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A LESSON PLAN IN ACTION: GLOBAL CITIZENSHIP

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO

LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

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Final Project:

“A Lesson Plan in Action: Global Citizenship”

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Introduction

One of the main objectives of this document is to discuss my teaching philosophy, methodology and identity incorporating the new knowledge acquired during this course. There are many aspects of teaching English that I learned in this specialization and that I had not considered or fully understood before. The theoretical framework described in this paper has helped me to enrich and reflect more about my commitment and responsibility towards my students as an EFL teacher.

Another objective of this document is to present the lesson plan I prepared following the syllabus and course book required by my institution in my English classes. I give details about the context in which I am implementing this lesson plan and I incorporate the intercultural and multicultural aspects studied in this module. In the last module of this course, we have learned that, in order to become successful English speakers, it is important that students reflect on their own cultural identity and feel motivated to be open to know other cultures' traditions, values and beliefs.

In the theoretical framework section, I described the approaches used in my course, the strategies and the types of assessment included in my lesson plan.

The lesson plan developed for this assignment consisted of six sessions covering different grammar structures, vocabulary and topics around the global citizenship concept. The intercultural and multicultural aspects are also included in the topics covered. I use the communicative approach to integrate the four skills. Each session is intended to have an introduction, procedure, and closure.

This paper also includes the testing tools I developed for each session. As we have learned in this unit, testing is a formative, ongoing activity, part of the assessment process. These activities and tasks can guide the teacher to make the most appropriate decisions about how we can improve our teaching and our students' skills.

In the results section I discussed the outcomes achieved after applying the lesson plan with my group. Timing and students' understanding of instructions were some of the most common issues detected during this stage and they require further improvements in the lesson planning process.

I considered that it is usually necessary to make adaptations or improvements to a lesson plan once the teacher has checked the students' performance and given them feedback. With this information, we have the elements to be certain about the further steps to continue with the course program. At the end of the course, students take the Cambridge Certification Sample Test as part of a summative assessment and the results are incorporated in their portfolio along with the teacher's feedback, so that the students can reflect on their progress and performance during the course.

Finally, the reader will be able to consult the materials, visual aids, activities and evidence of the lesson plan application in the appendix section of this document.

Chapter 1: Philosophy and Theory

1.1 Teaching Context, Identity, and Philosophy

1.1.1 Teaching Context

One important advantage of working for private institutions like the one I am currently working for (Universidad Anáhuac campus Cordoba-Orizaba) is that the teachers have an adequate teaching environment. I have access to technological resources such as the Internet, projector, Learning Management System (LMS), speakers and camera. There is also plenty of space for outdoors activities, and we have a course book and a workbook designed according to the Common European Framework. All those resources allow me to provide my students with the tools they need to develop their linguistic competence. First-year students are evaluated at the beginning of the semester and assigned to the corresponding English group level (A-C). It is relevant to mention that most of the students come from private schools. There are also regular subjects in English that the students take once they have completed their English levels, so they are required to have good written and oral discourses.

Language teachers do course planning based on the required competencies by the institution and CEF. Currently, I am teaching B1, B2, and C1 levels as well as Business English, and First Certificate preparation courses.

This semester I was assigned one group of pre-intermediate level (A2) at university. There are students from medical, engineering, and business schools in the same class. This context enriches the types of experiences and knowledge the students can acquire in my course.

One of the institution's commitments is to prepare students to develop in their professional areas using English (French and German are also taught in the institution) as one of the most important ways to effectively communicate in international contexts.

Talking specifically about my current course A2, I have one group with 23 students. One of the students has been taking class via zoom due to some personal problems that prevents her from coming to face-to-face classes. There is a Polycom camera attached to the ceiling, which was installed during the pandemic and that I have been using to record the sessions presented in this work. Unfortunately, the sound quality is not as good as expected and it affected the recording result.

1.1.2 Teaching Identity

As my professional background includes working with all kinds of ages, language levels, and different subjects in English, I had to learn by experimenting and selecting the most suitable teaching theories and methodologies according to my students' profiles.

In the case of elementary levels, my focus is mainly on form and meaning (systemic and semantic dimensions of language) (Larsen-Freeman, 1991). Nonetheless, I incorporate language functions in my class, so my students are motivated to understand what the aim of using specific structures is. For higher levels, I give my students more independence; I let them create their own expressions and communication strategies. The focus is on the pragmatic dimension of language, as they understand quite well the language system.

Regarding the Entrepreneurial and Business English classes, the program is fully communicative. Students need to learn vocabulary, but it must be used for social contexts and in specific functions related to performing in the business field.

The benefits of having course books and workbooks from prestigious editorials like Oxford University Press, Macmillan, and Pearson are of immense help. The content is communicative-oriented, as they include language functions for developing language competencies. Texts presented in the books have a sociolinguistic purpose and encourage students to create their language texts.

Furthermore, collaborative learning and games are important aspects to be included in all my classes. The use of role-plays with apps such as Tik Tok, Instagram, or Facebook reels increases the creativity of my students and their enthusiasm to participate with technologies they use every day.

Creating real materials, spoken or written texts, can be useful for learners and gives them the chance to explore the text types of the target language and their social practice (intonation, formality, conventions). I let them investigate social or cultural problems in their local communities, think of viable solutions, and explain them using the target language and vocabulary studied in class.

1.1.3 Teaching Philosophy

It is clear to me that our teaching style is defined by the experiences we had as learners with our instructors and the method that we considered was effective for us at that moment:

As a teacher of language, you have thoughts about your subject matter – what language is, what culture is – and about your students – who they are as learners and how it is they learn. You also have thoughts about yourself as a teacher and what you can do to help your students to learn. Many of your thoughts have been shaped by your own experience as a language learner. It is very important for you to become aware of the thoughts that guide your actions in the classroom. (Larsen Freeman & Anderson, 2011, p. 2)

Our thoughts include the attitudes, values, and beliefs that guide us to decide what the best course of action we can take with our students. However, we should always keep in mind that technology evolves, younger generations are exposed to diverse sources of knowledge, and their communication needs change through the years. It is not the same writing a letter for a pen pal (which was a common language activity for students from previous generations), as typing an instant message on a tablet or smartphone to a friend with all the particularities that texting has.

As teachers, we need to change our beliefs to do things differently and get better results with our students. With this idea always in mind, I have learned that teachers are committed to helping learners develop the skills, attitudes, and abilities required to fulfill the competence learning profile set by educational institutions in Mexico since the early 2000s.

A competence represents a set of elements that must be mobilized for the resolution of a specific problem, in a given context; therefore, to evaluate it,

it is necessary not to lose sight of the role played by each of the various components that make it up. (Poblete, 2007, p.20)

The purpose of a student's acquired language is to communicate effectively in English in different contexts and for particular situations which could also be called problems such as: applying for a job, presenting a project for an international company, answering questions at a customs office, attending a lecture in English, etc. My teaching philosophy is a combination of several schools of thought and approaches, which I adapt according to the various levels I teach, and the learning styles my students have. In the end, my main goal is to make students know, learn, acquire, analyze and use in real contexts what they have learned in class.

From my experience, A1 and A2 English levels need close guidance and follow-up because they are learning the fundamentals of the language such as recognizing the parts of the speech and their function. Upper English levels need less guidance, more self-discovery, and collaborative learning for producing new texts as it is defined in unit 1 of EEAILE course: "A text is usually seen as a unit of communication in written, spoken or visual form". (UPN, 2022) However, I always balance the theoretical concepts (semantics and structure) with the social practices of the language. That is, use pragmatics and language functions in class through enacting daily situations with peers. I integrate technology such as social media apps which allow my students to interact with students from other schools to express ideas, emotions opinions (spoken discourse) and to create written text with a specific purpose, such as writing a report on an authentic text, a resumé, an e-mail to a friend or a cover letter for a company (written discourse).

1.2 Theory Underlying My Teaching Practice and Identity

In the first module of this course, we studied two of the most important communication methods and strategies for teaching a second language: Hyme's model of communication and Jacobson's model of communication.

As part of the functional linguistics and language-in-use perspectives, sociolinguistics has proven to be one of the most successful and popular schools of linguistics in recent years. It has been shown that students who are learning a second language and are constantly motivated to apply the knowledge they acquire according to their social context, their individual needs and interests, feel committed and willing to master a second language.

Jacobson's model states that communication is based on a message which is sent by a sender, then the receiver gets the message through a channel and a code that will be the language in a context. The context will define the meaning and the tone of the message. Therefore, context becomes an essential element in the learning process.

Hymes goes beyond the context in the communication model. In his model, Hymes includes and defines language functions as the things that we do with language and the way we interact with the world in a meaningful way. That is, there are different contexts in which we use language with different purposes. Moreover, there are psychological and cultural aspects that affect the way the message is formulated and received by the sender and receiver in a specific context. Hymes defines these factors involved in communication as the ethnography of communication. "Ethnography' refers to fieldwork, supplemented by techniques

developed in other areas of study such as pragmatics, anthropology and conversation analysis, the ethnography of speaking, a methodology and as a model of how human beings construct shared meaning from social experience” (Wodak, R., 2011).

During the 1970's teachers and experts of traditional approaches only based on linguistic competence began to question if the methods applied in those years were efficient enough to allow students to communicate successfully in the target language.

They realized that although students seem to know how to structure grammatically correct structures, when they were faced with real-life situations outside the classroom, most of them were unable to perform certain language functions in specific contexts such as declining an invitation, applying for a job, facilitating a business meeting, etc. It was clear that mastering a second language required not only linguistic competence but communicative competence (Hymes, 1971).

It is relevant to remember that the principles on which the communicative approach is based are found in sociolinguistics and anthropological linguistics. These areas of language study state the importance of language as a social and symbolic phenomenon. Vygotsky, for instance, uses the term ZPD (Zone of Proximal Development) which focuses on the social origin of all human mental processes. “The notion of ZPD guided researchers toward focusing on how individual cognitive and affective processes originate in actual human interactions”

(Eun, B. 2019). This means that language learning and cognitive development occur from the interaction between learners and more capable ones.

The term Communicative Language Teaching (CLT) was then used to make communicative competence the main goal of language teaching. However, CLT lacks very specific classroom techniques which can be confusing for teachers, especially those without prior experience. But, at the same time, this approach gives teachers the flexibility to plan their classes according to the student's particular needs, and their cultural and social contexts (Larsen-Freeman & Anderson, 2011).

In the communicative approach and CLT, students should have knowledge of linguistic forms, meanings, and functions to enable communication in the target language. The teachers have different roles in this approach. They become facilitators, advisors, and a 'co-communicator' who engage in communication along with their students (Littlewood, 1981).

The students act mainly as communicators who are actively involved in negotiating the meaning and interacting with peers, more advanced learners, or even native speakers of the target language.

The teachers incorporate realia or authentic materials in class and evaluate not only the accuracy but the fluency and use of the functional language for the specific context given.

Content and Language Integrating Learning (CLIL) is one of the most recent methodologies supported by the communicative approach. It is a flexible methodology that provides students with authentic language texts (topics of

interest for learners) and asks them to infer the author's intentions and make predictions before going over the activities. Students work in pairs or teams to express their ideas, perform role plays, suggest alternatives to solve a problem or deal with a given situation and do a follow-up activity to continue practicing language function. The four skills are developed in this methodology and the teachers facilitate communication, monitor their interaction, and give feedback at the end of the activity. The social context is the key element in the activities performed.

