for language learning. According to Jane Willis (1996) three of them are essential and one is desirable. The essentials are: *exposure* to a rich but comprehensible input of real spoken and written language in use. *Use* of the language to do things, for example: exchange meanings, and *motivation* to listen to and read the language and to speak and write it, it is here where learners process and use the *exposure*. On the other hand the desirable condition is *instruction* in language one example is to focus on form.

During a teaching practice it is possible to prove how those essential conditions contribute in a great way in order to let pupils know more about this second language. The author's English teaching philosophy has changed to be better due to the understanding that it is almost impossible trying to have a full and success transmission of knowledge without all the elements mentioned before besides the integration on them within the teaching of the four main skills.

In university level throughout motivation students understand the importance English has in his professional life so the most they are involve in and outside the school in English activities, the better use of language will have in their school and professional life.

In order to integrate in practice the language skills it is important to use instructional materials, such as: a textbook, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax and vocabulary. The student's book used for the teacher in these sessions is called "G4U", and besides offering an interactive English digital textbook it brings the opportunity for students to practice with some exercises they can find in an internet platform so that they can improve their English skills. This new methodology is now used for all Universidades Tecnologicas from Hidalgo State in their different levels of study. The use of authentic material and English software are another important tools the teacher used as they enrich lessons and make more attractive the L2 in order to discover new ways to be in touch with English language in a classroom.

The PPP (Presentation - Practice - Production) model, Jeremy Harmer (2009) is another useful method applied with pre-intermediate students from UTSH.

- ✓ Presentation (objectives and contents). It is the moment to inform the objectives of the class to the students, to stimulate the memory of previous learning and of presentation of the contents that will be apprehended in the class (knowledge).
- ✓ Practice (apply what has just been learned). It is the moment for student to practice in class what they have learned.
- ✓ Production (personalized work of the students that is evaluated). The moment for independent work, where the students manifest their knowledge.

In the process of practice of the stages before mentioned assessment is an important element for student's progress, feedback becomes a relevant output of knowledge students gained. The Universidad Tecnológica requires to evaluate learners through: behavior (20%), how they behave in English sessions and their participation in activities, knowledge (30%) what they learned in their English sessions and it is evaluated by some written and oral exams and production (50%), what they are able to perform with the knowledge gotten.

The kind of material used in each session is “the key” that helps students feel every activity is related and brings one more step to achieve the common goal to pursue. In this point it is crucial that teachers assume different roles in order to success a syllabus teaching practice. It is expected teachers practice their *role of material developer, need analyst, curriculum developer, counselor, mentor, team member, professional, researcher, and translator-interpreter*.

On the other hand, according to the article “Teaching Culture in EFL Classrooms in Mexico: Current Practices and Pedagogical Recommendations” on the TEXMESOL page (2016), besides teaching the main four skills of a L2 and having on mind the roles English teachers have in their teaching practice, it is highly important to learn how the culture of it becomes the key point in the English language acquisition due to it is mandatory to reach the proficiency of a second language.

Several changes followed the 2009-2010 educational reform that promoted ELT in Mexico's elementary public school system. According to the Ministry of Education (Secretaría de Educación Pública, SEP), which created the National English Program in Elementary School (Programa Nacional de Inglés en Educación Básica, PNIEB, 2011), students in the public educational system must begin learning English at preschool and the main

goal of learning it is to graduate students who will develop the multilingual and multicultural skills required to successfully face the challenges of a globalized world; who will construct a broad view of linguistic and cultural diversity worldwide; and who will respect their own culture and that of others (SEP, 2011, p. 9).

Since the reform (SEP, 2009), the curriculum has shifted to a more comprehensive and communicative approach that emphasizes students' communicative competence and pragmatic knowledge (SEP, 2011). Language programs have been changed and adapted throughout the different decades to what that time demanded according to the social and educational issues were then.

This article implies that English teachers can introduce different kind of approaches in order to promote intercultural competence and see culture as an integral component of language. In this point it is important to say that when students' sociocultural backgrounds are not taken into consideration, teaching language as culture cannot occur, for that reason it is quite relevant the use of methods that can help teachers to accomplish each objective in learning a second language and avoiding frustration in learners for the lack or misunderstood knowledge in English language learning.

English teachers have to promote intercultural competence in the classroom and make aware of the cultural diversity acquisition that exists in the world throughout the use of techniques that can help to develop skills in the language. A good use of a critical reading framework which could be implemented within an English classroom though the use of video conferences, presentations, and authentic materials from the target culture can be really helpful for motivation and promoted learning.

1.02. THEORETICAL BASIS ABOUT LANGUAGE, LANGUAGE LEARNING AND LANGUAGE TEACHING OF THE AUTHOR'S MODEL.

According to the knowledge of different schools of thought in pre intermediate level study, learners are involved in the *structuralism school of thought* in order to emphasis on the grammar and names of each pattern in sentences learned.

Generative linguistics school, is practiced with pupils when performing role-plays in which they have to apply English by means of practicing with conversation so that it is possible to identify grammatically correct or incorrect speeches.

The *Communicative competence* has been included in the development of the project in this dissertation by means of diverse activities students did throughout the development of English acquisition. According to Jack C. Richards (2006) in his book: "Communicative Language Teaching Today", this communicative competence includes some kinds of knowledge such as: *how to use language* for a range of different purposes and functions, in this case was applied to talk about horror stories and spooky experiences in the classroom. The second knowledge is *how to produce and understand* different types of texts (e.g., narratives, reports, interviews, conversations) and *how to maintain communication* despite having limitations in one's language.

Learning a language as the development of communicative competence includes much more than only transferring grammar or structures, hence *Linguistic and sociolinguistic competences* are two of the main skills to get when acquiring a second language and between those it is possible to find: different syntax or accents in American and British English, besides all the differences in vocabulary or aspects of culture which play an important role to success in ASL.

There have been a lot of approaches in order to explain the acquisition of a second language and with them a variety kind of methods and within them many techniques with the purpose of getting the English language; nevertheless it must be remember that the more teachers know about their learners' level, skills, and weaknesses, the more effective the applicable teaching tools will bring the success of master the second language. It is necessary to bear in mind that the method applied on each English session totally depends on the kind of students are in a classroom.

In English sessions learner's knowledge is always challenged so that they can find their weaknesses and straightness in the domain of the L2. Here, one important part of all each teaching – learning process was **feedback** which the teacher in charge of the activities carried on this project gave students through two manners:

- A. Explicit (Birdsong 1989, Gass 1988, White 1991): this feedback was done by direct correction e.g. telling the learner that he or she is using the wrong word or the wrong grammatical structure.
- B. Implicit (Doughty and Varela 1998, Oliver 1995): it was given to students through indirect correction which included strategies such as: confirmation checks (e.g. is what you mean?), clarification requests (e.g. what did you say?), comprehension checks (e.g. did you understand?), recast: the rephrasing of an incorrect utterance using the correct form while still maintaining the original meaning.

Besides having on mind the feedback the English teacher gave to students another method applied with pre intermediate level students was the **effective filter hypothesis** (Krashen S. 1982) due to it brought the opportunity to low students' anxiety with the objective to achieve important results in their ASL.

On the other side, an important starting point for the teacher for this project was to have a full planning lesson, for that purpose it was crucial to make use of different methodologies and techniques, so it is quite important to mention which of those have been part of this dissertation.

With the **grammar-translation method** (Plotzk) students discovered new ways of learning English by easy readings in which they could use L1 as a support to go further the comprehension of relevant grammatical topics by means of the lecture done in L2.

The **communicative language teaching (CLT)**(Chomsky. 1964) was another method taken into account for students in pre-intermediate level in which it was necessary to develop a communicative competence within a real-world context activities by using authentic materials. Here the main goal was to gain the ability to use English language in an appropriate manner that included grammatical aspects of language, sociolinguistics, form, function and fluency among ones of the main aspects to study the L2, so that the students could be aware of their strengths, weaknesses, and preferences within their own learning style that helped them develop a sense of autonomy inside and outside the classroom.

Task-based approach (Prabhun. 1980). This totally worth when was applied in the project “Sharing my cultural knowledge within the international day at college”. The task began with the creation of small groups of students with the objective to develop first a bulletin board about some Mexican legends and important facts of an interesting place in Hidalgo. It was just the beginning of a series of activities learners carried out with the objective to express themselves in a later role-play. The three phases that this activity required were:

1. **Pre-task cycle.** The teacher gave the introduction of the activity, the expected outcomes and necessary activities to take on in order to perform a bulletin board to then make a short conversation in a role-play.

2. **Task Cycle.** In this point the students worked in small groups so that they wrote important information in their bulletin board to then figure out how to make a short conversation between a “foreign student” and a Mexican one. The development of this part was done in this way:

1. The teacher monitored, encouraged in a supportive way everyone’s attempt at communication in the target language. Teacher helped students to formulate what they want to write and say, but did not intervene to correct errors of form.

Planning

1. Students drafted and rehearsed what they wanted to say or write.
2. Teacher advised students on language, suggested phrases and helped them to polish and correct their language.
3. The emphasis was on clarity, organization, and accuracy, as appropriate for a public presentation.

Report

1. Students performed a role-play to the whole class so everyone could compare the activity.
2. Teacher made comments on the content of the students’ reports, but gave no overt public correction.
3. **Language focus.** After all the students have told their conversation, teacher gave a general explanation about the importance of the activity done, in this moment all students focused on form and asked questions about the knowledge learned.

1.03. EVALUATION MODEL.

This is an elemental starting point to explain during the introduction of an English course, it is considered by the author of this project as crucial information in order to let learners know the way they can get the more and most memorable knowledge to put into practice in their real lives during their learning process of this L2.

It is necessary to create a holistic assessment process by means of “rubrics” or checklists which serve as a document to show the aspects to take into account in each of the activities and final products students need to develop during their English sessions. Some of the assessing and evaluation processes applied in this dissertation were:

Performance-based test which according to Brown (2004) it samples the test-taker's actual use of language, but from those samples the test administrator infers general competence. For example when students took some criterion-reference tests and computer-based-tests in which they put in practice grammar tenses and vocabulary.

O'Malley and Valdez Pierce (1996) consider performance-based assessment to be a subset of authentic assessment, so in this point it is crucial to take into account elements that they state are characteristics of performance assessment, like: students make a constructed response, they engage in a big-order thinking, with open-ended tasks, tasks are meaningful engaging, and authentic tasks call for the integration of language skills and both process and product are assessed. In this case the wiki activity and the role play performed by students were evaluated by means of an authentic assessment.

Informal and formal assessment are also part of a testing and assessing process, the first one with the several activities pupils did in the English classroom since reading an extract of a text until to practice in pairs some conversation in which they received some feedback related with their pronunciation for instance or the manner they interact in a conversation with a peer.

Formal assessment is carried out every time learners take a unit test designed with the objective to evaluate a specific grammar tense, vocabulary or a quiz taken from the English software.

Finally another requirements Universidades Tecnológicas demand to evaluate are the formative, summative assessments and the use of evidence portfolios to assess learners in their process of "forming" their competencies and skills with the objective of helping them to continue their growth process.

CHAPTER 2. METHODOLOGY AND PRACTICE.

2.01. LESSON PLAN.

1. Lesson plan.	
Author:	Christian Doriscel Hernández Cabrera.
Educational Stage:	Fifth quarter of university. Pre-Intermediate Level. Careers: TSU in Physical Therapy and Technological Information. Groups: A
Title of your Lesson Plan:	PLAN FOR LESSONS A, B, C & D. UNIT 4 TELLING A STORY (Student's Book). PROJECT'S NAME: Sharing my knowledge culture in the international day at College.
Learning Objective of the plan/Competency:	<p>Objective:</p> <ul style="list-style-type: none"> During the unit 4 from G4U students will learn vocabulary related to some activities people do by themselves or without the help of somebody throughout the study of reflexive pronouns and the knowledge of words related with spooky Mexican stories. Pupils will learn about frightening Hidalgo's stories the manner of using grammar tenses such as: simple past and present perfect and will put in practice skills such as reading, writing, listening and speaking through a role - play in order to know the manner to interact with a foreign classmate, Mexican classmates and their English teacher in a classroom environment using their student's book, internet tools and software from English laboratory so that they achieve to communicate themselves in English language through a real context of life. <p>Subsidiary Aim:</p> <ul style="list-style-type: none"> During the lessons studied in this unit students will practice by means of a role-play the cultural awareness and intercultural competence gained when studying English language.
Communicative Skill:	Reading, Writing, Listening, Speaking.
State of the following options:	Recycling topics
Functions:	✓ Performing a role-play after studying with activities in which students carry on skills like: reading, listening, writing and speaking.
Main Grammar Structure:	Simple past and present perfect.
Other Grammar Structures:	Reflexive Pronouns.
Brief Description of the Plan:	They are activities from the current syllabus in the university and due to it was about sharing horror stories through a wiki in the university system and performing a role-play (in which students will talk about Mexican legends or an interesting magic town to a foreign student) it was decided to analyze some videos about how students from another countries behave, in order to show the cultural awareness and intercultural competence around the English language.
Hours of the Plan Implementation:	5 hours.
Number of Sessions:	3 sessions of one hour, 1 session of 2 hours.
Contents Required for the Lessons:	Student's books, audios and video.
Link of the Content:	http://g4u.utsh.edu.mx/Default https://www.youtube.com/watch?v=SWgClf7jnrl https://www.youtube.com/watch?v=1X50FAGteLo https://www.youtube.com/watch?v=TeMNEAYCJrw https://www.youtube.com/watch?v=_ghmxsgk-aw
EAAILE Tutor Online:	Alma Daniela Otero Sosa.