The resources I use for my classes –course books and workbooks - are essentially designed to apply the communicative approach, CLT and CLIL as the communicative competence is part of our institutional goals and Common European Framework of Reference (CEFR) objectives. In the institution I work for, Cambridge's B2 First (FCE), C1 Advanced (CAE) or Oxford Test of English certifications are the definite evidence that any student must achieve to demonstrate the acquisition of communicative competence in a foreign language. The teachers are focused on preparing our students to perform successfully in any of those evaluations.

This is why lesson planning, formative and summative assessments tools are essential in our teaching practice and enable teachers to monitor students' progress and evaluate their learning outcomes (Black & Wiliam, 1998).

When assigning communicative tasks, the teacher actively monitors students' performance and provide feedback in real-time. The teacher must offer

support, correct errors, and provide guidance to improve their language use (Ur, 1996).

The use of formative assessment strategies like observation checklists, anecdotal records, or self-assessment tools helps us to track individual progress and identify areas for improvement (Chappuis, 2012).

We use a summative assessment to evaluate students' overall language proficiency and their ability to apply the targeted skills in a different context (Popham, 2008). This assessment can take the form of a written assignment, a role-play activity, or an oral presentation. The rubrics or scoring guides help us to provide clear evaluation criteria and offer students feedback on their performance.

Finally, we incorporate cross-curricular portfolio assessment as an ongoing reflective tool throughout the lesson and beyond. The students are given the opportunity to select the tasks /products in each subject that they consider the most relevant to their learning process.

The teachers can also suggest compiling samples of their work, including completed tasks, self-reflections, and peer feedback, to demonstrate their progress and growth over time (McDonald, 2011).

Chapter 2: Methodology and Practice

2.1 A Practical and Useful Lesson Plan

The lesson plan I developed for this assignment consisted of three lessons distributed in six sessions covering different grammar structures and topics. I used the communicative approach to integrate the four skills. Each session was intended to have an introduction, procedure, and closure including a formal or informal assessment tool.

At the beginning of each lesson, I explained the general objective and the skills to be covered. Timing was also suggested for each of the tasks in the session and the type of work to be done in the assignments (individual, team, pair). Information about the course book lessons covered and extra material –didactic and authentic - used is also included in this document at the appendix section.

The first lesson introduced and explored the topics of endangered animals and green activities. One of the objectives was to let the students reflect on their responsibility as members of the society to respect, protect and take actions to preserve the natural world. Vocabulary and grammar structures were presented – perfect tenses and conditionals - and reading and speaking skills were practiced.

The second lesson discussed the topic of global citizenship, and lifestyles. The students identified the characteristics of a global citizen, read and listened to authentic material about what a global citizen is and how different cultures define the term citizenship. They did some research and prepared a short presentation about the similarities and differences in lifestyles of citizens of different countries.

In the third lesson the students were able to practice their reading, writing, listening, and speaking skills while exploring the topics of festival activities and they gave their opinion about the types of entertainment or festivals around the world.

| Integrated Skills Lesson Plan | |
|--|--|
| Unit 9: Live and Let Live | |
| Communicative Approach | |
| Level: | A2 (Pre-intermediate) |
| Age group: | University students |
| Teacher: | Marisol Zuñiga |
| Number of sessions: | 5 |
| Materials: | <ul style="list-style-type: none"> ● New Enterprise A2 Student's Book ● New Enterprise A2 Workbook ● Express Digibook ● Projector and Internet access ● Additional resources (Canvas, LiveWorksheets, Paddlet, Cadoo) ● Real materials from online resources ● YouTube ● Board, laptop and projector |
| Lesson 1: | Endangered animals |
| General Objectives: | |
| <p>In this lesson, the students will be able to practice their reading, writing, listening, and speaking skills while exploring the topics of endangered animals and green activities. The students are expected to develop:</p> <p>Skills:</p> <ul style="list-style-type: none"> ● learn vocabulary for endangered animals, animal body parts, extinction and environmental problems; ● learn vocabulary for green activities; ● learn prepositional phrases; ● learn idiomatic expressions with animals; ● listen for specific information; ● listen and read for gist; ● read for specific information; ● read for key information; | |

- talk about endangered animals;
- write a web post providing solutions to a problem;

Grammar:

- learn/revise the simple past;
- learn/revise the past perfect;
- learn/revise conditionals type 2

Use of English:

- act out a dialogue and practice every day English for making and agreeing/disagreeing with suggestions;
- learn intonation in exclamations;

Cultural Awareness:

- identify some of the most common endangered animals in the world and the reason why those animals are becoming extinct;
- identify and explain the most common problems endangered animals are facing nowadays;
- learn one of many organizations dedicated to animal protection;
- compare actions taken by Mexico and other countries to protect their endangered animals;

Session 1

| Stage | Aim | Procedure | Material/Products | Interaction |
|---|---|--|---|-------------|
| Lead-in (3 min.) | <ul style="list-style-type: none"> • Activating schemata | 1. The teacher elicits the students to say the meaning of the word endangered and asks them to give the names of endangered animals they know. | Board. | Group work |
| Task 1: Introduction: Pre-reading (5 min.) | <ul style="list-style-type: none"> • Present vocabulary (endangered animals and extinction) • Check pronunciation | 2. The teacher read out the list of endangered animals presented in activity 1 (figure 1) and asks the students to look at the image to complete the labels. 3. The teacher plays the recording with pauses for students to | Digibook (p.72) Activity 1: Endangered animals. Activity 2: Pronunciation exercise. | Group work |

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| | | check their pronunciation in activity 2 (figure2). | | |
| Task 2: Pre-reading (10 min.) | <ul style="list-style-type: none"> • Learn vocabulary regarding animal body parts. • Understand the reason why some animal species are becoming extinct. | <p>4. The teacher asks the students to check the words in bold in activity 2b in a dictionary (figure 3).</p> <p>5. Once they know the meaning of the animal body parts, the teacher asks students to match the descriptions to their corresponding animal.</p> | Digibook (p.72) Activity 2b: Animal body parts matching exercise. | Pair work |
| Task 3: Reading (10 min.) | <ul style="list-style-type: none"> • Know about one organization for animal protection and endangered species that need protection. • Read for gist • Read for specific information • Listening for specific information | <p>6. The teacher gives the students time to skim the tweets and match them to the animals in activity 1 (figure 4).</p> <p>7. The Teacher checks the answers.</p> <p>8. The students read the same text and answer the questions in activity 4 (figure 5).</p> <p>9. The Teacher checks the answers.</p> <p>10. The teacher shows the students the video of activity 4b and check the questions together (figure 6).</p> | Digibook (p. 72) Activity 3: Reading exercise 3. Activity 4: Reading exercise 4. Activity 4b: Video: “Live and let Live”. | Individual work |
| Task 4: Reading and Vocabulary (5 min.) | <ul style="list-style-type: none"> • Know about common problems animals are facing around the world | 11. The teacher shows the text in activity 5 describing common problems animals are facing around the world. (figure 7) | Digibook (p. 73) Activity 5: Matching exercise Activity 6: | Individual and pair work |

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| | <ul style="list-style-type: none"> • Practice prepositional phrases | <p>12. The students complete the information using the prepositions in or on. (figure 8)</p> <p>13. The teacher reminds the students, the use of prepositions in/on for describing locations.</p> <p>14. The students complete the exercise and compare with a classmate</p> | Complete prepositional phrases | |
| Task 5: Grammar presentation and practice present and past perfect (15 min) | <ul style="list-style-type: none"> • Understand the structure of the past perfect. • Identify the uses of perfect tenses. • Contrast the use of past and past perfect. • Apply the correct verb tenses. | <p>15. The teacher explains the theory and structure of the past perfect, exemplifies its different uses and contrasts it with the simple past (figure 9).</p> <p>16. The teacher asks students to work in pairs to do the exercises in activities 7, 8 and 9 (figures 10, 11 and 12).</p> <p>17. The students compare their answers and the teacher gives them feedback</p> | Digibook (p.74) Grammar sections: Past perfect slides Activities 7, 8 and 9: Past perfect exercises | Pairwork |
| Closure Session 1 | <ul style="list-style-type: none"> • Verify the knowledge acquired in the session | <p>18. The teacher elicits the vocabulary regarding animals in danger of extinction, animal body parts and problems they are facing from the students.</p> <p>19. Questions to be answered by students: Which animal has a trunk?</p> | Projector | Group work |

| | | <p>Which animal has a beak and claws?</p> <p>Which animal has whiskers and paws?</p> <p>What problem are penguins facing?</p> <p>What problem are fish facing?</p> <p>What problem are elephants facing?</p> <p>19b. Grammar revision</p> | | |
|---|---|---|--|--------------------|
| Session 2 | | | | |
| Stage | Aim | Procedure | Material/Products | Interaction |
| Introduction (5 minutes) | <ul style="list-style-type: none"> • Activate schemata • Verify previous learning | <p>20. The teacher asks the students to create three simple riddles about the animals and body parts studied in the previous session.</p> <p>21. The students are divided into teams of four and they ask each other the questions in their riddles. i.e. “I have hooves and a horn, what animal am I and what is the problem I am facing?”</p> | Students’ notebooks | Team work |
| Task 6: Grammar presentation and practice second conditional (20 min.) | <ul style="list-style-type: none"> • Understand the structure of the second conditional. • Identify the uses of the second conditional. • Contrast the use of the first and second | <p>22. The teacher explains the theory and structure of the second conditional, and exemplifies its different uses (figure 13).</p> <p>23. The teacher asks students to work in pairs to do the exercises in activities 10 and 11 (figures 14</p> | <p>Digibook (p.75)</p> <p>Grammar slides: Conditionals type 2 Activities 10 and 11: Second conditional exercises</p> | |

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| | <p>conditional.</p> <ul style="list-style-type: none"> • Apply the correct conditional form. | <p>and 15).</p> <p>24. The students compare their answers and the teacher gives them feedback</p> | | |
| <p>Task 7: Writing (10 min.)</p> | <ul style="list-style-type: none"> • Develop research skills • Writing • Speaking | <p>25. The teacher asks the students to do some research about one Mexican endangered animal and one from another country.</p> <p>26. The students will use the app Padlet to describe in their own words the problem the animals are facing, actions being taken by governments to protect them and giving a hypothetical solution if they had the power to do something to protect them using second conditional (figure 16) .</p> <p>27. The teacher asks for opinions about classmates' posts.</p> | <p>Activity 12: Padlet activity https://padlet.com/mcemarisolzz/endedangered-animals-uo2ek2g3ab57lhjg</p> | <p>Individual and group work</p> |
| <p>Task 8: Vocabulary Pre-listening (5 min.)</p> | <ul style="list-style-type: none"> • Identify what a “green person” is. • Identify words and phrases regarding “eco-friendly” meaning. | <p>28. The teacher asks the students to answer the quiz “How Green Are You?” and checks if they understand the vocabulary used in that quiz (figure 17).</p> <p>29. The students compare their results with other classmates to know if they are “eco-friendly” or not.</p> | <p>Digibook (p. 76) Activity 13 Quiz</p> | <p>Individual work</p> |

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| <p>Task 9: Use of English Listening (10 min.)</p> | <ul style="list-style-type: none"> • Learn and apply useful phrases for giving suggestions, agreeing and disagreeing. • Listening and reading for specific information | <p>30. The teacher asks students to read the questions they are going to be asked and look at the pictures with the possible answers (figure 18).</p> <p>31. The students will listen to three short conversations and then answer the questions.</p> <p>32. The audio is played two or three times and then the teacher checks the answers.</p> <p>33. The teacher tells the students the situation in activity 15 and elicits their guesses as to three suggestions they might have (figure 19).</p> <p>34. The teacher plays the recording two or three times and see if their suggestions were mentioned.</p> | <p>Digibook (P.76, Exercises 2 and 3) Activity 14: Audio File 1 Activity 15: Audio File 2</p> | <p>Individual work</p> |
| <p>Task 10: Speaking (5 minutes)</p> | <ul style="list-style-type: none"> • Learn alternative useful phrases for giving suggestions, agreeing and disagreeing. • Expand vocabulary for giving suggestions, agreeing and disagreeing. | <p>35. The teacher gives the students some time to replace the underlined phrases in the dialogue with suitable alternatives from the useful language box (figure 20).</p> <p>36. The teacher elicits answers from the students around the class.</p> | <p>Digibook (P.76, Exercise 4) Activity 16</p> | <p>Pair and group work</p> |

| | | | | |
|---|--|--|---|----------------------------------|
| <p>Closure: Session 2 (5 minutes)</p> | <ul style="list-style-type: none"> • Verify the knowledge acquired in the session | <p>37. The teacher elicits examples of conditionals and vocabulary learned in class from the students.</p> <p>38. The teacher assigns homework from workbook's unit 9.</p> | <p>Homework in Digibook platform Workbook pages 46-51</p> | <p>Individual and group work</p> |
|---|--|--|---|----------------------------------|

Session 3

Lesson 2: "Global Citizenship"

General Objectives

The students will be able to practice their reading, writing, listening, and speaking skills while discussing the topic of global citizenship, and lifestyles. The students are expected to develop:

Skills:

- learn vocabulary regarding global citizenship, values, laws, lifestyles, and multiculturalism;
- read for key information;
- read for specific information;
- listen for specific information;
- listen and read for gist;
- speak and discuss about the importance of becoming a good global citizen;
- Summarize information;

Grammar:

- practice modal verbs for expressing rules, responsibilities, prohibitions, etc.;

Cultural Awareness:

- identify the characteristics of a global citizen;
- understand and discuss the similarities and differences in lifestyles of citizens of different countries;
- read and discuss authentic material about what a global citizen is and how different cultures define the term citizenship;

| <ul style="list-style-type: none"> • learn and describe the cultural identity of three different countries (Japan, Canada and Italy); • comparing the cultural identities of different countries; • reflect on students' cultural identity; • reflect and discuss what makes a person a good citizen of the world; • discuss the challenges of multiculturalism in the student's country; | | | | |
|--|--|--|---|-------------|
| Stage | Aim | Procedure | Material/Products | Interaction |
| Lead-in (5 min.) | <ul style="list-style-type: none"> • Activating schemata | <ol style="list-style-type: none"> 1. The teacher elicits the meaning of the word citizenship from the students and asks them what makes a human being a citizen. 2. The teacher writes the phrases "global citizen", "multiculturalism", and elicit meanings from the students. | Board | Group work |
| Task 1: Introduction: Pre-reading (10 min.) | <ul style="list-style-type: none"> • Present vocabulary (adjectives, verbs and nouns for describing positive and negative personality aspects) • Check pronunciation | <ol style="list-style-type: none"> 3. The teacher asks the students to look at the title of the text and the introductory paragraph and elicit the students' guesses as to what the 'circles of citizenship' are. Answer: The circles represent the levels of responsibility a person has starting with themselves and expanding to cover the entire world (figure 21). 4. The teacher pre-teaches the vocabulary of the lesson: to obey the law, under arrest, in public, to stick to the rules. to follow the crowd, open mind, empathetic, to | Digibook (p.80) Activity 1 "Values: Good Citizenship" Board/vocabulary printed on index cards. | Group work |

| | | | | |
|---|---|---|---|--------------------------|
| | | crave experiences, to broaden your mind, short-sighted, to think big. | | |
| Task 2 Reading and listening for detail (5 min.) | <ul style="list-style-type: none"> Identify the aspects to be targeted as a good citizen. | <p>5. The teacher asks students to listen to the audio and read the text in activity 1.</p> <p>6. The students are asked to think of one or two more activities to put under each circle of citizenship (figure 22).</p> | Digibook (p.80) Activity 1b: “Values: Good Citizenship” | Pair work |
| Task 3 Reading for key information (5 min.) | <ul style="list-style-type: none"> Identify the characteristics of a global citizen; | <p>7. The teacher asks the students to work in pairs and read the article in activity 2 (figure 23).</p> <p>8. The students have to identify the characteristics of a global citizen.</p> <p>9. The students discuss briefly if they have the characteristics mentioned in the article.</p> | Activity 2: Reading: “9 Signs that You Are a Global Citizen” Real material (https://www.minerva.edu/9-signs-you-are-global-citizen/) | Pair work |
| Task 4 Listening comprehension and Grammar practice (10 min.) | <ul style="list-style-type: none"> Consolidate the use of modals of permission, prohibition, obligation and necessity. Practice modals to describe the actions of a good citizen. Understand and discuss the | <p>10. The teacher shows the students the grammar box of modals, their uses and examples and asks students to check it together (figure 24).</p> <p>11. The teacher asks students to open the link to an online worksheet (activity4), and observe the actions to classify them as good or bad for a citizen (figure 25).</p> | Digibook (p. 58 and 59). Activity 3: Modals review. Activity 4: Liveworskheet: “Good citizen - Should - shouldn't” https://www.liveworksheets.com/worksheets/en/English_a | Individual and pair work |

| | | | | |
|---|--|--|---|--------------------------|
| | similarities and differences in lifestyles of citizens of different countries; | 12. The students continue with the listening exercises in activity 4. 13. The teacher asks the students to work in pairs to think of similarities and differences of rules and laws in their own countries and use modal verbs to tell their partner. | s_a_Second_Language_(ESL)/Citizenship/Good_citizen_-_Should_-_shouldn't_ed3222851xa | |
| Task 5 Reading for gist and for key information (15 min.) | <ul style="list-style-type: none"> Read and discuss authentic material about what a global citizen is and how different cultures define the term citizenship; | 14. The teacher asks the students to read the online article about the qualities of a good citizen (figures 26 and 27). 15. The students have to explain what each characteristic is about to their classmates. 16. The teacher asks the question: Do you think all of these characteristics are the same for all countries? Why? 17. The students discuss their answers. | Activity 5: Reading: “How can You be a Good Citizen in Your Country?” Activity 5b: “What are 7 Qualities of a Good Citizen” Real material: https://www.speeli.com/how-can-you-be-a-good-citizen-in-your-country/ | Pair work |
| Task 6 Listening for gist and specific information and speaking (10 minutes) | <ul style="list-style-type: none"> Speak informally and discuss the importance of becoming a good global citizen. | 39. The teacher asks students to watch and listen to the short video in activity 6 (figure 28). Note: In case the students have problems understanding the video. Captions can be activated. 40. The teacher asks the students | Activity 6: Video: “Be a Global Citizen” Real material: https://www.youtube.com/watch?app=desktop&list=PLP | Group work and pair work |

| | | <p>to think what they think being a global citizen is according to what they have just watched in the video. Then, they discuss their ideas with a partner.</p> <p>41. The teacher asks them if they agree or disagree in the aspects discussed.</p> | <p>Dkqknt-rAhNPOtAqAHIL8d-i9FcxoDJ&v=mlH8d-i9FcxoDJ&feature=youtu.be</p> | |
|--|---|--|--|----------------------------------|
| <p>Closure Session 3 (5 minutes)</p> | <ul style="list-style-type: none"> • Verify the knowledge acquired in the session | <p>42. The teacher elicits examples of rules or laws we must follow as good citizens from the students.</p> <p>43. The teacher asks the students what they consider the main differences between a common citizen and a global citizen.</p> <p>44. The teacher assigns homework.</p> | <p>Open discussion Homework: Pages 54 and 55 from Workbook</p> | <p>Individual and group work</p> |
| Session 4 | | | | |
| Stage | Aim | Procedure | Material/Products | Interaction |
| <p>Introduction (10 minutes)</p> | <ul style="list-style-type: none"> • Activate schemata • Verify previous learning with a mind map | <p>45. The teacher divides the students in pairs and asks the students to create a mind map with the concepts of what a global citizen is. Students can use the app Cacoo to create their mind map. They can also include images.</p> | <p>Activity 7: Cacoo software (Mind map designer for free) https://cacoo.com/diagrams/ Optional in case there is no internet access: Students'</p> | <p>pair work</p> |

| | | | | |
|---|--|---|---|---------------------------|
| | | | notebooks or blank sheets of paper. | |
| <p>Task 7</p> <p>Listening and reading for gist and for key information</p> <p>Speaking (20 min.)</p> | <ul style="list-style-type: none"> • Learn and describe the cultural identity of three different countries (Japan, Canada and Italy); • Summarize information consulted in a digital source of information and distinguish the relevant information. • Explain what the students found in their findings. | <p>46. The teacher divides the group into teams of three members.</p> <p>47. Each member of the team must choose one of the three countries selected by the teacher (Japan, Canada or Italy). Each student must choose a different one.</p> <p>48. The teacher provides the students with the links to the resource they need to consult to know about the cultural aspects and identity of the country chosen.</p> <p>49. Each member has to get the most relevant information of the country chosen, summarizes and explains to their partners what they found interesting about the information consulted.</p> | <p>Activity 8:</p> <p>Real materials:</p> <p>Video: “Japanese culture and respect.”</p> <p>https://sites.middlebury.edu/japn210abouniyahayamiddlebury/2018/10/26/japanese-culture-and-respect/</p> <p>https://www.youtube.com/watch?v=hdZK22pR5nU</p> <p>Video: “10 characteristics that best describe Italian people.”</p> <p>https://www.myitalianlessons.co.uk/characteristics-best-describe-italian-people/</p> <p>Article: “10 ways you know you are a good Canadian.”</p> <p>https://www.globalcitizen.org/en/cont</p> | <p>Collaborative Work</p> |

| | | | | |
|--|--|--|---|---------------------------|
| | | | nt/10-ways-you-know-youre-a-good-canadian/ | |
| <p>Task 8</p> <p>Speaking: Comparing and discussing information (10 min.)</p> | <ul style="list-style-type: none"> • Reflect and discuss what makes a person a good citizen of the world. • Discuss the challenges of multiculturalism in the student's country. | <p>50. The teacher asks the students to discuss the following questions with their team members:</p> <ul style="list-style-type: none"> • What does a good citizen mean in the country you reviewed? What does a good citizen mean to you in your country? • How can we promote respect and understanding for different cultures in our communities? • What are some challenges of multiculturalism in your country? | <p>Activity 9: Discussion Board in Brightspace platform.</p> | <p>Collaborative Work</p> |
| <p>Task 9</p> <p>Closure/Follow-up activity Writing: Creating a presentation (20 min.)</p> | <ul style="list-style-type: none"> • Compare the cultural identities of different countries; • Reflect on students' cultural identity. | <p>51. The teacher asks the teams to create a short presentation (video or slides) comparing the cultural identity of another country the students would like to visit or live in, and to compare their culture with the students' culture.</p> <p>Note: If students run out of time, they can continue working on the presentation as a homework assignment.</p> | <p>Activity 10: Canvas software is used to create online presentations that can be uploaded in our school's platform (Brightspace) and checked by the rest of classmates.</p> | <p>Collaborative Work</p> |
| | | | | |

Lesson 3: “Join in the Fun!”**General Objectives**

In this lesson, the students will be able to practice their reading, writing, listening, and speaking skills while exploring the topics of festival activities and types of entertainment around the world. The students are expected to develop:

Skills:

- learn vocabulary for festival activities;
- learn vocabulary for types of entertainment;
- listen and read for gist;
- listen for specific information;
- read for specific information;
- write an email describing an event one attended;
- speaking: expressing an opinion;

Grammar:

- learn and practice reported speech;
- learn and practice time expressions in reported speech;