2. Communicative Skills Development

2.1. Introduction to the lesson. Listening and Speaking Skills

Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
<p>Activation.</p> <p>Before the lesson.</p> <p>Teacher's Introduction.</p> <p>5 min.</p> <p><u>GUESSING VOCABULARY</u></p> <p>Lesson A, I DID IT MYSELF.</p> <p>Activity 1 page 52 from student's book: 10 min.</p>	<p>A. Teacher's introduction is done in each session by greeting students and answering how was their previous class, in case there was one before English class or making questions about weather or what did they do yesterday (breaking the ice). Students gives response in a randomly way.</p> <p>B. The first day of the lesson, the teacher says and explains the topic and purpose of the class.</p> <p>C. The <i>guessing vocabulary activity</i>, will be a "group activity", which consist on activating some previous student's knowledge. In this practice:</p> <ol style="list-style-type: none"> The teacher asks the students to open their digital or printed student's book on page 52, and asks: what activities are you able to do without the help of somebody? Have you ever heard about reflexive pronouns? After this short introduction and explanation of reflexive pronouns the teachers writes on the board the vocabulary learned and begins with the pronunciation of them and another vocabulary words found in the sentences described in this activity. This is just the introduction to the next activities which will be performed in the next lessons. The teacher reads the instruction (MATCH THE SENTENCES WITH THE PICTURES, WRITE THE NUMBER ON EACH IMAGE), and reads once each word. Finally the teacher reads again each sentence in order to show the students the pronunciation of them. 	<p>A. Students greet the class, pay attention to the teacher's instruction and ask some questions about the topic that is going to be studied.</p> <p>B. In this activity it is expected the students reply with some answers about the use of reflexive pronouns. Besides, pupils are required to identify some new vocabulary words that are stated in the sentences of the three main activities in lesson A.</p> <ol style="list-style-type: none"> Students pay attention and identify the new vocabulary. They match each word with the right image. The students verify their responses according to the reading done by the teacher. 	<p>At home:</p> <ol style="list-style-type: none"> Lap top. Access to internet. Power point presentation. Google classroom. Digital or printed Student's book. Teacher's book. English plan. <p>In the classroom:</p> <ol style="list-style-type: none"> Black board. Markers. Digital or printed Student's book. Desktop computer. Access to internet. Teacher's book. English plan. 	<p>01</p>	<p>Activity 1 Lesson A, completed.</p> <p>Self-evaluated by students and guided by the teacher.</p>
<p>Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lessons] 5 min. The teacher writes the learning purpose of the lesson and have students read them. <i>The main objective</i> of this activity is to activate the students' previous knowledge, break the ice through some memories they have about reflexive pronouns besides allowing the interaction between the teacher and classmates. Students take some notes from the blackboard in case this session is on the classroom or take them from the screen throughout the google classroom.</p>					

<p>Information processing activities. POST - LISTENING ACTIVITIES Interpersonal activity.</p> <p>Activity 2, page 53: 15 min.</p>	<p>1. The teacher reads the instruction of this activity: (DISCUSS THE QUESTIONS AND REWRITE THE PREVIOUS SENTENCES UNDER THE CORRECT CATEGORY)</p> <p>2. The students are asked to work in pairs to discuss the questions formulated by the activity and write the example of response to each question in the correct column.</p> <ul style="list-style-type: none"> ✓ What are some examples of accidental actions? ✓ What are some examples of things you can do to yourself on purpose? ✓ What word do we use to indicate that people do things alone? ✓ What are some examples of difficult actions in the sentences? Do you need help to do them? <p>3. The teacher supports and monitors the activity by listening what the students are saying and giving them feedback about the doubts the students have in the development of this task.</p>	<p>1. Students discuss the questions and explain to a peer why they think the answer is the chosen one.</p> <p>2. Students ask to the teacher for clarification and another doubts about the manner to say unknown words.</p>	<p>At home:</p> <ol style="list-style-type: none"> 1) Lap top. 2) Access to internet. 3) Google classroom. 4) Digital or printed Student's book. 	<p>In the classroom:</p> <ol style="list-style-type: none"> 1) Digital or printed Student's book. 2) Desktop computer. 3) Access to internet. 4) English plan. 	<p>01</p>	<p>Activity 2, Lesson A, completed</p> <p>Self-evaluated by students and guided by the teacher.</p>
<p>The main aim of this activity is to develop in students some micro skills like: recognize basic syntactic patterns and word order, such as subject, verb, object, prepositions and so on. Once the students have learned the correct words to say that something was done by themselves.</p>						
<p>Individual activity. Practicing vocabulary with simple past tense.</p> <p>Activity 3, page 53: 30</p>	<p>1. The teacher reads the instruction of this activity COMPLETE THE TEXT WITH THE CORRECT OPTIONS FROM THE BOX, and asks the students to look at the vocabulary words and try to guess what is the correct place of each one in order to complete the text.</p> <p>2. The teacher gives the explanation about simple past.</p> <p>3. The teacher asks in order of list the answer some of them have in this exercise.</p> <p>4. The teacher reads the text with the correct answers, using different tones of voice to let the students know the differences between expressions and overall the right pronunciation of words to make the students understand the difference and can choose the right answer.</p>	<p>1. The students make the activity with the help of the reflexive pronouns from the box and the previous knowledge they have about simple past.</p> <p>2. The students take some notes about the elemental points about the simple past tense.</p> <p>3. Some students read their answers aloud in the class and some of them do not have the right answers.</p> <p>4. Students listen carefully again, this time read by the teacher and correct their mistakes for having the rights answers.</p>	<p>At home:</p> <ol style="list-style-type: none"> 1) Lap top. 2) Access to internet. 3) Google classroom. 4) Digital or printed Student's book. 	<p>In the classroom:</p> <ol style="list-style-type: none"> 1) Digital or printed Student's book. 2) Desktop computer. 3) Access to internet. 4) Teacher's book. 5) English plan. 	<p>01</p>	<p>Activity 3, Lesson A, completed.</p> <p>Self-evaluated by students and guided by the teacher.</p>
<p>The subsidiary aim of this activity is that students practice some listening strategies like: word recognition, guessing, comprehending throughout listening and completing a text and language prosody like: rhythm, stress and intonation. In this activity is studied the simple past grammar tense.</p>						

<p style="text-align: center;"><u>GUESSING</u> <u>VOCABULARY</u></p> <p style="text-align: center;">Activity 4 page 54 from student's book: 10 min.</p>	<ol style="list-style-type: none"> 1. This is the second guessing vocabulary activity, will be a “group activity”, which consist on activating some previous student's knowledge. 2. This activity works as the introduction of the reading practice. 3. The teacher asks the students to open their digital or printed student's book on page 54, and reads the instruction: MATCH THE WORDS IN BOLD WITH THE DEFINITION. 4. After this instruction, the teacher asks a student to read aloud the short reading with the objective all students guess what the meaning of each word is. 5. Finally the teacher writes on the board the new vocabulary and then reads each definition with their word in order to show the students the pronunciation of them and their meaning. 	<ol style="list-style-type: none"> 1. Students pay attention and identify the new vocabulary. 2. They write each word with their definition. 3. The students verify their responses according to the reading done by the teacher. 	<p>At home:</p> <ol style="list-style-type: none"> 1) Lap top. 2) Access to internet. 3) Google classroom. 4) Digital or printed Student's book. 	<p>In the classroom:</p> <ol style="list-style-type: none"> 1) Digital or printed Student's book. 2) Desktop computer. 3) Access to internet. 4) Teacher's book. 5) English plan. 	02	<p style="text-align: center;">Activity 4, Lesson A, completed.</p> <p style="text-align: center;">Self- evaluated by students and guided by the teacher.</p>
<p><i>The main objective</i> of this activity is to activate the students' previous knowledge, break the ice through some memories they have about spooky experiences making use of the previous vocabulary learned besides allowing the interaction between the teacher and classmates. Students take some notes from the blackboard in case this session is on the classroom or take them from the screen throughout the google classroom. They share some vivid experiences about horror moments in the past using only simple past and expressions of time in this moment.</p>						
<p style="text-align: center;">POSTLISTENING ACTIVITY.5. 40 min.</p>	<ol style="list-style-type: none"> 1. The teacher reads the instructions of this activity WORK IN PAIRS. WRITE AND PRACTICE A CONVERSATION USING THE VOCABULARY LEARNED, THE REFLEXIVE PRONOUNS AND THE SIMPLE PAST. THEN CHANGE ROLES. Each student has to talk in English imagining one of them is a foreign student in order to explain a spooky anecdote he or she has experienced making use of all the knowledge gotten. 	<ol style="list-style-type: none"> 1. Students work with a peer to create a conversation. They will have as input, the information taken from their textbook. It is expected the student say and practice listening skills in order to write an intake which consider vocabulary, grammar and when they perform the conversation make the right sound of letter and words learned. 	<p>At home:</p> <ol style="list-style-type: none"> 1) Digital resources. 2) Notebook. 	<p>In the classroom:</p> <ol style="list-style-type: none"> 1) Digital or printed Student's book. 2) Teacher's book. 3) English plan. 	02	<p style="text-align: center;">Activity 5, Lesson A, completed.</p> <p style="text-align: center;">Checklist.</p>

This activity has as main purpose that students put in practice the socio-affective strategy due to they have to interact with other classmate and also they will practice the schemata theory (Teaching Listening, 2013).
 Content: students' previous encounters with similar events, I mean knowledge and horror life experiences.
 Formal: students recognize this activity is similar to the one they heard in the previous exercise and have to think in a vivid experience or invent a new one which include similar patterns to the listened before.
 Cultural / sociocultural: they are totally engaged with the knowledge they have about s, their experience will be an important point to take into account for doing this activity.
 What concerns about practicing speaking skills it is expected, students show the pronunciation practiced during the other activities and also ask to the teacher for clarification so that they can have on mind all the important aspects of this skill such as: correct stress of words and intonation of utterances.

3.1. Reading.

<p><i>Reading Activity</i></p> <p>INFERRING THE CONTEXT OF A READING.</p> <p>LESSON B. I'VE NEVER BEEN MORE SCARED.</p> <p>Activities 1 and 2, page 55 and 56 from student's book: 30 min.</p>	<ol style="list-style-type: none"> 1) The teacher asks the students to open their digital or printed student's book on page 55. 2) He writes on the board some vocabulary words learned in the previous lesson so that the students can hear their pronunciation and recognize them in the next reading activity. 3) After the teacher gave this explanation, he asks the students to discuss some questions: What do you think the story is about? What do you see in the picture? Do you think the story is about real life or fantastic events? 4) The teacher begins reading the text with the objective to teach students the right pronunciation of each word and then they can read it aloud. 5) Finally the teacher asks students to solve the exercise 2 in which they decide if the statements are true or false according to the reading done. 	<ol style="list-style-type: none"> 1) Students pay attention and identify the new vocabulary. 2) They discuss the questions the teacher is asking and talk about some experiences they have had in the past. 3) The students pay attention to the pronunciation of the words and then read aloud according to the moment the teacher asks them to read. 4) Students answer the activity 2 en decide is the information presented is true or false. 	<p>At home:</p> <ol style="list-style-type: none"> 1) Digital resources.2) Notebook. 	<p>In the classroom:</p> <ol style="list-style-type: none"> 1) Digital or printed Student's book.2) Teacher's book.3) English plan. 	<p>03</p>	<p>Activity 1 and 2, Lesson B, completed.</p> <p>Self-evaluated by students and guided by the teacher.</p>
<p><u>The main aim of this activity is putting in practice the bottom-up approach which is intended to practice pronunciation, grammar, and vocabulary that allow learners to pay close attention to language so that learners can recognize lexical and pronunciation features to understand the text in the next exercises.</u></p>						
<p>Information processing activities.</p> <p>READING COMPREHENSION</p> <p>✓ Interpersonal activity.</p>	<ol style="list-style-type: none"> 1. The teacher reads the instruction of this activity: READ THE TEXT AGAIN AND SELECT THE CORRECT ANSWER TO THE STATEMENTS. 2. The teacher will support and monitor the activity by teaching the students the manner to scan a reading and looking for the main idea with the objective to identify and interpret the sentences in which the answer of each statement can be. <p>The <i>main aim</i> of this activity is to develop in students some micro skills like: recognize syntactic patterns and word order, such as subject, auxiliary verb, verb, object, prepositions and so on.</p>	<ol style="list-style-type: none"> 1. Students read the paragraphs paying special attention to the strategies given for the teacher 2. Students ask to the teacher for clarification and another doubts about the meaning of some words. <p>The students learn the manner to use present perfect and do the grammar activities in order to master this subject.</p>	<p>At home:</p> <ol style="list-style-type: none"> 1) Digital resources. 2) Notebook. 	<p>In the classroom:</p> <ol style="list-style-type: none"> 1) Digital or printed Student's book. 2) Teacher's book. 	<p>03</p>	<p>Activity 3, Lesson B, completed.</p> <p>Self-evaluated by students and guided by the teacher.</p>