Cultural Awareness:

- learn how some festivals are prepared and carried out in other countries;
- describe and compare festivals in Mexico and around the world;
- reflect on why celebrations and festivals are cultural significant in certain cultures;

Session 5:

| Stage | Aim | Procedure | Material/Products | Interaction |
|---------------------|---|---|------------------------------|-------------|
| Lead-in (5 min.) | <ul style="list-style-type: none"> • Activate schemata • Name festival activities | <ol style="list-style-type: none"> 1. The teacher asks the students about popular festivals in their communities and the activities people carry out during the celebration. 2. The teacher shows vocabulary of some festival activities: | Board, pictures of festivals | Group work |

| | | | | |
|--|--|--|---|--------------------------|
| | | lanterns, fireworks, traditional dance performance, street parade, candles, concerts, shows, etc. 3. The teacher asks students to brainstorm more vocabulary. | | |
| Task 1: Presenting vocabulary (5 min.) | <ul style="list-style-type: none"> Identify popular festivals around the world | 4. The teacher presents activity 1 showing some festival activities around the world (figure 29). 5. The teacher asks the students to look at the descriptions and match them to their corresponding image. | Digibook (p. 90) Activity 1: Vocabulary. | Group work |
| Task 2: Pre-reading Reading for gist (3 min.) | <ul style="list-style-type: none"> Predict content. Skim to identify the type and context of a text | 6. The teacher asks the students to read the title and the first sentence in each paragraph and predict what the text is about (figure 30). | Digibook (p.90) Activity 2: Reading: “Two Festivals for the Price of One” | Individual work |
| Task 3: Reading and Listening for specific information (10 min.) | <ul style="list-style-type: none"> Learn how some festivals are prepared and carried out in other countries. Identify and describe key vocabulary. | 7. The teacher asks the students to read and listen to the complete text in the activity 2. 8. The students must answer the questions in the activity 3 (figure 31) 9. The students check their answers with a classmate and explain the meaning of the words in bold in the text. 10. The teacher checks the meanings with all the students. | Digibook (p.91) Activity 3 Comprehension questions | Individual and pair work |

| | | | | |
|--|---|--|---|--|
| <p>Task 4: Vocabulary Practice (15 min.)</p> | <ul style="list-style-type: none"> • Consolidate new vocabulary. | <p>11. The teacher asks the students to complete the sentences in the activity 5 with the correct form of the verbs (figure 32).</p> <p>12. The teacher asks the students to read the words in the list in exercise 6 and give them time to match them to make phrases (figure 33).</p> <p>13. The teacher gives the students some time to use the phrases to make sentences based on the text.</p> <p>14. The teacher elicits answers from the students around the class.</p> | <p>Digibook (p. 91) Activities 4 and 5</p> | <p>Individual and group work</p> |
| <p>Task 5: Grammar presentation and practice (15 min.)</p> | <ul style="list-style-type: none"> • Learn the structure and uses of reported speech; • Practice reported speech; • Learn to change direct to reported speech; • Learn and practice time expressions in reported speech | <p>15. The teacher shows the slide with the structure and uses of reported speech (figure 34).</p> <p>16. The teacher explains to the students how the verb tense changes depending on the verb tense used in direct speech. Examples are checked with students.</p> <p>17. The teacher shows the common time expressions used in reported speech.</p> <p>18. The teacher asks students to do the activities 6, 7, 8 and 9 in</p> | <p>Digibook (p. 94) Grammar section Reported speech slides. Activities 6, 7, 8 and 9: Reported speech practice.</p> | <p>Individual and pair work</p> |

| | | pairs (figure 35). | | |
|--|--|--|--|---------------------------|
| Closure (5 min.) | <ul style="list-style-type: none"> To reinforce the uses of reported speech. | <p>19. The teacher writes some sentences on the board: “I am hungry”, “She went to the dentist yesterday”, “We are not going to visit our parents next week”, and elicits answers from the students in the reported speech.</p> <p>20. The teacher assigns homework in the workbook.</p> | Board Workbook Exercises (p. 62-65) | Group and individual work |
| Session 6 | | | | |
| Stage | Aim | Procedure | Material/Products | Interaction |
| Task 6 Introduction Listening and Reading for gist and specific information (10 min.) | <ul style="list-style-type: none"> Describe and compare festivals in Mexico and around the world. | <p>21. The teacher presents a famous Australian festival and shows the students some native words related to the festival (figure 36).</p> <p>22. The teacher asks the students to listen to the audio file about the Tjungu Festival and answer the questions. In case students have difficulty understanding, text is provided for reading (figure 37).</p> <p>23. The teacher elicits from students some native festivals in our country and their meaning.</p> | Digibook (p.96) Activity 10: Listening and reading: “Tjungu Festival” Activity 11: Tjungu Festival Questions | Individual work |
| Task 7 | <ul style="list-style-type: none"> Reflect on why celebrations and | 24. The teacher asks the students to work in pairs and gives | Activity 12: Padlet exercise: | Pair work |

| | | | | |
|---------------------------------------|--|---|---|-----------------|
| Writing and speaking (25 min.) | festivals are culturally significant in certain cultures. • Design a festival calendar and describe the events. | students 15 minutes to do some research about two important festivals or celebrations around the world. 25. The students will use the app Padlet to describe in their own words the festivals or celebrations and explain their importance in their cultural identity (Figure 38). 26. The teacher asks for opinions about classmates' posts. | https://padlet.com/mcemarisolzz/festivals-and-celebrations-around-the-world-rp95w4qopvhc6lop | |
| Task 8 Summative evaluation (120 min) | • Verify the knowledge acquired. | 27. The teacher evaluates the four skills, vocabulary and grammar learned during units 9 and 10. | Evaluation (Units 9 and 10) | Individual Work |

2.2 Designing of Necessary Tools to Assess/Test the Progress of Students

Formative and summative testing design is part of the requirements teachers from almost all institutions must comply with in order to fulfill the indications given by SEP. As we learned in unit 2a, formative testing is an ongoing process that let students reflect, internalize and get feedback of the knowledge acquired and practice developed during the academic period. It also helps the teacher to collect the evidence to integrate a portfolio, which will be used to make decisions about the adjustments, or modification the teacher must carry out in the next period.

The following are the proposed activities and tests designed for each of the sessions presented in this lesson plan. I incorporated some of the activities suggested in the alternative assessment lesson. Some of these tests were new for me, therefore, it will be the first time I will use them and validate the positive outcomes the alternative assessment methodology states such as a deeper involvement and awareness of students in learning and testing strategies.

For what the assessment concerns, in our institution the portfolio is considered one of the most relevant activities that allow the teachers to verify the general progress of our students and to compare their skills development throughout the semester. Portfolio evaluation integrates a ten percent of the student's final grade.

Portfolio is also a powerful tool to get the information for teachers who will be teaching the next language level and make decisions about the skills students need to develop individually or as a group in general. Figure 59 in the appendix section shows the rubric used in my institution to evaluate the portfolio.

The following is a table showing the tests for the sessions of my lesson plan.

Table 1 Testing

| Session | Type of Testing | Goals | Details | Material |
|----------------|--|---|--|---|
| 1 | Formative (informal) Cloze, Multiple choice and Completion questions. | <ul style="list-style-type: none"> • To test /consolidate animal body parts vocabulary. • To test pronunciation. • To check grammar understanding (simple past and past perfect form). | <p>The teacher asks the students to identify the animal names and body parts using the vocabulary game and the questions shown by the teacher on the screen. (Figures 39 and 40)</p> <p>Questions:</p> <p>Which animal has a trunk?</p> <p>Which animal has a beak and claws?</p> <p>Which animals have fur?</p> <p>Which animal has whiskers and paws?</p> <p>Grammar review (Figures 41 and 42)</p> <p>Simple past and past perfect review</p> | <ul style="list-style-type: none"> • Vocabulary slide page 72 course book • Vocabulary game (Digibook) • Grammar Test |
| 2 | Formative | <ul style="list-style-type: none"> • To test /consolidate | Vocabulary review (Figures 43 and 44) | Vocabulary review. |

| | | | | |
|---|---|--|---|--|
| | Fill-in the blanks, matching, multiple choice and completion questions. | <p>vocabulary regarding ecology.</p> <ul style="list-style-type: none"> • To check the use of language for giving suggestions. • To check grammar understanding (conditional sentences). | <p>Grammar review (Figures 45 and 46).</p> <p>Use of language review (Figures 47 and 48)</p> | <p>Grammar review (2nd conditional).</p> <p>Everyday language review.</p> |
| 3 | <p>Summative and formative.</p> <p>Fill-in the blanks, multiple choice questions and writing.</p> | <ul style="list-style-type: none"> • To test listening for specific information regarding ecology. • Evaluate writing skills: a short article giving suggestions and | <p>Listening to a conversation and a short text regarding rules.</p> <p>Figures (49 and 50)</p> <p>Writing an article providing solutions to</p> <p>Figures (51 and 52)</p> | <p>Skills</p> <p>Practice:</p> <p>Listening Skills Test.</p> <p>Writing Skills Test.</p> |

| | | | | |
|---|---|---|---|--|
| | | solutions to a problem. | | |
| 4 | Summative and formative. Speaking and writing evaluation (Portfolio activity) | <ul style="list-style-type: none"> Evaluate writing skills: summarizing information. Evaluate speaking and use of vocabulary. | Students look for the definition of “cultural identity” and create a short presentation (video or slides) comparing the cultural identity of another country they would like to visit or live in, with their own culture. Evaluate according to the criteria in the rubrics (Figures 53 and 54) | Rubric for speaking presentations . Rubric for writing a review. Video projector and screen |
| 5 | Formative. Completion, true/false, and multiple-choice questions. | <ul style="list-style-type: none"> Evaluate Reading for gist and reading for specific information | Students read a text about a festival and answer the questions given. They have to scan and skim the text. (Figures 55 and 56) | Reading text about a film festival (Digibook) |
| 6 | Summative (Common Approaches of Traditional | <ul style="list-style-type: none"> Evaluate: Grammar Use of English Vocabulary | The teacher evaluates skills, vocabulary and grammar learned during units 9 and 10. (Figures 57 and 58) | Summative test for units 9 and 10. (Teacher’s |

| | | | | |
|--|----------------------|---|--|-------------------|
| | Assessment tools) | Reading comprehension Listening | | resource book) |
|--|----------------------|---|--|-------------------|

Note: Activities designed by Marisol C. Zuñiga using material from class course book (Dooley, J., 2021, New Enterprise A2. Express Publishing).

2.3 Evidence of Implementation of Lesson Plan

The activities designed for this lesson plan included the topics, grammar structures and exercises covered in the course book. In addition, I designed activities to incorporate the inter and multicultural aspects in each of the lessons corresponding to units 9 and 10 of our course. In the appendix section of this paper, the reader can consult all the activities, exercises, games and grammar presentations integrated in my lesson plan. In this section I am including some evidence of my students' work

2.3.1 Activities Evidence

Figure 2.3.1.1

Preparation for a TED Talk-like Presentation. Rubric Included

Back to Submissions Speaking Activity: Ted Talk
202310_45092_PRE INTERMEDIATE B User 2 of 26

Alexandro Enriquez Córdoba D2FFD3BD-DBE3-485B-A1E... 2 days Late

Back to User Submissions

A year ago when I had to choose which university major I didn't know which one I wanted, because you know at this point you start to create your future and is difficult to choose it or at least it was for me, talking to my parents they told me to do a list of things that I like to do and another of what I don't like to do, then select which university major fit my needs, that's how I decided to study international business that I really like to

Rubrics

Speaking Evaluation

Total Score 15 / 16

Criteria

Vocabulary

Level 4 4 / 4

Vocabulary from the task was used according to indications.

Add Feedback

Use of language

Level 3 3 / 4

Note. Anahuac's LMS Activities Section (2023).

Figure 2.3.1.2

Grammar Exercises Done in Class by Students

Back to Submissions Unit7_Present_Perfect_Continuous
202310_45092_PRE INTERMEDIATE B User 4 of 26

Ana Luisa Romero Silvestre Screenshot_20230307_14241...

Back to User Submissions

8 Put the verbs in brackets into the present perfect continuous and complete the gaps with *for* or *since*. CHECK

1 I have been waiting (wait) to see a doctor for hours.

2 Has your aunt been working (your aunt/work) as a nurse since 2002?

3 Bob hasn't been feeling (not/feel) well hasn't been feeling well since last Monday.

4 Chris has been talking (talk) with his patient for an hour.

5 I can't believe it! It has been raining (rain).

Overall Grade 5 / 5

Overall Feedback

Paragraph

Lato (Recom... 19px ...

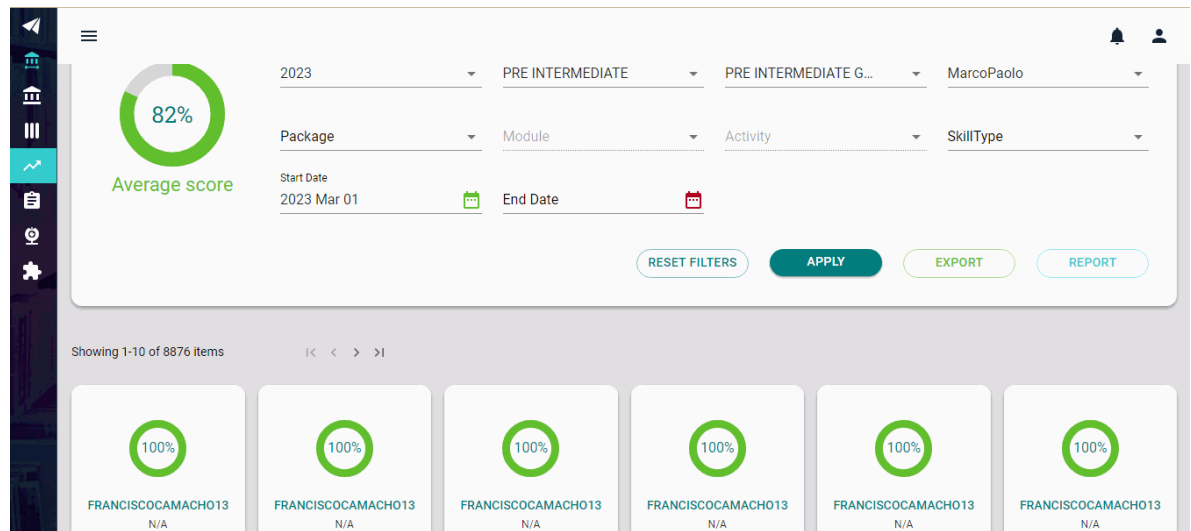
Well done!

Record Audio Record Video

Note. Anahuac's LMS Activities Section (2023).

Figure 2.3.1.3

Student's Progress in Exercises Assigned at Digibook Platform



Note. Express Publishing Digibook Platform (2023).

Figure 2.3.1.4

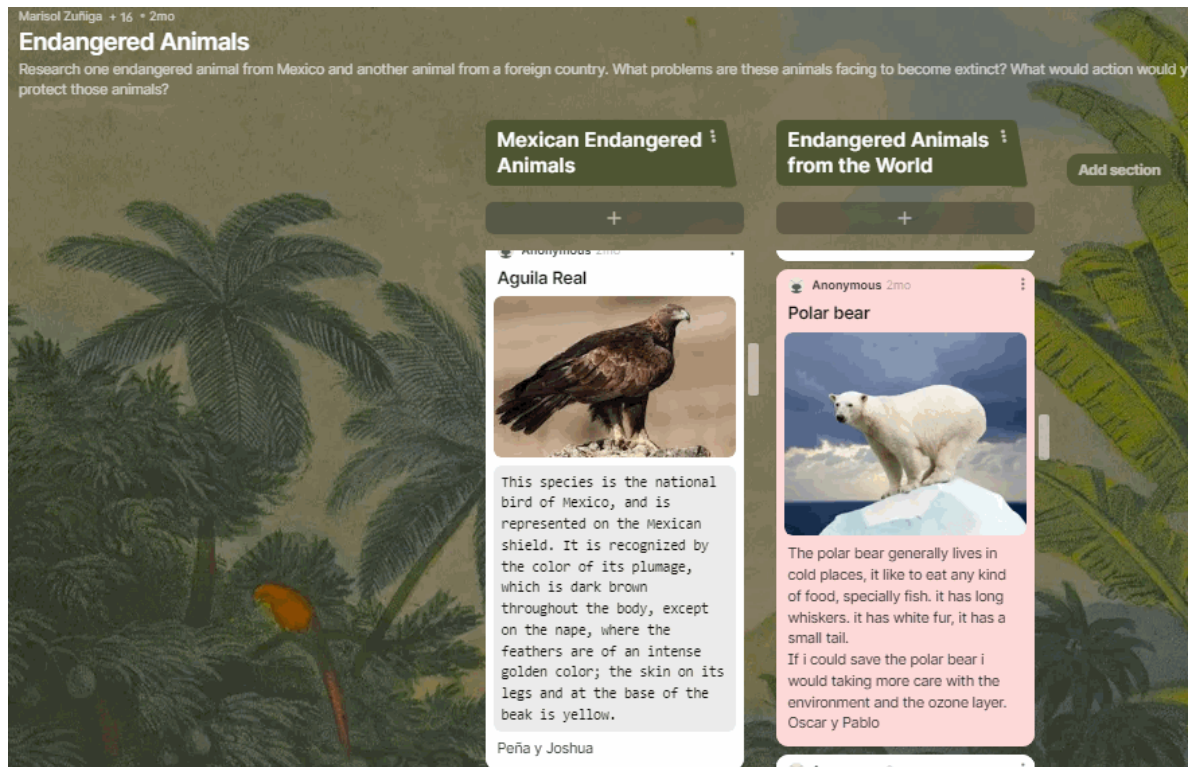
Speaking Activity: The Festivals Game



Note. Anahuac Course Activities (2023).

Figure 2.3.1.5

Writing and Speaking Activity: Describing Endangered Animals



Note. Activity Done in Paddlet's Website (2023).

Figure 2.3.1.6

Mind Map Activity: Global Citizenship



Note. Anahuac Course Activities (2023).

Figure 2.3.1.7

Speaking and Writing: Creating a Presentation about Multiculturalism
(differences and similarities)



Note. Anahuac Course Activities (2023).

2.4 Evidence of Assessment Tools Designed

2.4.1 Formative Assessment Tools

In the appendix section of this paper, the reader can consult the tools developed to evaluate the content and skills of the lesson plan. They include informal and formal testing tools. In this section I am including some fragments of my students' evaluations.

The Institutional Language Management Platform is the resource the teachers use to design tests. Audio files, videos, images, texts and other multimedia components can be included in the evaluations. I created open cloze,

multiple choice, completion, matching, true/false questions, etc. for the unit tests. Most of the questions are evaluated automatically and the rest are checked later by the teacher.

Figure 2.4.1.1

The screenshot displays a quiz interface with the following elements:


- Navigation:** A back arrow and the text "Back" are on the left. The title "Units 9 & 10 Quiz- Requires Respondus LockDown Browser" and the course ID "202310_45092_PRE INTERMEDIATE B" are on the right.
- Section Feedback:** A blue arrow icon followed by the text "Expand section feedback".
- Question 31:** A grey header bar contains the text "Question 31". Below it, the question text is "Don't ___drop___ ✓ litter on the street!". Underneath, it says "Save Time" and "1:56 PM". The score is shown as "Score" followed by a box containing "1" and the text "/ 1 (auto-graded)".
- Question 32:** A grey header bar contains the text "Question 32". Below it, the question text is "Let's ___take___ ✓ action to save the Earth!". Underneath, it says "Save Time" and "1:56 PM".
- Question 32 Feedback:** A blue arrow icon followed by the text "Expand question 31 feedback" (Note: the text in the image appears to be for question 31).

Note. Anahuac's LMS Quiz Units 9 & 10 UOE Section (2023).

Figure 2.4.1.2

Units 9 & 10 Quiz- Requires Respondus LockDown Browser
202310_45092_PRE INTERMEDIATE B

◀ Back



Angkor Wat, one of the many temples of the city of Angkor, is in Cambodia, Southeast Asia. It is probably the largest religious building in the world. There are lots of wonderful sculptures on the walls that show dancers and musicians of the 12th century.

Some people say it was constructed by Surgavarman II. Others say that the architect is unknown. When Jayavaram II was king, Angkor was the capital of Cambodia and Angkor Wat was the symbol of the king's power. In 1431, Angkor was destroyed by the Thais. After the destruction, the city was lost for a few centuries. According to Buddhist legends, the city was built by the gods in ancient times. That's why lots of people travelled from all parts of Asia to see it. In 1860, Henri Mouhot, a French explorer, made Angkor Wat well-known to the world. The French people were amazed by this sight, so in 1908, they began a restoration project which wasn't completed because of war and political disorder in Cambodia. In later years, efforts to save Angkor Wat have led to the restoration of parts of the famous monument. Nowadays, visitors are fascinated by its huge size, beautiful sculptures and architecture. That is why it is considered to be one of the ten greatest structures of human civilisation.

▶ [Expand section feedback](#)

Question 26

Angkor Wat is located in Cambodia, Southeast Asia ✘ (Angkor, Angko

Note. Anahuac's LMS Quiz Units 9 & 10 Reading Section (2023).

Figure 2.4.1.3

< Back Units 9 & 10 Quiz- Requires Respondus LockDown Browser
202310_45092_PRE INTERMEDIATE B


Listen to the recorded message and fill in the missing information.

▶ 0:00 / 1:29 🔊 ⋮

▷ [Expand section feedback](#)

Question 57

THE TOWER OF LONDON



Type of attraction: historic castle (early 11th century)

Location: central London

Opening hours: Tuesday – Saturday: 9:00 am-5:30 pm
Sunday & Monday: **1)** am-5:30 pm

Main attractions: – the **2)** Jewels
– the White Tower
– guided Beefeater **3)**

Special events: August: Go Medieval at the Tower
4) : The Tower of London Festival

Tickets: Adult: £24.80 Child: £11.50

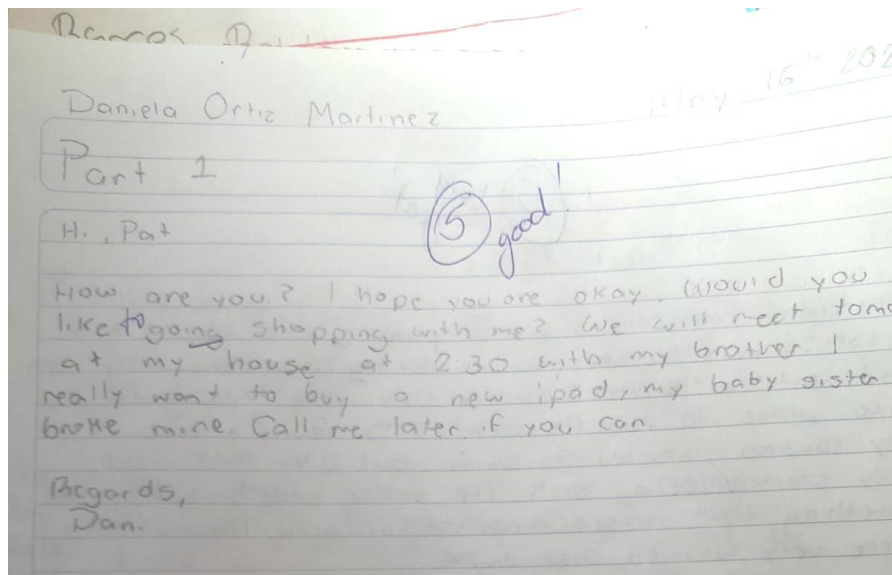
Online: £ **5)**

Photographv: not allowed in the Jewel **6)**

Note. Anahuac's LMS Quiz Units 9 & 10 Listening Section (2023).