<p>Activity 3, page 56: 30 min.</p> <p>✓ Group activity.</p> <p>✓ Inferring the Audio's topic.</p> <p>✓ LESSON C. CHILLING STORIES.</p> <p>Activities 1, 2 and 3.</p>	<p>Once the students have learned the vocabulary used to talk about past experiences the teacher gives the explanation of present perfect tense and it is time to go to the “GRAMMAR REFERENCE” (pages 114-115) part in their English book, with the objective of practice more this grammar tense.</p> <p>1. Activity 1. TALK TO A PARTNER. The teacher asks students to answer in a randomly way the questions about the introduction of this Lesson, the main objective is to make a brainstorm ideas about past events in their lives and try to figure out what about is going to be the next audio. This activity is linked to the one established in the forum group in our School system, due to students are going to get information about what we talk in the group with the objective of having a feedback before starting writing on the wiki of this unit.</p> <p>2. Activity 2. LISTEN TO ROBERT'S STORY. CHOOSE TRUE (T) OR FALSE (F). After having done the previous activity, and once the students have discovered about what is going to be the audio the teacher plays the record, but before asks the students to read each of the sentences so that they can pay special attention over the information they are going to listen next.</p> <p>3. The teacher reads the audio just to let the students to review their answers previous the last time they are going to listen again the audio.</p> <p>4. The teacher plays for a second time the audio and asks in order of list the answer that some of them have in this exercise.</p> <p>5. Activity 3. LISTEN TO ROBERT'S STORY AGAIN AND COMPLETE THE SENTENCES. The teacher reads this time the conversation, using different tones of voice to let the students know the difference between each line of the intervention of the characters, differences between expressions and overall the right pronunciation of words to make the students understand the difference and can choose the right answer of this exercise.</p> <p>6. The teacher gives the right answers.</p>	<ol style="list-style-type: none"> 1. The students listen to their partners and talk about their own experiences about chilling stories. They pay attention on the feedback the teacher gives in order to get a whole idea about what each of them are going to write in their contributions in the wiki of this unit 4 on “Sistema de tareas - UTSH”. 2. Students get focus in the audio and answer true or false on each of the statements. 3. This second time the students listen to the audio, but with the teacher's voice, they ask for clarification with the aim of getting the right answer to the practice. 4. Some students read their answers aloud in the class and some of them do not have the right answers. 5. Students listen carefully the story to complete each sentence with the missing information, this last time read by the teacher and then they correct their mistakes for having the rights answers. 6. Students self-evaluate the activity. 			<p>Activity 1 and 2. Lesson C, completed.</p> <p>Self-evaluated by students and guided by the teacher.</p> <p>Rubric.</p>
<p>Activity 1, page 57: 30 min.</p>					

	The <i>subsidiary aim</i> of this activity is that students practice some <i>listening strategies like</i> : word recognition, guessing, comprehending throughout conversation responses and language prosody like: rhythm, stress and intonation.					
		3.2. Writing.				
<ul style="list-style-type: none"> ✓ Group activity. ✓ Social Interaction. ✓ Use of language. ✓ Authentic Material. <p>LESSON D. MORE STORIES.</p> <p>EXERCISES. 1 - 3.</p> <p>Activity 5, online: 20 min.</p>	<p>Now it is time to get involved students in the cultural awareness and intercultural competence that must be learn when studying English language.</p> <p>For this purpose and due to the previous lessons that were about creepy and spooky experiences and some well-known legends from Mexico culture, they need to use all the grammar tenses learned during this unit, the vocabulary practiced on it and the knowledge they already have about Mexican legends and the knowledge about some magical town in Hidalgo to perform a role-play in which they will explain all this information to a foreign student that will be characterized for another classmate.</p> <p>The strategy for doing this activity is to look for information about how students from their age behave in another countries in an English exposition and perform this role just in the moment another mate explains all about a specific legend. In this point besides talking about a Mexican legend, there could be the possibility to talk about a Hidalgo’s magic town (because the previous unit was about these last subjects and they also worth for the purpose to engaged students with this activity).</p> <p>1. Activity 1. READ THE FOLLOWING TEXT, FIND THE 8 MISTAKES AND WRITE THEM IN THE BOX. The teacher asks the students to find the error in the use of present perfect tense and reflexive pronouns besides teaches the students the use of bulletin boards and explain the use of these in a school context. The teacher asks in order of list to read each student a part of the text and with the whole group find the mistakes found in the reading.</p> <p>2. Activity 2. TALK TO A PARTNER. The teacher writes the question on the board “What information is necessary to write bulletin boards?”, and asks students to answer it according to the previous activity.</p>	<p>1. Students analyze the structures presented, discover their patterns and reflect on the use. Taking this knowledge to answer the information required in the previous exercise.</p> <p>2. Students write the verbs in present simple and pay attention to the recommendations that the teacher makes to the whole class in order to better their pronunciation.</p> <p>3. Students put attention and correct any mistakes they could have in their activity.</p> <p>4. Students make the practice in the English lab, asking for clarification when it is necessary.</p> <p>1. The students read twice the text and try to find the eight mistakes on the reading.</p> <p>2. Students read each line of the text and find the errors in the reading.</p> <p>3. Students answer the question and make some contribution with the objective of describing the use of bulletins and the times they have participated on one of them.</p> <p>4. The students write on the blank spaces the missing information with the knowledge they have about this creepy stories.</p>	<p>At home: 1) Digital resources. 2) Notebook.</p>	<p>In the classroom: 1) Digital or printed Student’s book. 2) Teacher’s book. 3) English plan. 4) English lab. 5) English plus software.</p>	03	<p>Grammar focus and activities 1-2 Lesson D, completed.</p> <p>Self-evaluated by students and guided by the teacher.</p>

	<p>3. Activity 3. READ THE FOLLOWING BULLETIN BOARD ABOUT A LEGEND; THEN USE YOUR IMAGINATION AND ADD INFORMATION IN THE EMPTY BOXES. The teacher reads aloud the parts on the bulletin and then asks the students to repeat the readings with the objective to practice pronunciation and then gives some time to students to write on the blank spaces the needs information.</p>	<p>5. This time students are exposed to watch and hear something that is not in their regular syllabus and it is expected they show interest about how foreign students from their age behave in another cultures.</p> <p>6. The students are excited, analyze and recognize the culture behavior on foreign students.</p>				<p>Activity 3 Lesson D, completed.</p> <p>Self-evaluated by students and guided by the teacher.</p>
<p>The main objective of doing this activity is to teach students the manner to contribute in bulletin board in order to share and explain interesting information about a selected topic. This activity works as a precedent about what they are going to perform in their last activity of this unit.</p>						
<p>LESSON D, Activity 4.</p> <p>Summary 40 min.</p>	<p>Cultural awareness and Intercultural competence</p> <p>1. The teacher makes some questions about contrasting Mexican culture with knowledge students already have about how foreign people behave in another countries. What do you know about a foreign students' culture? What do you think would be the behavior of a foreign student when listen this legends?</p> <p>2. The teacher plays some videos about Korean students when meeting Mexican pupils with the objective to let them know what could be the response to the previous questions.</p> <p>3. The teacher will explain the reason to get knowledge about the foreign students culture and what this fact represent in their future lives and explains students the role-play they need to perform in order to live this experience in an English session.</p> <p>Details of the activity 4. <u>"Project's name: International Day":</u></p> <p>A. Students will be divided into four groups to perform the role- play.</p> <p>B. One or two students of each group will act as foreign ones which are going to visit the Mexican exposition. The explanation will be done through a bulletin board.</p>	<p>1. Students understand the importance of knowledge about the culture of the second language studied and pay attention to the manner to perform the role-play.</p> <p>2. Students work in groups to decide the role each of the participants will take in the role play and schedule some activities they need to take in order to make the next session the activity asked.</p> <p>3. It is expected the student say and practice listening, writing and speaking skills in order to write an intake which consider vocabulary, grammar and when they perform the role-play making the right sound of letters, structures and words learned.</p>	<p>At home: 1) Digital resources. 2) Notebook.</p>	<p>In the classroom: 1) Digital or printed Student's book.</p>	<p>04</p>	<p>Activity 3 Lesson D, completed.</p> <p>Rubric.</p>

<p>C. One or two students will be Mexican students and will give the explanation about an important topic.</p> <p>D. The topic could be: Mexican legends or Hidalgo's magic town.</p> <p>E. Students need to deliver an evidence portfolio which includes the information that is going to be explained in the exposition, the notes taken during the unit 4, the vocabulary of unit 3, the flashcards done in this unit.</p> <p>4. During the role-plays, the teacher will monitor the activity and will give feedback to students.</p>	<p>Students summarize the lessons.</p> <p>Emphasizes important aspects and clear doubts.</p>				
--	--	--	--	--	--

The *subsidiary aim* of doing this activity is to involve students in the *process of listening* their production in English language with has to do with five levels: receiving (at the moment of listening the students' explanation), understanding (students carry on the top-down and bottom up strategies), evaluating, remembering and finally responding.

This activity has as *main purpose* that students practice the *socio-affective strategy* due to they have to interact among them and also they will practice the schemata theory (Teaching Listening, 2013).

- A. Content: students' previous encounters with similar or different behaves, it means knowledge and life experience once they watched the previous videos and they have written the information to present to their "foreign classmate".
- B. Formal: students recognize this activity is similar to the one they do in lesson C with the bullet board on their notebook in their previous exercise and have to produce in a vivid experience or tell information about the chosen topic which include similar patterns to the studied in their book before.
- C. Cultural / sociocultural: Students are engaged in performing the role-play, they are excited and do their best in order to act just like a foreign student taking care of the main features his/her nationality has in its culture besides having a great pronunciation and relation between Mexican and foreign students during the acting role-play. Learners understand the role play as a possible scene of real life in a globalized world in which all people of different nationalities get together to share experiences language and culture.

After the students perform the role-play, the teacher highlights the relevant mistakes done at the moment of speaking just to clarify the correct manner of pronounce the words and emphasizes important aspects of structure and clear doubts.

4. Intercultural component. This is achieved during the analysis of the videos when students understand the importance of sharing information about their surrounding environment with foreign students. The listening and reading activities from the student's book are mixed with the authentic material with the objective to reinforce the multi-cultural knowledge that the role - play invites to live.

5. Follow up activities: In order to let the students to hear more audios of native speakers, the teacher gives a link from YouTube with the objective of having more new lexical knowledge and foreign people behave in another contexts such as: a day in an airport, an interview job and a hotel conversation (<https://www.youtube.com/watch?v=zhXUtV3IOcc>
<https://www.youtube.com/watch?v=juPIEnOKI48> <https://www.youtube.com/watch?v=ZOLCMa2QbdE>
).

2.02. INSTRUMENTS OF LEARNING ASSESSMENT (RUBRICS, TESTS AND OTHERS).

According to Brown (2004) assessment is an integral part of the teaching-learning cycle. In the interactive, communicative curriculum, assessment is almost constant. Tests, which are a subset of assessment, can provide authenticity, motivation, and feedback to the learner. Tests are essential components of a successful curriculum and one of several partners in the learning process.

Some of the tests pre intermediate level students in UTSH carried on during the different stages of knowledge acquisitions in this project are:

- Criterion-referenced tests: they are designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objectives. The assessments involve learners in actually performing the behavior that it is necessary to measure. During the lessons carried on in this paper work, students took some criterion-referenced tests for assessing grammar, vocabulary and reading in their English textbook.

- Computer-based tests: they are small-scale “home-grown” tests available in web-sites.

This type of tests were taken from UTSH students by means of their university software. The kind of tests students got from the school software is multiple-choice test items which according to Huges (2003), this technique tests only recognition knowledge and guessing may have a considerable effect on test scores nevertheless the value the teacher gave to this evaluation was not too high and it does not represent to much in the students’ final average grade.

- Achievement tests: They were related to classroom units, and offered when the course finished. Achievement tests are often summative because they are administered at the end of a unit or term of study.

RUBRIC "QUIZ GRAMMAR REFERENCE AND UNIT TEST" (SISTEMA DE TAREAS "SIGE" AND TEXTBOOK) 30% / 100%																					
TEACHER:		CHRISTIAN DORISCEL HERNANDEZ CABRERA.																			
STUDENT:																					
ACTIVITY / PRODUCT	GPA	COMPUTER-BASED TESTS										CRITERION-REFERENCED TEST					ACHIEVEMENT TEST				
		QUIZ 1					QUIZ 2					GRAMMAR REFERENCE TEST					UNIT TEST				
		100 %	90 %	80 %	70 %	-	100 %	90 %	80 %	70 %	-	100 %	90 %	80 %	70 %	-	100 %	90 %	80 %	70 %	-
1.- SUBJECT KNOWLEDGE // TESTS	100%																				
SCORE																					

- Role play: it is a popular pedagogical activity in communicative language-teaching classes, it has had the effect of lowering anxieties as students can, even for a few moments, take on the person of someone other than themselves. To evaluate this activity was used an oral presentation checklist.

Evaluation of oral presentation checklist. (Taken from Brown, 2004. Adapted by Christian Hdez.) – Role play.

Student's name: _____
Assign a number to each circle according to your assessment of the various aspects of the speaker's presentation.
10 Excellent
9 Good
8 Fair
5 Poor
Content:
<ul style="list-style-type: none">○ The purpose or objective of the presentation was accomplished.○ The introduction was lively and got my attention.○ The main idea or point was clearly stated towards the beginning.○ The supporting points were:<ul style="list-style-type: none">• Clearly expressed• Supported well by facts, argument.○ The conclusion restated the main idea purpose.
Delivery:
<ul style="list-style-type: none">○ The speaker used gestures and body language well.○ The speaker maintained eye contact with the audience.○ The speaker's language was natural and fluent.○ The speaker's volume of speech was appropriate.○ The speaker's rate of speech was appropriate.○ The speaker's pronunciation was clear and comprehensible.○ The speaker's grammar was correct and didn't prevent understanding.○ The speaker used visual aids, handouts, etc., effectively.○ The speaker showed enthusiasm and interest.

- Portfolios: they are one of the most popular alternatives in assessment, especially within a framework of communicative language teaching. According to Genesee and Upshur (1996), a portfolio is "a purposeful collection of students' work that demonstrates ... their efforts, progress, and achievements in given areas" (p. 99).

The advantages of engaging students in portfolio development have been extolled in a number of sources (Genesee & Upshur, 1996; O'Malley & Valdez Pierce, 1996; Brown & Hudson, 1998; Weigle, 2002). A synthesis of those characteristics gives us a number of potential benefits due to portfolios foster intrinsic motivation, responsibility, and ownership, promote student-teacher interaction with the teacher as facilitator, individualize learning and celebrate the uniqueness of each student, provide tangible evidence of a student's work, facilitate Critical thinking, self-assessment, and revision processes, offer opportunities for collaborative work with peers, and permit assessment of multiple dimensions of language learning.

Self-assessment questionnaire for assessing portfolios:

Portfolio self-assessment questions (taken from O'Malley & Valdez Pierce, 1996, adapted for Christian Hdez.)

Student's name: _____

1. Look at your activities from Unit 3.
 - a. What do they show that you can do?
Reflexive pronouns:

 - Simple past:

 - Present perfect:

 - b. Write about what you did well on the conversation of activity 3 Lesson C.

2. Think about realistic goals. Write one thing you need to do better. Be specific.

Genesee and Upshur (1996) portfolio self-assessment. Adapted by Christian Hdez.

Student's name: _____

1. What makes this a good or interesting portfolio?
2. What is the most interesting part of your portfolio?
3. What was the most difficult part of having done this portfolio?
4. What skills did you practice when doing the activities of this portfolio?
5. What resources did you use to complete this portfolio?
6. What is the best part of the portfolio? Why?
7. How would you make this portfolio better?

	10	9	8	7-6	5
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable-not	College-level work
I. Organization: Introduction, Body, and Conclusion	Appropriate, effective introductory paragraph; transitional expressions used; supporting evidence given for generalizations; conclusion logical and complete.	Adequate introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body.	Minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence.	Absence of introduction or conclusion.
II. Logical development of ideas: content	Wiki addresses the assigned topic; the ideas are concrete and thoroughly developed.	Wiki addresses the issues but misses some points.	Development of ideas non complete or wiki is somewhat off the topic.	Ideas incomplete; wiki does not reflect careful thinking.	Wiki is completely inadequate and does not reflect college-level work.
II. Grammar	Fluency in English grammar; correct use of prepositions, modals, articles, verb forms, and tense sequencing.	Advanced proficiency in English grammar; some grammar problems don't influence communication.	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.	Numerous serious grammar problems interfere with communication of the writer's ideas.	Severe grammar problems interfere greatly with the message; reader can't understand what the reader was trying to say.
IV. Punctuation, spelling, and mechanics	Correct use of English writing conventions; all needed capitals, paragraphs indented, punctuation and spelling.	Some problems with writing conventions or punctuation; occasional spelling errors.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with formal of paper; parts of wiki not legible; errors in sentence punctuation and, final punctuation.	Complete disregard for English writing conventions; obvious capitals missing, severe spelling problems.
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise.	Attempts variety; good vocabulary.	Some vocabulary misused; lacks awareness of register.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	Inappropriate use of vocabulary; no concept of register or sentence variety.

Analytic Scale for writing composition tasks (Brown & Bailey, 1984). Adapted from an evaluation of Essay to a "wiki" by Christian Hernández.

Checklist. Institutional grading requirements.

Assessment.

Rubrics Student's Progress in Terms of Skills.

Writing	Yes (10-9)	Partially (8-7)	No (0)
Develops ideas coherently around a central theme expanding the information according to the communicative purpose			
Uses the grammar structures learned in class for doing the activity			

Reading	Yes (10-9)	Partially (8-7)	No (0)
Infer specific words, commands and sentences presents in the context in the class.			
Answer to specific questions about vocabulary and traduce it to their L1			
Answer precise questions about information given in a story			

Listening	Yes (10-9)	Partially (8-7)	No (0)
Reflects on the oral text listened giving answers to the activities carry out			
React to the classroom activity instructions			
Answer specific questions after a listening activity			

Speaking	Yes (10-9)	Partially (8-7)	No (0)
Organize and structure (chronological order).			
Situation in which the discourse is developed (tone, register, and topic).			
Transmit a message with fluency (without excessive hesitation, pauses, and false starts).			
Correction (phonetic, grammatical).			
Accuracy (conceptual, lexical).			
Appropriate degree of complexity.			

Sub-skills

Vocabulary	Yes (10-9)	Partially (8-7)	No (0)
Use the new vocabulary learned each class.			
Participate actively asking for new vocabulary.			
Know the appropriate word according to a specific task.			
Use the correct expression in English when exchanging information.			

Student's behavior in terms of the tasks proposed

Tasks Based	Yes (10-9)	Partially (8-7)	No (0)
Show interest about the task proposed for the class.			
Understand the instructions given by the teacher to do the activities.			
Complete the task proposed for the class on the expected time.			

Comments and Suggestions.

Checklist. Institutional grading requirements.

5 B1 (G5) Pre Intermediate			behavior	ACTIVITIES											Evaluation					AVERAGE
No.	ID	NAME		SIGE	1	2	3	4	5	6	7	8	AVER.	SIGE	QUIZ	QUIZ	UT	0.30	SIGE	
1	2020220	Alma Deña Morales Torres	8	1.60	0	0	10					3.33	1.67					#;DIV/0!	#;DIV/0!	#;DIV/0!
2	19388	BRAYAN AVTMAEL CABRERA GARAY	9	1.80	0	10						5.00	2.50					#;DIV/0!	#;DIV/0!	#;DIV/0!
3	2020240	Carlos Montaña Escudero	9	1.80	10	0	10					6.67	3.33					#;DIV/0!	#;DIV/0!	#;DIV/0!
4	2020229	Cristofer Contreras Criaco		0.00	9	8	10					9.00	4.50					#;DIV/0!	#;DIV/0!	#;DIV/0!
5	2020266	Daniela Aldana Gómez		0.00	9	9						9.00	4.50					#;DIV/0!	#;DIV/0!	#;DIV/0!
6	19378	Edilberto Bautista Juárez		0.00	10	10	9					9.67	4.83					#;DIV/0!	#;DIV/0!	#;DIV/0!
7	2020301	Estrella Cuenca Cuenca		0.00	10	10	9					9.67	4.83					#;DIV/0!	#;DIV/0!	#;DIV/0!
8	2020226	Fernando David Gómez Gutiérrez		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
9	2020234	Fernando Montiel Ramírez		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
10	2020236	Jaqueline Garcia Salazar		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
11	19372	Javier Flores Flores	9	1.80	0	8						4.00	2.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
12	2020265	Jazmin Gomez Perez		0.00	10	9						9.50	4.75					#;DIV/0!	#;DIV/0!	#;DIV/0!
13	2020258	Jordan Ibarra Quijada		0.00	9	10	J					9.50	4.75					#;DIV/0!	#;DIV/0!	#;DIV/0!
14	19377	José Alberto Solís Serna		0.00	10	8	10					9.33	4.67					#;DIV/0!	#;DIV/0!	#;DIV/0!
15	2020323	José Nicolás López Ríos		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
16	2020759	Lhuviana Alet Otamendi Perez		0.00	10	10	J					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
17	2020267	Maria Guadalupe Martínez Ramírez		0.00	10	10						10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
18	2020235	Martin Hernandez Asiaín		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
19	2020239	Oscar Raul Rios Escamilla		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
20	2020269	Perla Yasmin Cruz Valdivia		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
21	2020237	Priscila Martínez Jiménez	8	1.60	0	0	10					3.33	1.67					#;DIV/0!	#;DIV/0!	#;DIV/0!
22	2020419	Ricardo Fabian Escamilla De los santos	8	1.60	0	0	10					3.33	1.67					#;DIV/0!	#;DIV/0!	#;DIV/0!
23	2020221	Rodrigo Juárez Pérez	8	1.60	0	0	10					3.33	1.67					#;DIV/0!	#;DIV/0!	#;DIV/0!
24	19387	Salvador Cuellar Cortéz	8	1.60	0	0						0.00	0.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
25	2020222	Sarahi Guadalupe Rivera Gutiérrez		0.00	10	10	10					10.00	5.00					#;DIV/0!	#;DIV/0!	#;DIV/0!
26	2020260	Yoselj Valdivia Regino		0.00	10	9	9					9.33	4.67					#;DIV/0!	#;DIV/0!	#;DIV/0!

According to the UTSH institutional requirements to evaluate students' development it is required to consider:

20% behavior: in terms of the tasks proposed it is taken into account the rubric showed before.

50% Activities: in activities developed in their process of acquisition of the L2, all the activities described in the lesson plan are evaluated here. In this part the checklist to evaluate an oral presentation and the rubric to evaluate a wiki are considered

30% Evaluation: in this area it is required to evaluate students' knowledge, in this part the rubrics to evaluate the different kind of tests are taken into account.

2.03. MATERIALS AND RESOURCES FOR LEARNING (READINGS, AUDIOS, AUDIOVISUALS, INTERACTIVE MATERIALS, ETC.) A VIDEO THAT SHOWS YOU ARE GIVING A CLASS AS AN APPLICATION OF YOUR LESSON PLAN.



LESSON A I DID IT MYSELF

1. MATCH THE SENTENCES WITH THE PICTURES, WRITE THE NUMBER ON EACH IMAGE.

- Maria spilled coffee on herself, she had to change.
- Go to the beach by yourselves, I can take care of the children.
- Maria taught herself how to cook.
- Mariana and Linds enjoy reading by themselves in their room.
- I don't like eating by myself, it makes me very sad.
- I poked myself in the eye with my finger, I wanted to scratch my head.
- Lucas solved the equation himself, no-one helped him.
- Did the cat trust itself playing?
- We can fix the car ourselves, we don't need a mechanic, it's easy.
- My son can't tie his shoelaces himself, he still needs help.



Lesson A, "I DID IT MYSELF". Activity 1 page 52 from student's

Image 1. (p.52) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

2. DISCUSS THE QUESTIONS AND REWRITE THE PREVIOUS SENTENCES UNDER THE CORRECT CATEGORY.

- What are some examples of accidental actions?
- What are some examples of things you can do to yourself on purpose?
- What word do we use to indicate that people do things alone?
- What are some examples of difficult actions in the sentences? Do you need help to do them?

Accidental things	Things people do alone	Difficult things people do with no help	Things you do to yourself on purpose.

GO TO GRAMMAR REFERENCE AND DO THE EXERCISES.

3. COMPLETE THE TEXT WITH THE CORRECT OPTIONS FROM THE BOX.

himself himself myself themselves ourselves
 by themselves herself cut himself by myself hurt myself

Ricardo is from Zacualtipan, he's 19 years old and he's incredibly smart. The other day he fixed his laptop. He didn't need anyone to help him, but he almost _____ with a utility knife. He has a sister, her name is Rosa, she is 21 and she always asks Ricardo to help her with her mathematics homework, because she can't do it _____. Rosa loves her Literature class, she is always reading books _____ in her room. Ricardo and Rosa study in Pachuca, they rent a house where they live _____. They also work part time because they pay for their studies _____. Their parents help them with the rent. They both are my friends. I usually invite them to come over to my house because I don't like to study _____. It's better for me if I study with people around me, however when it comes to math homework, even if Ricardo and Rosa are with me I solve my equations _____. We always have fun together, and we take care of each other, actually, last Monday, I _____ and Rosa drove me to the hospital, nothing bad happened but it's good to know that we can solve our own problems _____.

POST - LISTENING ACTIVITIES.

Interpersonal activity.

Activity 2, page 53.

Individual activity.

Practicing vocabulary with simple past tense.

Activity 3, page 53

4. MATCH THE WORDS IN BOLD WITH THE DEFINITIONS.

Rosa loves her literature class because she loves reading about **legends**, **stories** about **elves**, **witches** and **goblins**; **frightening** books about **eerie** events that happened in the **mines** in Real del Monte and many other **weird** stuff, she also enjoys reading **history** books.



Word	Definition
	Adjective. Strange and scary.
	Traditional stories passed from generation to generation, they can be about events seen as historical but without proof of their authenticity.
	Supernatural creatures with pointy ears that have magical powers and can have a humanoid form.
	Adjective. Something that makes you terrified and anxious.
	A narration about real or imaginary events that people tell for entertainment.
	The science that studies past events.
	Adjective. Very strange.
	Ugly and little creatures that enjoy annoying humans. There is a museum dedicated to them in Huasca de Ocampo.
	Women with supernatural powers that are usually depicted with pointed black hats and ugly faces.

Image 2. (p.53) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

GUESSING VOCABULARY

Activity 4 page 54 from student's book

Image 3. (p.54) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

WORK IN PAIRS. WRITE AND PRACTICE A CONVERSATION USING THE INFORMATION BELOW. THEN CHANGE ROLES.

WORK IN PAIRS.

Write and practice a conversation using the vocabulary learned, the reflexive pronouns and the simple past. Then change roles.

Each student has to talk in English imagining one of them is a foreign student in order to explain a spooky anecdote he or she has experienced making use of all the knowledge gotten.



POSTLISTENING ACTIVITY.

Activity 5 page 54 from student's book

Image 4. (p.54) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

LESSON B

I'VE NEVER BEEN MORE SCARED

1. DISCUSS THESE QUESTIONS.

1. Look at the title and the picture from the text below. What do you think the story is about?
2. What do you see in the picture?
3. Do you think the story is about real life or fantastic events?

2. READ THE TEXT AND DECIDE IF THE STATEMENTS BELOW ARE TRUE OR FALSE.

A frightening night

My name is Rosa, and I love the rich history of Hidalgo. Have you ever been to Zapotlán de Juárez? People grow crops there, my great-grandfather was a farmer and he grew corn, he built a small shack in the middle of the corn fields where he stayed when he needed to take care of his crops. One day when I was little, my father decided to take us to the shack, during the harvest season, my parents decided to spend the night there. Everyone was sleeping, when an eerie sound coming from outside woke me up, it was the echoing and unintelligible crying of a child. Since I didn't understand if he was saying something, I went outside to check but I saw nothing but fog; suddenly I noticed a red glow at the distance and I decided to follow it.