Figure 2.4.1.4

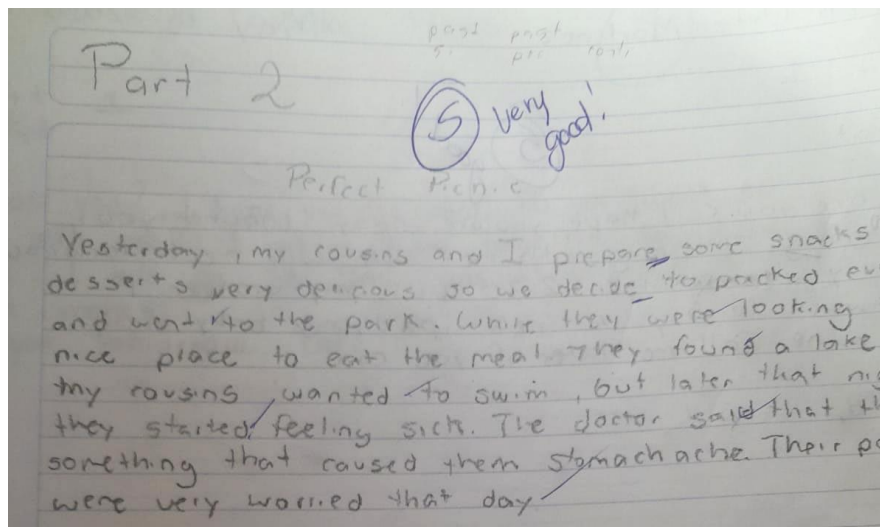
Writing an email to a friend.



Note. Student's Writing Test Sample (2023).

Figure 2.4.1.5

Writing a story



Note. Student's Writing Test Sample (2023).

Figure 2.4.1.6

Speaking Test: Presentation



Note. Student's Speaking Assessment Sample (2023).

2.4.2 Summative Assessment Tools

In my institution, a Cambridge Certification mock test is used as a summative test to evaluate our students' progress throughout the term. The four skills are evaluated according to the Cambridge test and Common European Framework standards. The evaluation is also designed in our LMS platform.

Figure 2.4.2.1

Cambridge Mock Listening Test Design

| Add/Edit Questions | | Edit Values | | | |
|--------------------|---|-------------|--------|------|-----|
| Page Name | | Type | Points | Diff | E |
| 1 | Audio | - | - | - | - |
| 1 | Part 1 | - | - | - | - |
| 1 | Q1. What's Julia going to do tonight? | MC | 1 | | 1 |
| 1 | Q2. What time does the art lesson start? | MC | 1 | | 1 |
| 1 | Q3. What will Chloe do on Saturday? | MC | 1 | | 1 |
| 1 | Q4. How much will the girl pay for her cinema ticket? | MC | 1 | | 1 |
| 1 | Q5. Who will meet Peter at the airport? | MC | 1 | | 1 |
| 1 | Part 2 | - | - | - | - |
| 1 | Q6. Give money to: Mrs _____ | SA | 1 | | 1 |
| 1 | Q7. Day of return: _____ | SA | 1 | | 1 |
| 1 | Q8. Time to arrive at school: _____ a.m. | SA | 1 | | 1 |
| 1 | Q9. Travel by: _____ | SA | 1 | | 1 |
| Save and Close | | Save | Cancel | SA | 1 1 |

Note. Anahuac's LMS Cambridge Mock Test Listening Section (2023).

Figure 2.4.2.2

Cambridge Mock Listening sample

You will hear a teacher talking to one of his students called Sarah.

Why must Sarah do her homework again?

- A) She made too many mistakes.
- ✓ B) She did the wrong work.
- C) She forgot to do some of it.

Save Time

1:45 PM

Score

/ 1 (auto-graded)

▶ [Expand question 18 feedback](#)

Question 19

You will hear a girl, Lara, talking about shopping.

Why did Lara buy the bag?

- ✓ A) The size was right.

Note. Student's Mock Test answers. (2023).

Figure 2.4.2.3

Cambridge Mock Reading and UOE Sample

← Back Mock Exam - Reading
202310_45092_PRE INTERMEDIATE B

What should Andy do?

invite some friends to play football

✓ tell Jake if he can join him later

show Tom where Woodside School is

Save Time
1:30 PM

Score
 / 1 (auto-graded)

▶ [Expand question 5 feedback](#)

Question 6

Swimmers at all levels can enter this competition.

✓ This competition is for people who can swim over 200 metres.

The races in the competition will be 200 metres long.

Save Time
1:30 PM

Score
 / 1 (auto-graded)

Note. Student's Mock Test answers. (2023).

Figure 2.4.2.4

Cambridge Mock Speaking



Part 2 (5-6 minutes)

Phase 1
Interlocutor
⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 28**, in front of candidates.

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates
⌚ Allow a maximum of 1 minute (maximum 2 minutes) before moving on to the following question.

Interlocutor / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think...
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

Optional prompt
Why?/Why not?
What do you think?

Interlocutor
So, A, which of these holidays do you like best?
And you, B, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2
Interlocutor
⌚ Allow up to 2 minutes

Now, do you prefer to go on holidays with your friends or with your family, B? (Why?)

And what about you, A? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, A? (Why?)

And you, B? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Note. Cambridge's Mock Speaking Test. (2021).

2.5 Video Recording

The following are the links to the video file with some extracts of the different activities in the sessions recorded during the implementation of the lesson plan (April 17th – April 28th).

Option 1: You Tube video link

<https://youtu.be/fMtlogF7R4s>

Option 2: Video stored in Google Drive

[https://drive.google.com/file/d/1NX92Ymuc_prWCWNgbYUiiY7uY_ozEAjx/vi
ew?usp=sharing](https://drive.google.com/file/d/1NX92Ymuc_prWCWNgbYUiiY7uY_ozEAjx/vi
ew?usp=sharing)

Chapter 3: Experience Report

It is important to highlight that this lesson plan was carried out during the last two weeks of classes in my institution and although the students' attitude and willingness were positive during most of the activities. Unfortunately, there were some class interruptions and absences due to different academic and extra academic activities organized by academic coordinators. Those circumstances caused some activities to be omitted or shortened.

Pair work is an activity that my group enjoyed doing because they had the chance to help each other and compare answers. The most challenging activities for my students were speaking and writing. They did not feel confident enough and I could notice that the camera used to record the sessions made them feel a little nervous and they had difficulties in retrieving the vocabulary they had already studied.

The topics regarding global citizenship and multiculturalism were attractive to them. I incorporated the concepts of "good citizen characteristics", "global citizenship" and "cultural identity" to show my students that values, rules and laws could vary from country to country. I encourage them to contrast their own values with other nationalities' values and to keep an open mind and be tolerant towards the ones that differ from theirs.

They worked in teams to do some research about cultural differences and similarities among countries such as Canada, Japan and Italy. As part of their portfolio, I gave them the option to record a video or an audio file contrasting those aspects with their own culture and identity.

As my students are A2 English learners, they had some difficulties listening to and understanding the spoken language presented in the videos regarding global citizenship and multiculturalism. Those authentic materials were taken from international organizations' websites with intermediate or high language levels. Vocabulary was pre-taught before showing the videos and turning on subtitles in English was necessary to help the students with their listening comprehension.

The school has a LMS (Learning Management system) platform called Brightspace. The students use it to upload the activities we do in class and the homework assigned. One advantage my students have is the use of a digital version of their workbook. They can get automatic feedback in grammar, vocabulary and reading exercises.

One particular step that needs to be improved is giving clear instructions, modeling and checking understanding in some speaking and writing activities. I assumed that my students had understood all my instructions after giving them a short example or modeling the expected answer. Even though I asked my students if they had any questions about the activity, I noticed that they did not know how to start it by themselves and they were asking each other what to do in Spanish. It is necessary to provide different models several times to make sure they know what they have to do in complex tasks.

3.1 Challenges

The alternative assessment can give the teachers a more precise outlook of our students' performance and allows them to be involved and more participative in testing strategies. However, due to limited time, there were few opportunities to implement these tools and give the proper feedback I wish my students could have.

Regarding the specialization activities, it was quite challenging combining my job schedule with the activities to be done in the course. The reading material was very useful and easy to follow but the assignments required an important portion of my time. Meeting deadlines was a little complicated, but all in all I could say that I have accomplished most of the activities effectively.

Chapter 4: Conclusions

The Communicative Language Teaching (CLT), the Content and Language Integrated Learning (CLIL) and the Competency Based Education (CBE) are now standard approaches to be implemented in almost all academic programs in Mexican institutions.

Most Mexican schools now recognize and emphasize the positive impact that mastering English language has in students' professional development. Consequently, teachers need to be more prepared and updated. Communication in English for professional purposes is one of the main abilities that any student must achieve in the Competency Based Education approach.

In this course I was able to identify the key concepts and theories behind the methodologies I have been applying in my teaching practice for several years. I reflected on the importance of combining and balancing the four skills efficiently, so that students can perform tasks as an integrated skills practice and not as an isolated activity.

I also analyzed the desirable characteristics and subskills each language skill must cover to let our students communicate successfully in different social contexts.

Testing and assessment are necessary activities in our teaching practice. - They give us essential information about our students' performance and progress. In this course I had the chance to evaluate the different types of testing and

assessment and how to design an evaluation following the principles of validity and reliability.

Feedback is the most relevant stage in the learning process, but unfortunately, it is one aspect that is not covered completely by institutions and teachers. Large groups and lack of time prevent teachers from giving students a full and consistent track of their work during the course. The teachers are required by institutions to give a specific grade instead of a holistic evaluation. The current Mexican education system does not allow teachers to incorporate evaluation and feedback tools which give a more detailed follow-up of students not only in one semester or term, but in the complete student's English language learning path.

Finally, I would like to add that technology is an indispensable element in our classes. It makes learning more interactive, visually attractive, motivating, and challenging. However, in recent years the use of Artificial Intelligence (AI) has caused an intensive debate regarding how education methodologies must be adapted to this new trend and how this technology is challenging our teaching practice.

It is clear to see that there are plenty of aspects to be considered in order to become a successful English language teacher. During this course I learned the importance of setting a clear rationale that supports the class approach, methodology, objectives, tasks, assessments and feedback.

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5.

Appendix

Lesson Plan Figures

Figure 1

Vocabulary: Endangered animals

Vocabulary
Endangered animals

1 Label the pictures. Use: ...

gorilla bear elephant penguin
dolphin rhino eagle tiger

The poster shows eight animals arranged in a grid. Each animal has a label and an empty input box with a three-dot menu icon. The animals and their labels are: 1 Indian rhino, 2 African penguin, 3 mountain gorilla, 4 Bengal tiger, 5 Philippine eagle, 6 Asian elephant, 7 polar bear, and 8 Amazon River dolphin. The text 'WANTED ALIVE' is written in a stylized font across the top of the poster.