I heard someone moving between the tall corn stalks. Before I reached the glow, it disappeared and the crying stopped, I thought a little kid was lost and I proceeded to ask, "Have you lost your parents?" When suddenly a raspy female voice whispered in my ear with a sinister tone, something I will never forget: "I like your eyes" every hair on the back of my neck stood up and my blood froze, I didn't want to look behind me but I managed to glance over my shoulder, and what I saw standing there made me start shaking like a leaf. I've never seen anything like that again, I gathered all my strength and ran towards the shack, but this thing was one step behind me, then I tripped over a branch and fell. I managed to quickly look up and there it was, right in front of me, what appeared to be an old woman with a disfigured and rotting face, no eyes, the legs of a goat, and horrible bony hands. She looked at me and said "I've called my sisters, they will be here soon" and that's when I thought "this is a witch!" My great-grandfather used to tell lots of stories about witches. She started to reach out for me and yelled, "We've eaten lots of children like you". As I saw her bony hands about to grab me, my life flashed before my eyes, I started crying when out of the stalks our dog Max jumped. He started barking and growling at the monster. The horrible specter backed down and Max started chasing it away and I decided to the shack. Max came behind me. We entered the shack and everyone was still sleeping. I immediately fainted.

The next day I woke up and told my parents about the witch but they didn't believe me. People have tried to convince me over the years that it was only a nightmare but I'm convinced it was real. I'm not sure if it was a witch or a ghost but I even have some scars from that fall, this is why I read stories about goblins and witches as I want to know if others have seen what I saw eleven years ago.

Reading Activity

INFERRING THE CONTEXT OF A READING.

LESSON B. I'VE NEVER BEEN MORE SCARED.

Activities 1 and 2, page 55 and 56.

Image 5. (p.55) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

- | | | |
|---|---|---|
| 1. The story is about a nightmare Rosa had. | T | F |
| 2. Rosa's great-grandfather was a farmer. | T | F |
| 3. Her great-grandfather's shack is in Zapotlán de Juárez. | T | F |
| 4. They spent the night at the shack because their car broke down. | T | F |
| 5. Rosa heard the voice of a child saying her name. | T | F |
| 6. Rosa didn't understand what the female voice whispered. | T | F |
| 7. Rosa has never seen anything like what she saw that day again. | T | F |
| 8. The witch said she and her sisters had eaten children like Rosa in the past. | T | F |
| 9. Rosa's parents didn't believe her. | T | F |

3. READ THE TEXT AGAIN AND SELECT THE CORRECT ANSWER TO THE STATEMENTS.

1. The main idea in paragraph one is:
 - a. Rosa's great-grandfather was a farmer from Zapotlán de Juárez.
 - b. Rosa once was scared near the shack his great-grandfather built.
2. The meaning of the word "unintelligible" in paragraph two probably is:
 - a. Impossible to understand.
 - b. Impossible to hear.
3. The meaning of the word "whispered" in paragraph three probably is:
 - a. To say something loudly.
 - b. To say something softly.
4. In paragraph three the intention of the phrase "every hair on the back of my neck stood up and my blood froze" is:
 - a. To say that Rosa was incredibly surprised.
 - b. To say that Rosa was incredibly scared.
5. The word "glance" in paragraph three is similar to:
 - a. Look.
 - b. Hear.
6. In paragraph 3 where Rosa says "I was shaking like a leaf" she means that:
 - a. Her body was shaking because she was scared.
 - b. Her body was shaking because she was cold.
7. In paragraph three, the intention of the phrase "my life flashed before my eyes" is:
 - a. To say that her life was about to end before she closed her eyes.
 - b. To say that she saw her life in her mind very quickly like a movie.
8. The main idea in paragraph three is:
 - a. Rosa has been to a place where she encountered a supernatural creature with her dog.
 - b. A supernatural creature almost killed Rosa but her dog saved her.
9. The main idea in paragraph four is:
 - a. Rosa experienced something nobody believes is real.
 - b. Rosa had a nightmare that was very realistic.

GO TO THE GRAMMAR REFERENCE AND DO THE EXERCISES.



LESSON B. I'VE NEVER BEEN MORE SCARED.

READING COMPREHENSION

Activity 3 page 56.

Image 6. (p.56) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

1. READ THE TEXT AND IDENTIFY THE SENTENCES IN PAST SIMPLE AND PRESENT PERFECT, THEN WRITE THEM IN THE CHART BELOW.

Hi my name is Robert Stratton. I am from Real del Monte, my great-grandfather was an English miner, he came from Cornwall, UK. He used to tell my grandfather many stories and legends about this beautiful place. Actually, my father has told us many of them too. The most remarkable story for me is "The English Clown" whose name was Richard Bell, he came to Mexico by himself because he didn't achieve fame in England, he installed a circus in the area and people loved him; therefore, he asked to be buried in the English Cemetery and his tomb is the only one whose back has been set in direction to England.

People say that the English Clown's soul has wandered every night through the cemetery since the day he died and that he just makes himself visible to the people who are pure of spirit making them laugh with funny jokes, but those whose heart is evil, see spooky shadows and hear eerie sounds that makes them feel terrified.

SIMPLE PAST	PRESENT PERFECT
He came from Cornwall	

2. CHOOSE THE CORRECT OPTION TO COMPLETE THE SENTENCES.

- I visited/have visited Huasca last month.
- Have you heard/Did you hear legends of Hidalgo?
- I have seen/seen goblins in my garden.
- They don't think Rosa has seen/saw a witch yesterday.
- We travelled/have travelled to Real del Monte many times this year.
- Diego has already visited/already visited this mine twice this month.
- Have I told/Did I tell you the legend of "La Aparecida" the last time we met?
- They have never returned/didn't return to the cemetery since that day.

REFLEXIVE PRONOUNS

The reflexive pronouns are used when:

- The subject and the object refer to the same person.
- We want to emphasize who did the action.
- We add the preposition "by" before the reflexive pronoun when we want to mention that the subject did the action alone.

We don't use reflexive pronouns after:

- Verbs which describe what people usually do for themselves or routines, for example:
- I take a shower.
- She brushes her teeth.
- Prepositions of place.

Subject Pronoun	Reflexive Pronoun
I	Myself
You	Yourself
He	Himself
She	Herself
It	Itself
They	Ourselves
We	Ourselves
You	Yourselves
They	Themselves

3. FIND THE MISTAKE RELATED TO REFLEXIVE PRONOUNS AND REWRITE THE SENTENCES IN THE SPACE PROVIDED.

SIMPLE PAST	PRESENT PERFECT
1. She can't solve the equation itself because it's very difficult!	
2. Yesterday I spilled coffee on herself!	
3. He actually loves eating myself, he doesn't like company.	
4. Mary burned itself with the matches.	
5. The dog hurt herself playing.	
6. She can't solve the equation itself because it's very difficult!	
7. We can do the task himself, we don't need any help.	
8. My grandma can't turn on my computer myself.	
9. Victor, Mary, you can work on the project yourself, I trust you.	
10. Elias taught by himself how to fix cars.	

“GRAMMAR REFERENCE”

Practicing the simple past, present perfect and reflexive pronouns.

(Page 114)

Image 7. (p.114) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

GRAMMAR REFERENCE”

Practicing the simple past, present perfect and reflexive pronouns.

(Page 115)

Image 8. (p.115) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

LESSON C CHILLING STORIES

1. TALK TO A PARTNER.

1. Have you ever seen a ghost or experienced a supernatural situation?
2. What kind of stories have you heard about?
3. Which is the creepiest story you have heard?

GO TO THE GRAMMAR REFERENCE AND DO THE EXERCISES.

2. LISTEN TO ROBERT'S STORY. TICK TRUE (T) OR FALSE (F).

1. Robert has lived in Pachuca since he was little. T F
2. His great-grandfather came from England. T F
3. Robert has heard great stories like "The English Town". T F
4. Richard Bell achieved fame in England. T F
5. Richard Bell's spirit makes himself visible to good people. T F
6. Robert's grandfather and his friends were by themselves in the cemetery. T F
7. Robert's great-grandfather had the key to the cemetery. T F
8. People have invented stories after the situations Robert's great-grandpa lived. T F



Inferring the Audio's topic.

LESSON C. CHILLING STORIES.

Activities 1, 2 and 3.

3. LISTEN TO ROBERT'S STORY AGAIN AND COMPLETE THE SENTENCES.

1. Actually, my father _____ us many of them too.
2. He came to Mexico _____.
3. The English Clown's soul _____ every night through the cemetery.
4. They unlocked the gate _____ and got into the graveyard.
5. Suddenly, the ground and the trees _____ to move.
6. Unfortunately, it looked _____.
7. Since that day on, people _____ the cemetery.
8. _____ you _____ for a great joke?
9. My great-grandpa was very brave and managed to open the gate _____.
10. Where are you going? The show _____.

Activity 1, page 57

Image 9. (p.57) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

Wiki page titled "Spooky Experiences. Have you ever seen a ghost or experienced a supernatural situation?". The page contains a table with the following data:

Discusión	Comentado por	Respuestas	Último mensaje
The witch of Itzamal	MARIN HERNANDEZ ASIAN	1	SARAH GUADALUPE RIVERA GUTIERREZ vie., 3 de oct. de 2022, 14:50
A ferocious witch	SARAH GUADALUPE RIVERA GUTIERREZ	0	SARAH GUADALUPE RIVERA GUTIERREZ ju., 31 de mar. de 2022, 10:06
Have you ever seen mammals?	RODRIGO JUAREZ PEREZ	2	MARIN HERNANDEZ ASIAN ju., 31 de mar. de 2022, 09:19
La tarasca	EDUARDO BAERTEA JIMENEZ	1	FERNANDO MOYER BAERTEA mi., 30 de mar. de 2022, 21:82
HAVE YOU EVER HEARD OF THE NAGUALS?	JOSE ALBERTO SOLIS SERNA	1	FERNANDO MOYER BAERTEA mi., 30 de mar. de 2022, 17:46
La tarasca	ESTRELLA CUENCA CUENCA	0	ESTRELLA CUENCA CUENCA ju., 29 de mar. de 2022, 20:10

Activity 1. Lesson C. Talk to a partner / WIKI contribution.

Image 10. My students' wiki. Taken from: My session number 3, "Sistema de tareas – UTSH".

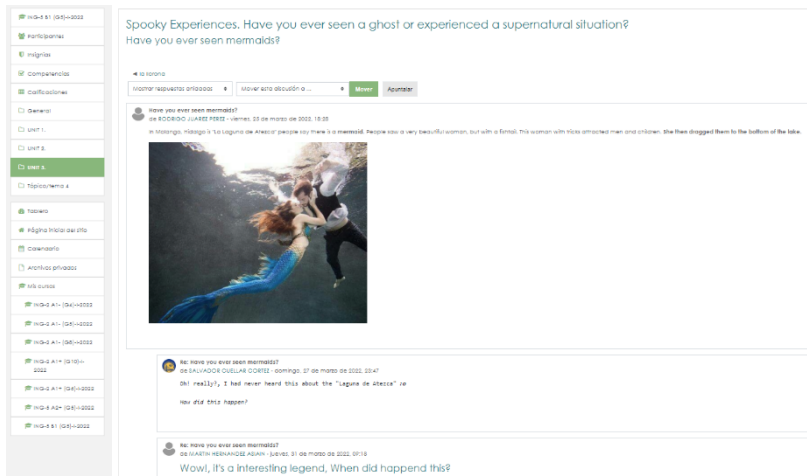


Image 11. My students' wiki. Taken from: My session number 3.

LESSON D MORE STORIES

1. READ THE FOLLOWING TEXT, FIND THE 8 MISTAKES AND WRITE THEM IN THE BOX.

Have you ever heard about bulletin boards?

You probably have. Well! Bulletin boards have being used in different forms throughout the time. In the past, people used different surfaces such as cork, wood or cardboard to advertise items they want to sale, they also posted public messages, events or any kind of information to let people know about something.

Things have definitely change. You can use online sites to post any kind of information you want. Actually, websites provide you with many different digital tools to design them. You can make bulletin boards yourselfs, you don't really need any kind of help or assistance. In fact, many people around the world have enjoyed themselves designing this kind of networking sites because it fascinates them. You don't need to worry about specialized programming languages, programmers have already done the hard work.

If you hasn't had the opportunity to blow up your imagination by designing one of them online, you can actually give yourself the chance to contribute with some interesting information to the site someone has shared with you. They can be friends or people with similar likes as yours. Believe me, bulletin boards had revolutionized the way we see, share and get information.

When you design an electronic bulletin board, it is recommendable to include an interesting and catchy title for it, then add information related to the title you've just chosen for it. You can also include pictures or amateur videos you have record yourself. Be ready to share the link to the online site with people you would like to add content to. Remember to be polite even if they haven't added relevant information or reorganized the content the way you wanted, it is teamwork.

You've just gotten an insight. Now! Go to your room, turn on your computer, grab a chair to make herself comfortable, google more information and design the best bulletin board that has ever existed.

LESSON D. MORE STORIES.

EXERCISES. 1 -3.

Image 12. (p.58) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

2. TALK TO A PARTNER.

1. What information is necessary to write bulletin boards?
2. Have you ever posted information on these web sites?
3. Why?

3. READ THE FOLLOWING BULLETIN BOARD ABOUT A LEGEND; THEN USE YOUR IMAGINATION AND ADD INFORMATION IN THE EMPTY BOXES.



Image 13 (p.59) Retrieved from: G4U Student's Book A1.

<http://g4u.utsh.edu.mx/Default>

Did you book the flight yourself?

No, I never do it myself. I asked Tim to do it for me.

1. Who booked the flight?
2. How many reflexive pronouns can you see?

Power Point slides – Reflexive pronouns.

Image 14, taken from my English sessions material.

Compare these answers and complete the rule.

Have you ever heard this song?

Yes, I have heard it a few times.

Yes, I heard it on the radio yesterday.

Use the simple past with time expressions, e.g., **yesterday**.

Power Point slides – Reflexive pronouns.

Image 15, taken from my English sessions material.

LESSON D, Activity 4. Cultural awareness and Intercultural competence.

5. Videos about Korean students when meeting Mexican pupils with the objective to let students know what could be the response to the previous questions made in order to accomplish this activity.

<https://www.youtube.com/watch?v=1X50FAGteLo>

<https://www.youtube.com/watch?v=TeMNEAYCJrw>

<https://www.youtube.com/watch?v=SWgClf7jnrI>

6. The teacher explained the reason to get knowledge about foreign students' culture and what this fact represent in their future lives and explains students the role-play they need to perform in order to live this experience in an English session.

Details of the activity 4:

- F. Students were divided into four groups to perform the role- play.
- G. One or two students of each group acted as foreign ones which were going to visit the Mexican exposition. The explanation was done through a bulletin board.
- H. One or two students acted like Mexican students and gave the explanation about an important topic.
- I. The topic was about: Mexican legends or a Hidalgo's magic town.
- J. Students needed to deliver an evidence portfolio which included the information explained in the exposition, the notes taken during the unit 4, the vocabulary of unit 3 and, the flashcards done in this unit.

Links from YouTube with a peace of sessions recorded.

<https://www.youtube.com/watch?v=eidx4ThboY0>

<https://www.youtube.com/watch?v=8wXOfF9rk0A>

<https://www.youtube.com/shorts/RwU5ReQHJ6E>

<https://www.youtube.com/watch?v=JsQkHAINNC8>

https://www.youtube.com/watch?v=PDz_WE7QBss

<https://www.youtube.com/watch?v=5IkExoIt6EM>

<https://www.youtube.com/watch?v=7johHh-DGog>

CHAPTER 3. DESCRIPTION AND ANALYSIS (DESCRIPTION REPORT).

3.01. REPORT OF THE LESSONS GIVEN AND CRITICAL ANALYSIS.

The lesson plan is planned and carried on during the unit three of the syllabus of Pre Intermediate level students in “Universidad Tecnológica de la Sierra Hidalguense”, it was about performing the Unit 4 of their English textbook in which learners did different activities since the lessons A to D, besides extra authentic activities in the project called: “Sharing my Cultural Knowledge within the International Day at College”.

The students were so involved during the activity one in lesson A, due to they learned the manner to express daily activities they are able to do by themselves, then on activity 2, they had to identified what the activities of the previous exercise people do with the help of somebody else or without any help, in this section they learned how to pronounce words they had not heard before and could relate this knowledge with activities they do sometimes.

It was time to study the first grammar tense of the unit, so, in this session the class studied the simple past tense. Then they did the activity three that was in charge to join the new vocabulary words about reflexive pronouns to the previous knowledge they already had about simple past.

During the activity four in the same lesson “A”, students showed total interest in discovering the second vocabulary this unit brings. On it they could learn how to say and pronounce words about spooky experiences, most of the meaning of words were known just by inferring the definition of each one, it was a funny activity for them.

When the lesson B was studied, students shown themselves surprised because it was about to talk scary experiences, first they had to infer what the next text was about and then on activity two they read aloud the text and learned to pronounce the words. It was a really fascinating moment since they had also the opportunity to brought on the table some local legends from their community, it became an interesting time because all learners wanted to know more about the stories students were talking about they forced themselves to talk more in English and of course all the other students attention was in trying to discover what their partner was trying to tell them. When students did not find the exactly words they wanted to say, they had to talk in Spanish and the magic of the moment finished, but undoubtedly it was one of the most memorable experiences for them because of the interest all the class had in order to get to know each of the short stories told.

After this great moment, students were looking for specific information on the text read before, so that they could answer the activity 2 and 3, they were challengeable because they learned to interpret the text and not just look for the meaning of each word to understand it.

When the lesson C arrived it was moment to continue talking about spooky experiences, so students brought some previous knowledge about what they were sharing with their partners in the last class and it was moment to review the present perfect tense by means of slides on power point. After that, students listened to a story and answer the activities 2 and 3 of this lesson, it was a little complicated the first time they listen to it, so it was needed to read it three times.

During the lesson D activity 1, the students had a little problems to identify the mistakes the text has, so it was necessary not only to monitor but also read and analyze each paragraph with the class and read each line aloud with the objective the students identified the mistakes on lines.

On activity 2, same lesson, students learned what a bulletin board is and it was moment to create an extra activity: to perform a “role-play” in which students had to research a foreign student’s behavior, they needed to compare the website pages provided with the aim to find interesting facts that could represent in classroom. What it was interesting here is that a few students begin to talk about Mexican students representation with a mustache, boots and a big hat, this was an important moment because the teacher explained to them that just those kinds of prejudices are which make difficult to interact in a globalized world, in which the internet is the open window for visiting many countries’ customs and it is not possible to think about ourselves like the description they were talking about. It was moment to share with students some internet links from YouTube, so that they could learn about another culture behavior and have some ideas about the activity they were going to perform.

Based on this website knowledge, students began a process of inquiry leading to mutual cultural discovery of the differences and similarities between students from Mexico and the selected country. Students not only obtained vital information about the foreign culture as a result of having some of their doubts answered, such as the way students dress and attend to classes in another country but more importantly were provided the opportunity to present their perspective thus, becoming more aware of their own culture in the process. All this time students were working as a team, making observations and confronting their own attitudes, beliefs and values with the ones researched.

One point against the development of this activity is that during all their role plays students were reading their dialogues in which they were co participating due to they are not used to talk in English and they did not memorize the dialogues of their participation besides they are very shy in order to act in front of their partners.

During the activity about telling legends of Mexico, learners wrote their own contribution on a blog in the university system, it allowed them to experiment and to have a more open mind to other points of view. They had the opportunity to interact with their classmates but this time through an online medium and in spite of they were not talking to a foreign student, they learned to read what their other classmates think about the proposed topic. It was the beginning of next possible interaction in the language by means of online such as making use of social media with the aim to interact with students from other country.

About the “grammar reference” activities, students did it really well and they expressed those exercises are important to have a better understood of the grammar tenses and the manner to use them not just in activities like that but also in real contexts created inside the classroom and English laboratory.

These types of classroom environments create possibilities for attitude transformation, as well as the acquisition of knowledge first of their own cultural norms, institutions, and beliefs. This type of exercise increases students’ acquisition of new vocabulary and grammar structures in the target language through the reading of online material and blog posts from the foreign students.

CHAPTER 4. CONCLUSIONS.

Working with people and having in touch with persons which the main collective objective is to domain a second language represents a big and challenging task, not only because the importance it fact generates in their professional lives, but also because through their feelings and emotions to do certain activities shows their personality and age-appropriate needs which not always are shared for all the pupils in a class. Maybe these are the main factors to invite English teachers to act different roles in an English class. In the university level the first negative emotion through the learning process of this L2 is not feeling engage with the learning process because students hesitate that this will represent a big opportunity in their professional lives, in other cases they do not feel so comfortable with English due to a failed teaching language process in schools before college so, creating a great atmosphere full of trust and to look for their like for a new language is a must in English sessions.

Having an open mind on order to teach the four skills in a classroom making use of not only one teaching approach but having two or three of them mixed in an English session, is what makes all the difference in the development of success a learner have in the acquisition of a L2.

Authentic material and technology are undoubtedly two of the most important sources of information university students can have in an English class, in this case throughout the development of this project the

author had the opportunity to explore this great advantage in new lesson's plans having as a result that students have shown much more interest in learning and challenging themselves in the domain of this language.

Communicative activities can be functional and their main goal is to prepare students to reply what they are demanded to reply in a natural conversation. Communicative activities can be also of social interaction activities, which in the college level it is expected, to expose students to simulated situations of real word and it is expected they can deal with this situations in a successful way, throughout the development of short conversation in peers or role-plays.

The development of each session in English classes must be always intended to cover a process of interpretation and production in learners either written or spoken, the object of language and the process of interaction which can be reach by conveying these aspects through classmates interaction activities to led them convey ideas, feelings, thoughts or intentions and purposes.

On the other hand it is necessary to bear in mind that one of the main aspects and the first one to carry out in order to bring success as English teachers is during the part of planning sessions due to this aims to go beyond present events, and allows to be enough prepared for any unexpected incident in our classroom.

Finally, it is necessary to say that students must be able to learn how to perform the four desirable English skills, due to they can get to know their weaknesses and strengths throughout the development of each activity done in an English session better than anyone, and they should be aware that having integrated the four skills is the goal of one language course it does not matter the level of study. It could be possible students cannot have the same ability to perform the same success way the reading skill or the speaking one for instance, but the important message to them it is to make their better effort in each activity carry out in class and eventually they could have a better domain of each skill.

Microteaching Video Link.

https://youtu.be/J_GYyNkPNHU

Colloquium video Link:

<https://youtu.be/AmbN5v4i8AM>

CHAPTER 5. APPENDIXES AND REFERENCES.

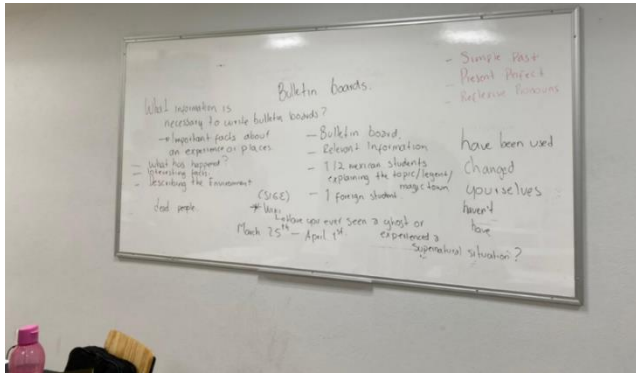


Image 1. Whiteboard, session 1. Taken from: My session number 1.

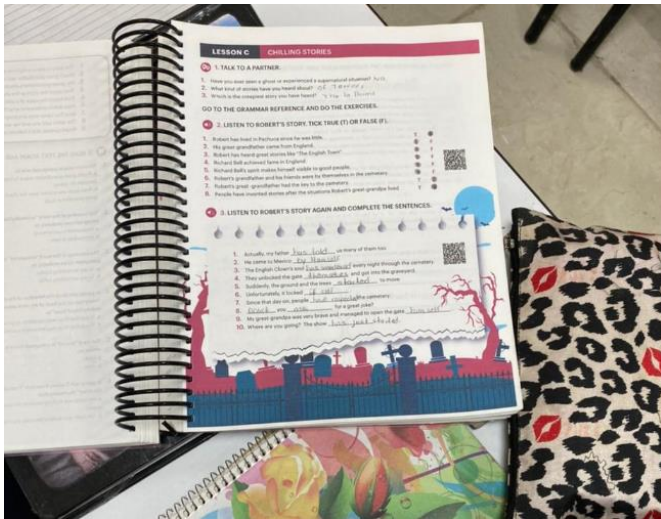


Image 2 Student's book. Taken from: My session number 1.



Image 3. Taken from: My session number 1.



Image 4. Taken from: My session number 1.

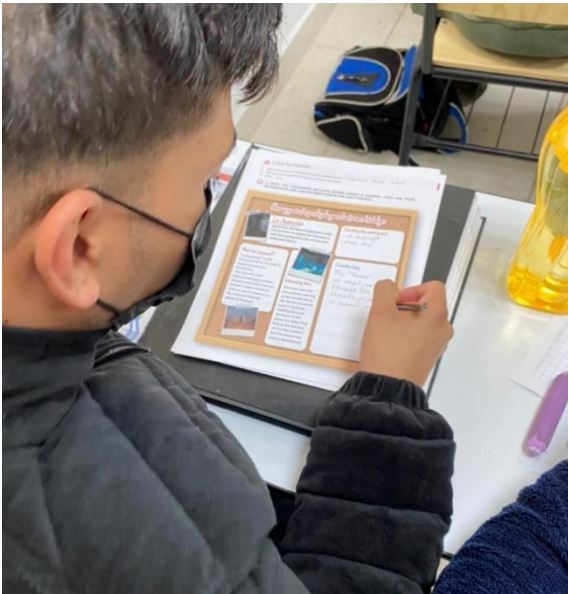


Image 5. My student is working on his activities from student's book.
Taken from: My session number 2.

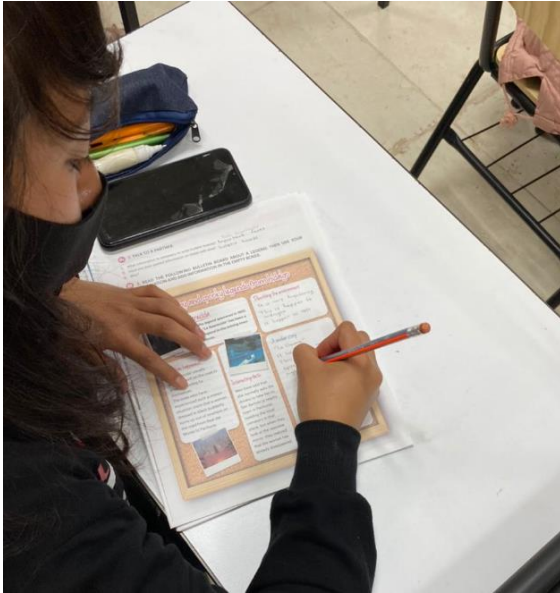


Image 5. My student is working on her activities from student's book. Taken from: My session number 2.