Note. Exercise Task 1 activity 1 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 2

Pronunciation: Listen and check

1 Listen and check.

The poster is identical to Figure 1, but each animal label is accompanied by a small headphones icon, indicating that audio pronunciation is available for each animal. The labels are: Indian rhino, African penguin, mountain gorilla, Bengal tiger, Philippine eagle, Asian elephant, polar bear, and Amazon River dolphin. The text 'WANTED ALIVE' is written across the top.

#mostwanted <http://www.nododos.org> Follow us

Note. Exercise Task 1 activity 2 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 3

Animal body parts: Matching exercise

2 Check the words in bold in your dictionary.
Which of the animals on the right: ...

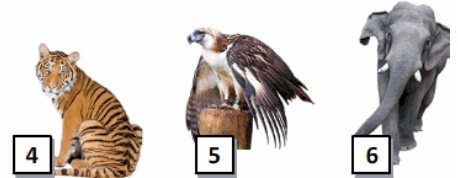
A has got a **horn** and four **hooves**? ...



B has got black **stripes** and **whiskers**? ...

C has got black skin, thick white **fur** and huge **paws**? ...

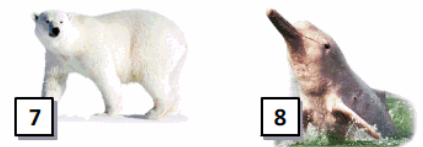
D has got **feathers**, a **hooked beak** and sharp **claws**? ...



E has got smooth skin, a long nose and **fins**? ...

F has got wings and **webbed feet**? ...

G has got two **tusks** and a long **trunk**? ...



H has got thick black **fur** and no **tail**? ...

Note. Exercise Task 2 activity 2b (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 4

Reading: Exercise 3

Reading

- 3 a) Read the tweets quickly. Which of the animals in the SHOW PIC button are they about? ...

twitter Home Notifications Messages Search

NoDodos
An animal protection organisation
<http://www.nododos.org>

Following

Tweet to @NoDodos

Latest tweets

It's Earth Day so we're going to tweet about the most endangered species on Earth. We call them 'most wanted' because we really WANT to keep these animals on our planet! Find us on social media to see how you can take action to help them – they can't help themselves! #mostwanted 5 hours ago

The 50,000 Asian elephants in South and South-East Asia are still hunted for the ivory in their tusks. That means people are still buying things made from ivory. If there were no buyers, hunters would stop killing elephants. It's as simple as that. Don't buy ivory. #mostwanted 3 hours ago

Polar bears hunt seals, their biggest food source, on the Arctic ice. But as the Earth gets warmer, this ice starts melting earlier each spring so the bears have less time to fatten up for the winter. If a bear doesn't gain enough weight, it won't survive the cold months. #mostwanted 2 hours ago

There are only 55,000 African penguins left, all on the south-west coast of Africa. An oil spill in 2000 put 40,000 of them in danger, but a quick response from green groups and lots of volunteers saved them. If there's another spill, will we act as quickly as before? #mostwanted 4 hours ago

The Philippine eagle was made the national bird of the Philippines in 1995, but its numbers had already dropped to 500 by then. It hunts monkeys in the treetops, but loggers are cutting down the Philippine rainforest fast. No trees, no monkeys. No monkeys, no eagles. #mostwanted 1 hour ago

Note. Exercise Task 3 activity 3 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 5

Reading: Exercise 4



- 4 Read the text and answer the questions. ...

- 1 What is the purpose of this series of tweets? ...
- 2 What nearly killed many African penguins in 2000? ...
- 3 How many Asian elephants are there in the wild? ...
- 4 What does the polar bear usually eat? ...
- 5 When did the Philippine eagle become the national bird of the country? ...

Note. Exercise Task 3 activity 4 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 6

Video: “Live and Let Live”



Live and Let Live [X]

Choose the correct answer. ...

| | |
|---|---|
| 1 How many penguins are left on the south-west coast of Africa? ... | 4 Why are polar bears in danger today? ... |
| A 55,000 | A because they can't find food |
| B 40,000 | B because hunters are killing them |
| 2 What happened during the 2000 oil spill? ... | 5 Why does the Philippine eagle depend on the trees to survive? ... |
| A The penguin species became endangered. | A because the treetops are its natural habitat |
| B Many penguins were saved by volunteers. | B because monkeys live in the trees |
| 3 Why do people hunt Asian elephants? ... | |
| A to stop them killing smaller animals | |
| B to get the ivory from their tusks | |

Note. Exercise Task 3 activity 4b (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 7

Matching exercise: Endangered animals and problems

3 b) Match the animals in the tweets to the reasons they are facing extinction. ...

- water pollution
- melting ice
- hunting
- disappearing forests

| | |
|---|---|
|  |  |
| African penguin | Asian elephant |
|  |  |
| polar bear | Philippine eagle |

Note. Exercise Task 4 activity 5 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 8

Complete prepositional phrases.

5 PREPOSITIONS
Fill in on or in. ...

The Natural World

DID YOU KNOW?

- 1 Polar bears live longer the wild than in zoos. ...
- 2 The tallest tree in the world, the coastal redwood, now grows only the coast of California and Oregon. ...
- 3 There are no penguins ... the Arctic – they only live ... and around the Antarctic.
- 4 There are 3,740 species of birds ... Asia – and 1,330 ... India alone.
- 5 One of the most endangered species Earth is the Javan rhino – with fewer than 100 still alive. ...

brando carpet bright
stus living room
vivid decorated in-
ry decor living real
furniture design archi-
tor residence residen-
tar studio condo
the home spacious
the apartment vivid
fr contemporary decor
try cozy furniture
the inside indoor resi-
dent room kitchen studio
vivid home spacious
apartment vivid decor-
try decor living real
the design architecture
the residential couch loft
bracket bright modern
island floor appli-
cator design sunny con-
crete concrete bal-
con architecture trendy
the residential couch

Note. Exercise Task 4 activity 6 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 9

Grammar: Past perfect slides

Read the theory. When do we use the past perfect? Find examples in the forum discussion.

We use this tense to talk about an action which had finished in the past before another past action.

of your country for a day?

I'm from the Philippines. If I were the leader of my country, I would stop loggers from cutting down the forests. Or I'd make them plant a new tree for each one they cut down.

*I'm from Mauritius. Before people arrived on Mauritius at the end of the 16th century, a bird called the dodo **had already lived** there happily for thousands of years. By the end of the 17th century, they **had all disappeared!** If I were the president, I would create national parks where animals could live safely.*

I'm from Brazil, and I agree with you both. A tree can't protect itself. Animals can't protect themselves. With 7 billion people on the planet, animals and plants need special places to live.

Past perfect

| Affirmative | | Negative | | Interrogative |
|---|---|---|--|---|
| Long form | Short form | Long form | Short form | |
| I/you/he/she/it/we/you/they had bought | I/you/he/she/it/we/you/they'd bought | I/you/he/she/it/we/you/they had not bought | I/you/he/she/it/we/you/they hadn't bought | Had I/you/he/she/it/we/you/they bought? |

Short answers

Had I/you/he/she/it **bought?** < Yes, I/he/she/it **had.**
No, I/he/she/it **hadn't.**

Had we/they **bought?** < Yes, we/they **had.**
No, we/they **hadn't.**

Form

- We form the past perfect simple with **had** and the past participle of the main verb.
*I **had cleaned** my room.*
- We form **negations** by putting **not** after **had**.
*He **had not/hadn't** watered the plants.*
*They **had not/hadn't** won a prize.*
- We form **questions** by putting **had** before the subject.
***Had** he arrived?, **Had** they bought a car?*

- as the past equivalent of the **present perfect**. That is, we use the **past perfect** for an action which started and finished in the past, but we use the present perfect for an action which started in the **past** and finished in the **present**.
*Greg **wasn't** at home. He **had gone** out.* (Greg was out then.)
*Greg **isn't** at home. He **has gone** out.* (Greg is out now.)

Use

We use the **past perfect**:

- for an action which had finished in the past before another past action. The action which happened **earlier** in the past is in the **past perfect**, and the action which happened **later** is in the **past simple**.
*She **had called** me before she left.*

Time expressions we use with the **past perfect**:

already, by the time, never, as soon as, just, after, by, when, before, yet, for, since, until, etc

Note. Grammar presentation Task 5 slides (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 10

Grammar: Past perfect exercise

Put the verbs in brackets into the past perfect. **CHECK** ...

- 1 After he (clean) the cages, he prepared food for the animals. ...
- 2 She realised someone (injure) the animal. ...
- 3 He (not/notice) any signs of illness until the monkey stopped eating. ...
- 4 (he/book) tickets before he went to the aquarium? ...

Note. Grammar Task 5 activity 7 (Dooley, J., 2021, New Enterprise A2. Express Publishing).


Figure 11

Grammar: Past perfect exercise

Put the verbs in brackets into the past perfect or the past simple.

CHECK ...

REPLY MAIL 🗑️ ⚙️ 👤 ▾



Hi Jane,

I have something incredible to tell you about! Simon and I were deep in the rainforest. We 1) ... (leave) at dawn that day and by midday, Simon 2) ... (fall) behind, so I 3) ... (stop) to let him catch up when I saw the tiger. I 4) ... (not see) it before because it was lying in the shade. I 5) ... (hear) how dangerous tigers were, but for some reason, I 6) ... (feel) no fear. The tiger was just watching me. I 7) ... (take) my camera out of its case earlier, to take a photo of an elephant in the river, so I 8) ... (raise) it slowly. But I 9) ... (not manage) more than one shot before Simon arrived, asking if I 10) ... (ever/see) an elephant before. I turned round, but when I 11) ... (turn) back, the tiger 12) ... (go).

What an experience!

Tim

Note. Grammar Task 5 activity 8 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 12

Grammar: Past perfect exercise

Match to form sentences. ...


- | | | | |
|----------------------------|-----------------------------------|---|------------------------------------|
| 1 <input type="checkbox"/> | Tracy started her speech | a | the clean-up had already started. |
| 2 <input type="checkbox"/> | I had read the text several times | b | after the people had sat down. |
| 3 <input type="checkbox"/> | When they arrived at the beach, | c | by the time her flatmate got home. |
| 4 <input type="checkbox"/> | After the lecture had ended, | d | the students left the hall. |
| 5 <input type="checkbox"/> | Kim had finished her work | e | before I understood it. |

Note. Grammar Task 5 activity 9 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 13

Grammar: Conditionals type 2


Conditionals – type 2



Form:
If + past simple/continuous → would/could/might + bare infinitive

We use **Type 2 conditionals** to talk about **unreal, imaginary or highly unlikely situations in the present/future.**

Note: We can use **were** in all persons.

 If she **weren't/wasn't** so tired, she **would** study more.
>

Conditionals type 2

- Conditionals type 2 express **unreal, imaginary** or **highly unlikely** situations in the **present** or **future**. They are formed as follows:

| if-clause | → | main clause |
|------------------|---|-------------------------------------|
| if + past simple | | would/could/might + bare infinitive |


If I had more free time, I would take up basketball.
(I don't have much free time now, so I will probably not take up basketball. – highly unlikely situation)









- We can use **were** instead of **was** for all persons. *If I were rich, I would travel around the world.*
- We use **if I were you** ... when we want to give advice. *If I were you, I would stop eating junk food.*

Note. Grammar Task 6 conditionals type 2 slides (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 14

Grammar: Conditionals type 2 exercise


Put the verbs in brackets into the correct form. **CHECK**  Add commas where necessary.