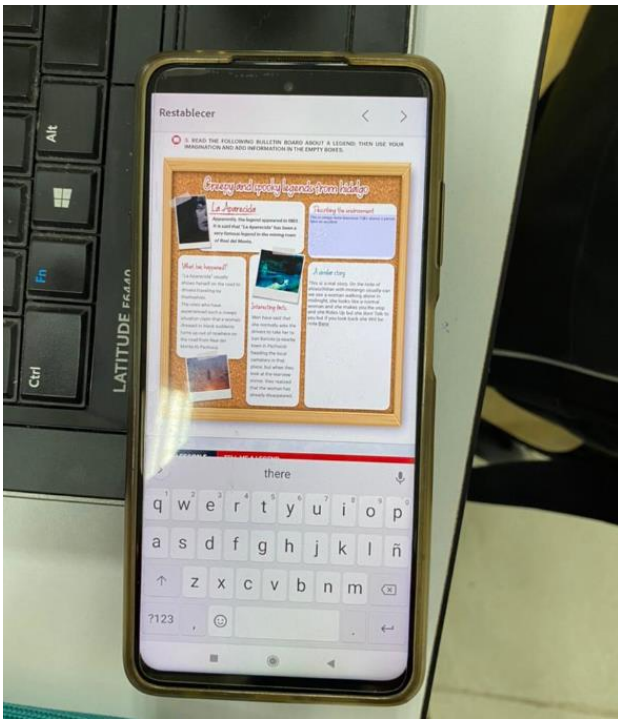


Image 6. My student is working on his activities from student's book on his cellphone. Taken from: My session number 2.



Image 7. My students are talking about the manner they are going to organize the role-play. Taken from: My session number 2.

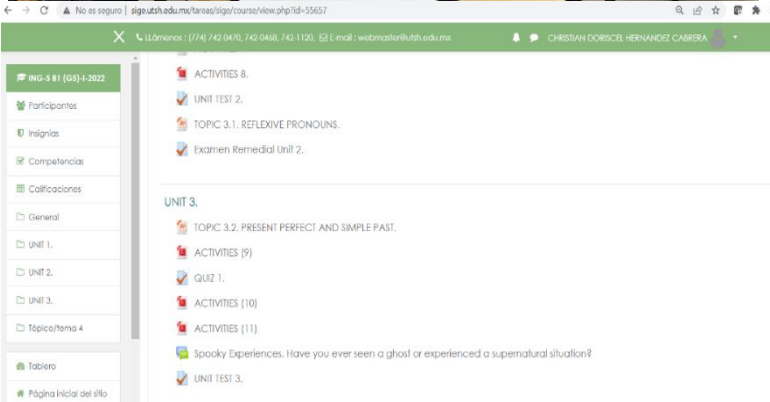


Image 8. My students' wiki. Taken from: My session number 3.

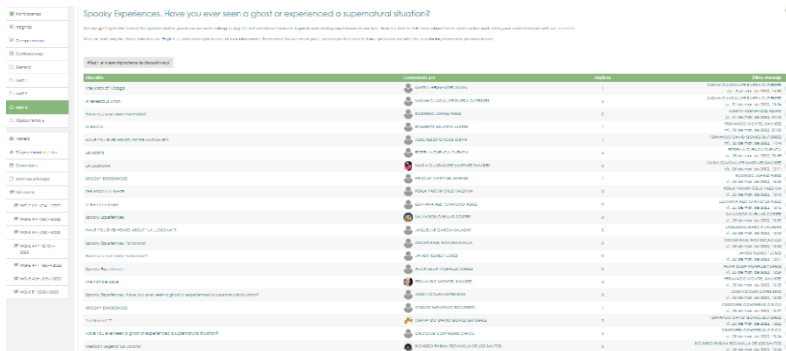


Image 9. My students' wiki. Taken from: My session number 3.



Image 10. My students in their vocabulary practice.
Taken from my session number 3.



Image 11. My students in their vocabulary practice.
Taken from my session number 3.



Image 12. My students in their vocabulary practice. Taken from my session number 3



Image 13. My students are performing their role-play. Taken from: My session number 4.



Image 14. My student is showing their portfolio of evidences. Taken from: My session number 4.



Image 15. My students are performing their role-play.
Taken from: My session number 4.



Image 16. My students are performing their role-play.
Taken from: My session number 4.



Image 17. My students are performing their role-play.
Taken from: My session number 4.



Image 18. My students are performing their role-play. Taken from: My session number 4.



Image 19. My students are performing their role-play.

Taken from: My session number 4.

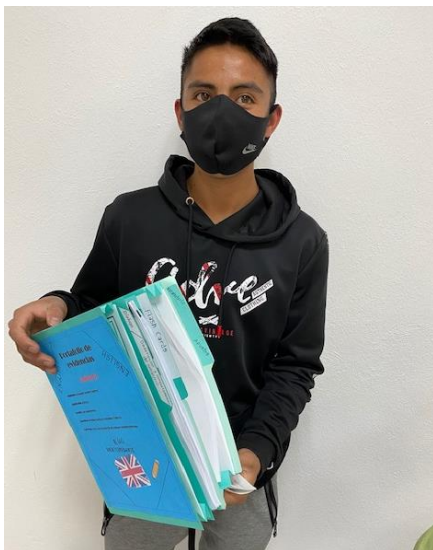


Image 20. My student's evidence portfolio.

Taken from: My session number 4.

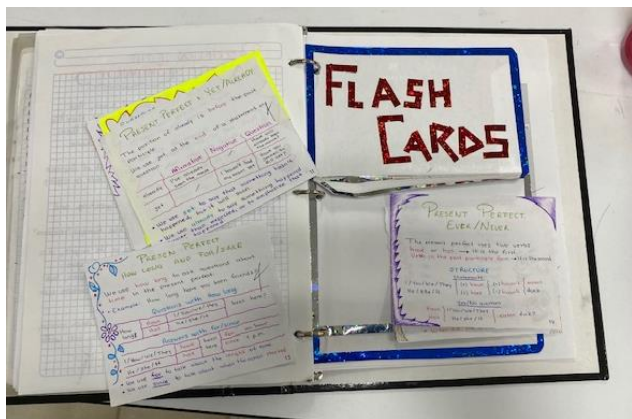


Image 21. My student's evidence portfolio. Taken from: My session number 4.



Image 22. My student's evidence portfolio.

Taken from: My session number 4.

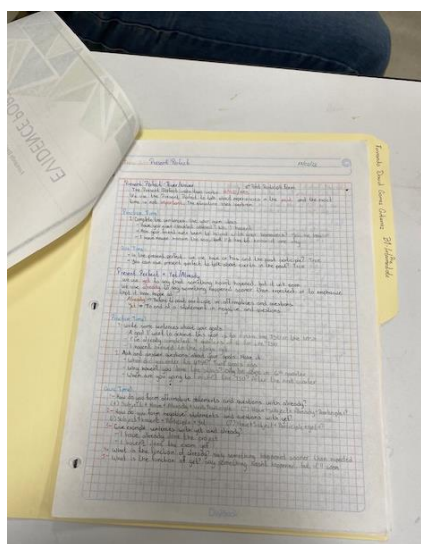


Image 23. My student's evidence portfolio. Development of the conversation done in the role-play activity.

Taken from: My session number 4.

Salvador: You must drive 2 hours from CDMX // Ustedes deben manejar 2 horas desde CDMX

Sarahi: Where did you eat when you were there? // Donde comiste cuando estuviste ahí?

Salvador: Have you already eaten "pastes"? I ate at a restaurant called "London" ^{where} they prepare some delicious pastes and coffee // Tu ya has comido "pastes"? Yo comi en un restaurante que se llama London donde preparan unos deliciosos pastes y un cafe

Sarahi: Yes, I have already eaten pastes and I did not like it // Si, he comido ya pastes y no me gustaron

Rodrigo: Hey but London Paste is not in Omiltlan // Oye, pero Londo Paste no esta en Omiltlan

Sarahi: Are you serious? I think I will look for a restaurant and hotel myself // ¿Hablas enserio? creo que buscare un restaurante y hotel yo misma

Rodrigo: Oh no, I recommend you stay at "Posada Los Abuelos" it is ideal to unwind. it has a spa and has activities so you don't leave the hotel. ^{Omiltlan's downtown} The center of Omiltlan de Juarez is a 10-minute walk from the hotel // Oh no, te recomiendo hospedarte en "Posada Los Abuelos" es ideal para descansar, tiene spa y cuenta con actividades para que no saigas del hotel. El centro de Omiltlan de Juarez se encuentra a 10 minutos a pie del hotel.

Sarahi: Ohh thanks. I am very interested in visiting Omiltlan de Juarez. Thanks for the information // Ohh, gracias. Estoy muy interesada de visitar Omiltlan de Juarez. Gracias por la informacion

Salvador: Sure, we hope we have helped you // Claro, esperamos haberle ayudado

Rodrigo: Do not forget to visit "Peña del zumate" it is a beautiful tourist place

Sarahi: I'm excited!! Thanks

Rodrigo: Bye

Image 21. My student's evidence portfolio. Feedback. Development of the conversation done in the role-play activity.

Taken from: My session number 4.

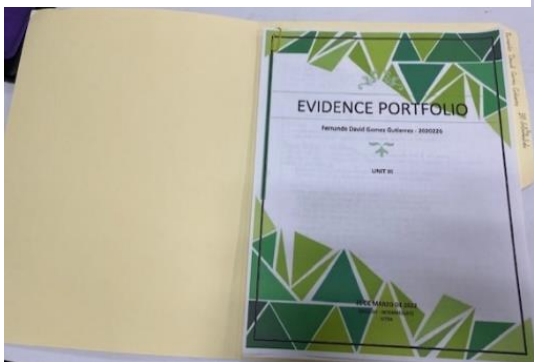


Image 22. My student's evidence portfolio.

Taken from: My session number 4.



Image 23. My student's session 4.

Taken from: My session number 4.

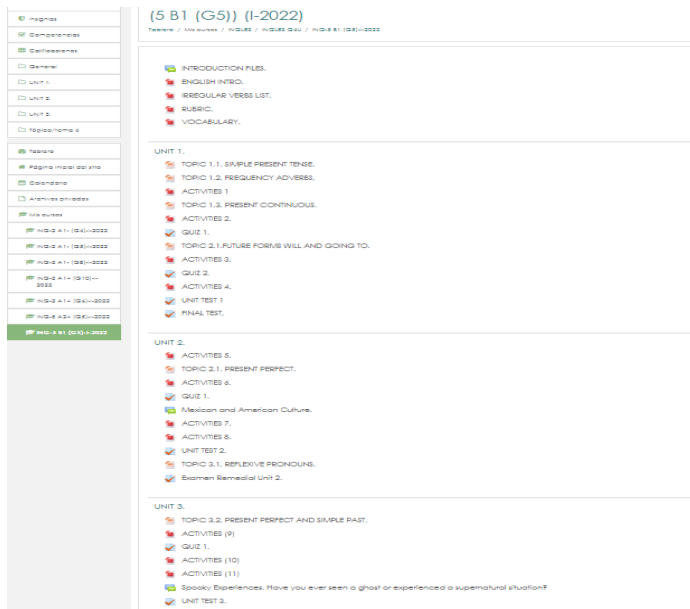


Image 24. Computer-based-tests.

Taken from: Sistema de Tareas UTSH.

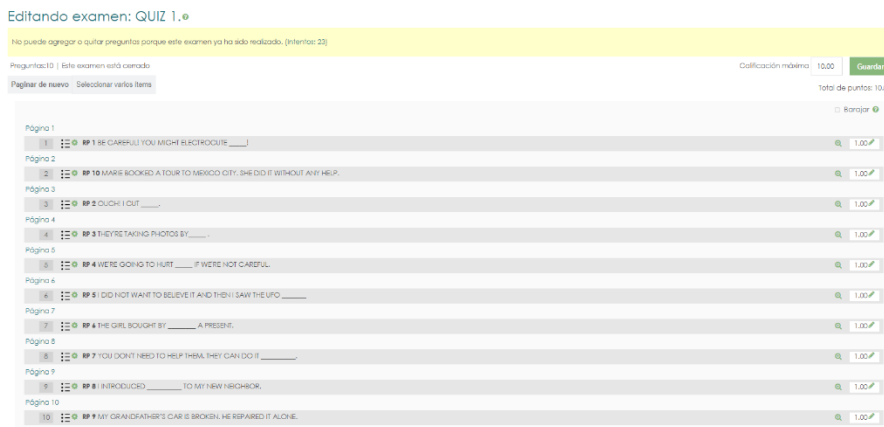


Image 25. Computer-based-tests.

Taken from: Sistema de Tareas UTSH.

(5 B1 (G5)) (I-2022)

Tablero / Mis cursos / INGLÉS / INGLÉS GAU / INGLÉS B1 (G5)-2022 / UNIT 2 / UNIT TEST 2.

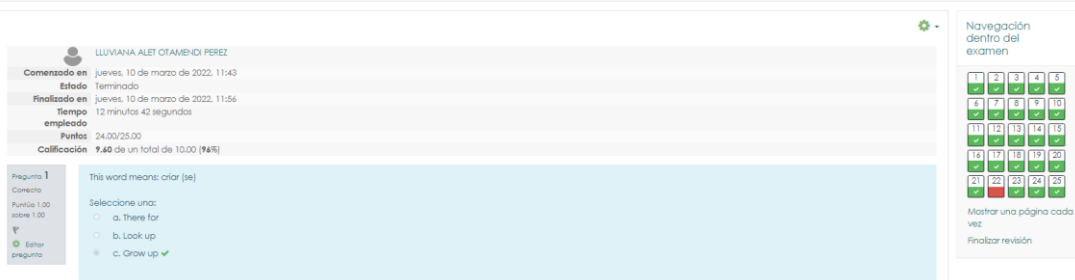


Image 26. Computer-based-tests. Multiple-choice test.

Taken from: Sistema de Tareas UTSH.

(5 B1 (G5)) (I-2022)

Tablero / Mis cursos / INGLÉS / INGLÉS G4U / ING-5 B1 (G5)-I-2022 / UNIT 3. / QUIZ 1.

SARAHÍ GUADALUPE RIVERA GUTIERREZ

Comenzado en viernes, 25 de marzo de 2022, 12:29
Estado Terminado
Finalizado en viernes, 25 de marzo de 2022, 12:42
Tiempo empleado 12 minutos 36 segundos
Calificación 10.00 de un total de 10.00 (100%)

Pregunta 1
Correcta
Puntaje 1.00 sobre 1.00

Be careful! You might electrocute ____!

Seleccione una:

- a. myself
- b. themselves
- c. ourselves
- d. yourself

Navegación dentro del examen

1	2	3	4	5
6	7	8	9	10

Mostrar una página cada vez
Finalizar revisión

Image 27. Computer-based-tests. Multiple-choice test.

Taken from: Sistema de Tareas UTSH.

Pregunta 14
Sin responder aún
Puntaje de 1.00

Anthony / at / has / school / been / ?

Seleccione una:

- a. Has Anthony been at school?
- b. Anthony has been at school?
- c. Been Anthony has at school?

Pregunta 15
Sin responder aún
Puntaje de 1.00

you / spoken / to / boss / your / have / ?

Seleccione una:

- a. You have spoken to your boss?
- b. Have you spoken to your boos?
- c. Spoken you to your book have?

Image 28. Computer-based-tests. Multiple-choice test.

Taken from: Sistema de Tareas UTSH.



Image 29. Criterion-referenced test.
Taken from: Student's book G4U.

<http://g4u.utsh.edu.mx/Default>

GRAMMAR 5 / 5

1. COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE WORDS IN THE BOX.

see have do tell be

1. I _____ a UFO while I was camping in the forest.
2. Have they _____ the project yet?
3. The story that Sandra _____ us was scary.
4. Have you _____ a paranormal experience?
5. Has she _____ to Hulchapan?

VOCABULARY

2. COMPLETE THE SENTENCES WITH ONE WORD FROM THE BOX.

legend goblin elves witch mines

1. Have you ever seen a _____ ?
2. _____ are little creatures that look like humans but they have pointed ears.
3. Did they hear about the _____ that was flying on her broom?
4. A _____ is a local story that has been told for a long time.
5. The _____ are part of the history of Real del Monte.

READING 10 / 10

3. READ THE FOLLOWING TEXT AND ANSWER THE QUESTIONS.

From: dorishutt@happymail.com
To: m.wormwood_sales@happyvacuumcleaners.com
Subject: Problems with product, refund needed.
<p>Dear Mr. Michael Wormwood:</p> <p>I want to inform you that I've been experiencing problems with the vacuum cleaner I purchased at one of your stores three weeks ago.</p> <p>The machine worked perfectly for the first four days but it began malfunctioning on day five; at first, I thought it was a problem related to the fact that the device is very sophisticated but I've already read the manual more than once and I realize that actually it is the product the one that is not working as it is supposed to. I am really frustrated because it was quite a pricy product, and it should work properly, I've already tried calling the company but your customer service has been no help at all, I called for the first time last Monday and again yesterday and today but the answer has been the same, to read the manual, I've already tried everything and the vacuum cleaner keeps blowing the dust instead of sucking it, it's been 2 weeks since this began happening and I've decided I want a refund, I don't want this product anymore.</p> <p>Attached you will find a scan of my receipt as well as the warranty where you state you can refund my money in case I'm not satisfied with the product.</p> <p>I look forward to hearing from you and I hope this time you can solve this frustrating situation.</p> <p>Sincerely Mrs. Doris Shutt.</p>

Image 30. Criterion-referenced test.
Taken from: Student's book G4U.

<http://g4u.utsh.edu.mx/Default>

1. What kind of email is this? _____
2. Why is the woman sending the email? _____
3. What is the problem with the vacuum cleaner? _____
4. How long has this problem been going on? _____
5. When did the problem start? _____
6. How many times has the woman called the company's customer service? _____
7. When did she call them for the first time? _____
8. Why does she say that the company's customer service hasn't helped at all? _____
9. What has the woman decided? _____
10. Why did she attach a copy of the product's warranty? _____

LISTENING

10 / 10

4. LISTEN TO A LECTURE ABOUT PARANORMAL ACTIVITY AND ANSWER THE QUESTIONS.



1. **Dr. Henrystain wants to:**
 - a) Invite his students to visit a haunted house.
 - b) Show his students that the human brain is complex.
 - c) Convince his students that ghosts do not exist.
2. **What has intrigued humankind for years?**
 - a) The existence of supernatural beings.
 - b) The human brain.
 - c) Neuro-Linguistic Programming
3. **The expression "What your mind focuses on, materializes" is close in meaning to.**
 - a) What you think of becomes real.
 - b) What you think is true.
 - c) What you think affects your beliefs.
4. **Dr. Henrystain seems:**
 - a) Angry.
 - b) Excited.
 - c) Disappointed.
5. **Which of the following is not mentioned?**
 - a) Believing in paranormal activity has influenced the way we live.
 - b) Believing in paranormal activity has confused our lives.
 - c) Believing in paranormal activity has given us an identity.
6. **This lecture was probably given in:**
 - a) A paranormal class.
 - b) History class.
 - c) Psychology class.
7. **What does Dr. Henrystain want to do when he mentions "look into your memory for information related to a time you really wanted to eat a double meat hamburger with extra tomatoes, onions and ketchup"?**
 - a) Emphasize the power of good and evil.
 - b) Explain why we can't see ghosts.
 - c) Exemplify how our mind works.
8. **What have the students heard about paranormal activity during the lecture?**
 - a) It isn't a new trend.
 - b) It has been part of human evolution.
 - c) It has affected current technology.
9. **When Dr. Henrystain mentions that he has visited different countries, he probably means:**
 - a) He has eluded other places.
 - b) He hasn't lived overseas.
 - c) He has lived abroad.
10. **What did Dr. Henrystain decide to do at the end of the lecture?**
 - a) Motivate students to do more research on the supernatural.
 - b) Encourage students to look for more information.
 - c) Pretend he probably saw a soul to scare them.

Image 31. Criterion-referenced test.

Taken from: Student's book G4U.

<http://g4u.utsh.edu.mx/Default>

WRITING

10 / 10

5. HAVE YOU EVER EXPERIENCED A PARANORMAL SITUATION? OR HAVE YOU HEARD ABOUT ONE? WRITE A DESCRIPTIVE PARAGRAPH ABOUT IT (USE BETWEEN 80 AND 100 WORDS). HELP YOURSELF WITH THE FOLLOWING QUESTIONS:

- Who experienced it? _____
- Where did it happen? _____
- When did it happen? _____
- Is it related to a legend? _____

Image 32. Criterion-referenced test.

Taken from: Student's book G4U.

<http://g4u.utsh.edu.mx/Default>

SPEAKING

10 / 10

6. THINK OF SOMETHING THAT YOU BOUGHT AND DIDN'T WORK PROPERLY, USE THE FOLLOWING QUESTIONS TO THINK OF IDEAS, THEN SHARE THE STORY WITH A PARTNER.

- What was it?
- What happened to it?
- How long did the object malfunction?
- What did you do about it?

TOTAL SCORE: ___ / 50



PASIGNATURA: INGLÉS V
PROFESOR: LIC. CHRISTIAN DORISCEL HERNÁNDEZ CABRERA

GRUPO: A
CURSO: ENERO - ABRIL 2022

CUATRIMESTRE: QUINTO

CARRERA: TF // TI

ALUMNO(A): _____
AUTORIZO: ING. JOSÉ DEL CARMEN MEDINA RAMÍREZ
NOMBRE Y FIRMA

EVALUACIÓN:	PARCIAL			FINAL
	1	2	3	

Asignar en los rubros siguientes el porcentaje que corresponde a esta evaluación.
[30%] SABER 100%
[50%] SABER HACER _____
[20%] SER _____

DESCRIPCIÓN DE LA EVALUACIÓN

1. Put the conversation in the correct order, FROM NUMBER 1 TO 6. PRESENT PERFECT AND SIMPLE PAST (6 PTS)

- _____ Where did you go last year?
- _____ Did you like it?
- _____ It was awesome!
- _____ I went to the Coachella Festival.
- _____ Have you ever been to a music festival?
- _____ A lot of times. I go to a festival every year!

2. Write the correct auxiliary verb and form of the verb on line. SIMPLE PAST AND PRESENT PERFECT (7 PTS)

1. _____ they ever _____ (win) a competition? No, _____
2. _____ she _____ (buy) a new car? Yes, _____
3. I _____ (Be) in Mexico before.
4. Laurie _____ her first novel in 2015.
5. When _____ she _____ (swim) in the pool? She _____
6. I _____ (buy) a new laptop two weeks ago.
7. _____ she _____ (live) in Brazil in 2010? No, she _____

3. Complete the conversation with reflexive pronouns. REFLEXIVE PRONOUNS (5 PTS)

Jane: Where are you and Samantha going for your next vacation?
Phil: We're going on a road trip to México!
Jane: Awesome! Are you going with Friends or by (1) _____?
Phil: We're going by (2) _____. Samantha bought (3) _____ a phrase book and is studying Spanish!
Jane: Great! I went to México once, but I was by (4) _____ and I didn't enjoy it very much.
Phil: Really? I thought you enjoy traveling by (5) _____

4. Complete the sentences with the correct words in the box. REFLEXIVE PRONOUNS (6 PTS)

- 1- She bought _____ a new bag.
- 2- They often travel by _____.
- 3- Do you usually repair the car _____ ?
- 4- We drove _____ to the airport.
- 5- I don't like living by _____.
- 6- He fell, but he didn't hurt _____.

REDIC046 - A

Pág. 1de 3



5. There is one mistake in each sentence. Find and correct it. REFLEXIVE PRONOUNS (6 pts)

- 1- He doesn't like traveling himself. _____
- 2- I'd like to pay for me, please. _____
- 3- We can choose the places to visit ourself. _____
- 4- They didn't tell us much about theirself. _____
- 5- Please get you something to eat. _____
- 6- Can he carry these bags by him? _____

6. Write the correct form of each verb. (VERS 10 PTS)

Verb	Infinitive Form	Past Tense	Past Participle	Verb	Infinitive Form	Past Tense	Past Participle
Beber				Despertar			
Cabalar				Dormir			
Comprar				Caer			
Construir				Disparar			
Decir				Conseguir			

7. Write the spelling words you hear. (SPELLING WORDS 10 PTS)

- | | |
|-----|------|
| 1.- | 6.- |
| 2.- | 7.- |
| 3.- | 8.- |
| 4.- | 9.- |
| 5.- | 10.- |

REDIC046 - A

Pág. 2de 3

Image 33. Achievement test.

Taken from: Student's book G4U.

<http://g4u.utsh.edu.mx/Default>

Image 34. Achievement test.

Taken from: Student's book G4U.

<http://g4u.utsh.edu.mx/Default>

References.

- Alemy M. (2016) Audio Lingual Method. *3rd international Conference on applied Research in Language Studies*. Retrieved from https://www.researchgate.net/publication/293731529_Audio_Lingual_Method
- Brown. H. (2004) Language Assessment. Principles and Classroom Practices. Longman. NY
- EEAILE (n.d). Lessons 9, 10, 11, 12 Module 1. Unit 3 – Approaches to ELT. Retrieved from <http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=3892>
- EEAILE (n.d). Module 2 Unit 3 Module 2 – Language skills and Technology <http://eeaile.upnvirtual.edu.mx/course/view.php?id=136>
- Herrera P. (2018). Teaching Integrated Language Skills. UNIVERSIDAD NACIONAL DE EDUCACIÓN Enrique Guzmán y Valle <https://repositorio.une.edu.pe/bitstream/handle/UNE/4696/teaching%20integrated%20language%20skills.pdf?sequence=1&isAllowed=y>
- Hussain S. (2018). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications (IJMJMC)* DOI: 10.20431/2454-9479.0303003
- Karakas A. (2019) Grammar Translation Method. Retrieved from: https://www.researchgate.net/publication/329591464_Grammar_Translation_Method
- Nascimento L. (2010) The PPP Method: Presentation, Practice and Production, article. Retrieved from: <http://ejournalufmg.blogspot.com/2010/11/ppp-method-presentation-practice-and.html>
- Oxford R. (2000). Skills in the ESL/EFL Classroom Rebecca Oxford. *The journal of TESOL France*. Retrieved from: https://www.tesol-france.org/uploaded_files/files/TESOL%20Vol%208%202001%20C1.pdf
- Scholz B. (2013). Integrating Skills. Retrieved from <https://docs.google.com/a/utsh.edu.mx/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxlZmZlY3RpdmV0ZWZjaGluZ3RpcHN8Z3g6MzlhYmM3MzUwOTI5MmM2Yg>

- Sevy-billon J. (2018). Integrating EFL skills for authentically teaching specific grammar and vocabulary Article. *Studies in English Language and Education*, 5(2), 175-184 DOI: 10.24815/siele.v5i2.9705
- Sidury C. (2016). Teaching Culture in EFL Classrooms in Mexico: Current Practices and Pedagogical Recommendations. *TEXMESOL Journal*, ISSN: 2395-9908
- Tugrul C. (2013). The Direct-Method: A Good Start to Teach Oral Language, *International Journal of Academic Research in Business and Social Sciences* DOI: 10.6007/IJARBS/v3-i11/330