- If you (take) your bicycle you would get there faster. 
- If he had showers rather than baths he (save) on water. 
- Our beaches would be much cleaner if people (not/drop) litter. 
- You'd save on electricity if you (turn) off lights you don't need. 
- If hunters stopped killing Bengal tigers they (not/be) an endangered species. 
- The air (be) cleaner if we all planted more trees. 
- There would be more forests if people (not/cut) down trees. 
- If people used public transport instead of driving their cars there (be) less air pollution in big cities. 

Note. Grammar Task 6 activity 10 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 15


Grammar: Conditionals type 2 exercise

Make sentences using the prompts. **CHECK** 

1 we all/use/bicycles/instead of cars → there/not be/so much air pollution

If we all used bicycles instead of cars, there wouldn't be so much air pollution.


2 there/be/more bins in towns and cities → there/not be/so much litter on our streets

litter on our streets. 

3 we/not pollute/our lakes and rivers → we/have/clean drinking water

clean drinking water. 

4 we/recycle/all of our waste → there/be/no rubbish

no rubbish. 

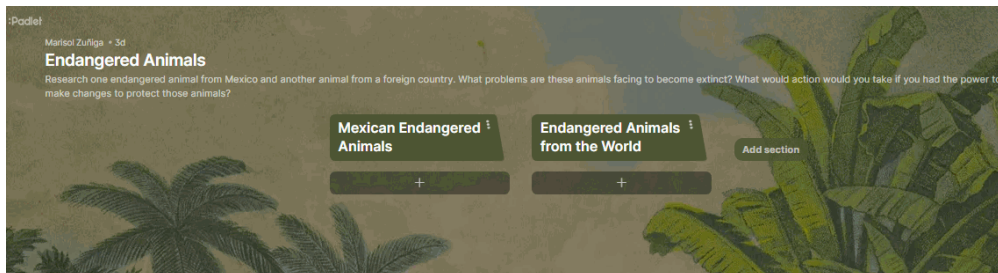
5 we/stop/cutting down rainforests → animals/not lose/their homes

their homes. 

Note. Grammar Task 6 activity 11 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 16

Writing and Speaking: Padlet activity



Note. Task 7 activity 12 (Padlet, 2023, www.paddlet.com).

Figure 17

Pre-listening: "How Green Are You?"

Vocabulary

Green activities

- 1 Do the quiz.
Find out how green you are. **CHECK**

Mostly a's: You're not very green, are you?

Mostly b's: You try to be green, but you don't always get it right.

Mostly c's: Well done! You're really green!



HOW GREEN ARE YOU?

- If you finished a can of cola, would you ...
 - drop it?
 - find a bin?
 - recycle it?
- If you lived 3km from work or college, how would you get there?
 - by car
 - on public transport
 - by bike
- Where do you get your fruit and vegetables?
 - the supermarket
 - the market
 - my garden
- How much rubbish do you throw out every day?
 - one bagful
 - most is recycled
 - everything is recycled
- If you had £10,000 to spend on something eco-friendly, what would you spend it on?
 - I'd buy a car that doesn't create much air pollution.
 - I'd buy a really good bicycle to get around on.
 - I'd plant some trees – more greenery equals more fresh air.

Note. Quiz, Task 8 activity 13 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 18

Listening: Exercise 2

Listening

- 2 You will hear three short conversations. For each conversation, choose the correct answer, A, B or C.



- How many litter bins will they need?
 -
 -
 -
- What is the advert for?
 -
 -
 -
- What environmental problem are they talking about?
 -
 -
 -

Note. Task 9 activity 14 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 19

Listening: Exercise 3

Everyday English

Making suggestions – Agreeing/Disagreeing

- 3** Al and Jo are talking about making their college greener. With a partner, think of three suggestions they might make. 🎧 ?

Al: Shall we discuss the Green College programme?

Jo: Yes, let's. First, a campus bus would encourage us not to drive.

Al: I see your point, but that would cost money. How about hiring bikes?

Jo: What a good idea! Then the air pollution would be much lower! Now, litter. Why don't we put a bin on every corner?

Al: I couldn't agree more. If there were bins everywhere, nobody would drop litter.

Note. Task 9 activity 15 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 20

Speaking: Exercise 4

- 4** Replace the underlined phrases/sentences with phrases/sentences from the language box.

CHECK ...

| Agreeing | Disagreeing |
|---|---|
| <ul style="list-style-type: none"> • Let's ... • Shall we ...? • Yes, let's. • All right. • I couldn't agree more. • (What/That's a) Good idea! | <ul style="list-style-type: none"> • Why not ...? • What/How about ...? • Why don't we ...? • We can ... • I see your point, but ... • I don't think so because ... • I'm afraid I don't agree because ... |

Al: Shall we discuss the Green College programme?

Jo: Yes, let's. / ... First, a campus bus would encourage us not to drive.

Al: I see your point but, / ... that would cost money.

How about / ... hiring bikes?

Jo: What a good idea! / ... Then the air pollution would be much lower!



Now, litter. Why don't we / ... put a bin on every corner?

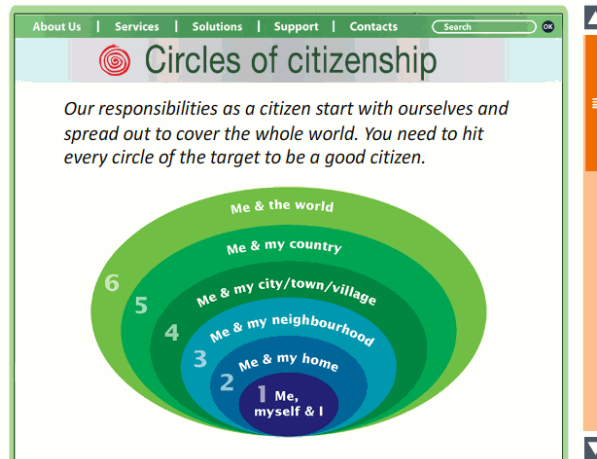
Al: I couldn't agree more. / ... If there were bins everywhere, nobody would drop litter.

Note. Task 10 activity 16 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 21

Pre-reading: "Values Good Citizenship"


- 1 Look at the title of the text and the introductory paragraph. What do you think the 'circles of citizenship' are? Read through to find out.  









Note. Vocabulary Task 1 activity 1 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 22


Reading and listening: "Values Good Citizenship"

- 2 Read the text and match the paragraphs (A-F) with the circles (1-6) they talk about. 

- | | | | |
|----------|--------------------------------|---|---------------------------|
| A | <input type="text" value="1"/> |  | Me, myself & I |
| B | <input type="text" value="2"/> |  | Me & my home |
| C | <input type="text" value="3"/> |  | Me & my neighbourhood |
| D | <input type="text" value="4"/> |  | Me & my city/town/village |
| E | <input type="text" value="5"/> |  | Me & my country |
| F | <input type="text" value="6"/> |  | Me & the world |



3 Listen to and read the text.



A Do you obey the law? We've all heard those words: 'Stop! You're under arrest!' The difference is that the good citizen has only heard them on TV!

B Do you know the people in your street? It's impossible to know everyone, but what about the ones you see every day? Do you know your next-door neighbours' names, jobs or where they come from?

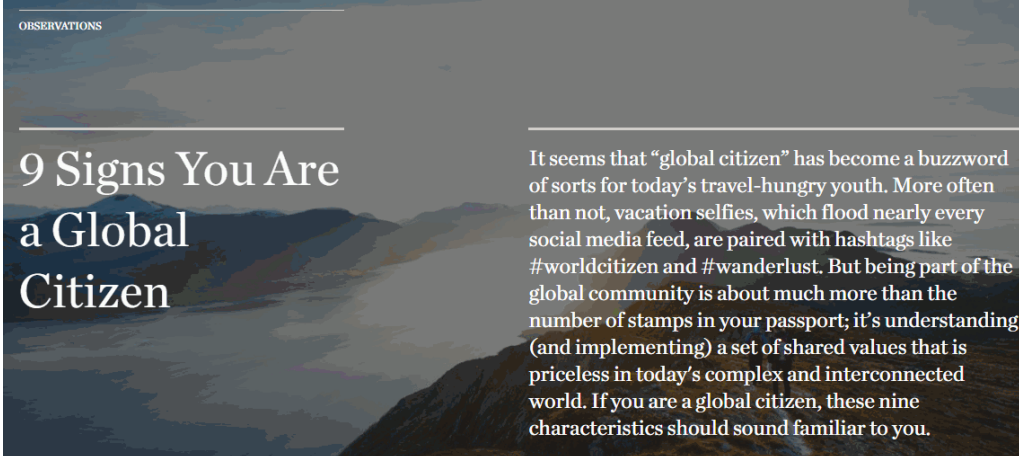
C Do you look after your own health? We need to eat healthily and take exercise, so we can look after ourselves properly.

D Do you have a green lifestyle? Good citizens are green

Note. Task 3 activity 1b (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 23

Reading: "9 Signs that You Are a Global Citizen."



OBSERVATIONS

9 Signs You Are a Global Citizen

It seems that "global citizen" has become a buzzword of sorts for today's travel-hungry youth. More often than not, vacation selfies, which flood nearly every social media feed, are paired with hashtags like #worldcitizen and #wanderlust. But being part of the global community is about much more than the number of stamps in your passport; it's understanding (and implementing) a set of shared values that is priceless in today's complex and interconnected world. If you are a global citizen, these nine characteristics should sound familiar to you.

Note. Task 3 activity 2 (Minerva project, 2020, <https://www.minerva.edu/9-signs-you-are-global-citizen/>).

Figure 24

Grammar: Modals review

have/need to – don't have/need to – must/mustn't

- We use **have/need to** to express:
 - necessity/lack of necessity. *We **have/need to be** at the airport in one hour.* (It's necessary.) *You **don't have/need to** cook dinner tonight, we're eating out.* (It isn't necessary.)
 - obligation/duty coming from outside the speaker. *Students **have to** hand in their work on time.* (It's their duty. Their teacher says so.)
- The past forms of **have to** and **don't have to** are **had to** and **didn't have to**. *When I was your age, I **had to** walk to school! We **didn't have to** learn a foreign language when we were students.*
- We use **must/mustn't** to express:
 - very strong advice. *You **must see** a doctor right away.* (It's very important that you do.) *You **mustn't eat** too many sweets.* (It's very important that you don't.)
 - obligation/duty coming from the speaker. *I **must put** aside a little money every month if I want to get a new laptop.* (It's my obligation. I say so.)
 - prohibition. *You **mustn't** drive without your seat belt on.* (It's forbidden.)
- Must** can only be used in the present tense. We use **have to** to form all the other tenses. *I'll **have to** work next Saturday.*

can/can't – be allowed to

- We use **can** to ask for or give permission and **can't** to refuse permission. *"Can I watch TV?" "Of course, you **can**."* *I'm afraid you **can't** take pictures.*
- We use **be allowed to** to talk about rules and regulations. *Am I **allowed to** park my motorcycle here?* (What is the law?) *You **aren't allowed to** take photographs in the museum.*

could/couldn't – was/were(n't) able to

- could** and **couldn't** are the past forms of **can** and **can't**. *I **could** go to bed late when I was 17 but I **couldn't** drink wine.*
- We use **was/were able to** to express specific ability in the past. *He **was able to** repair my laptop.* BUT: We use **could** with **hear, see, smell, feel, taste, understand, believe, decide, remember**. *We **could see** the hotel in the distance.*
- We use both **couldn't** and **wasn't/weren't able to** to express specific negative ability in the past. *He **couldn't/wasn't able to** join us for dinner yesterday.*

Giving advice – should/shouldn't

We use **should/shouldn't** to give advice – i.e. to say it is a good/bad idea for someone to do something. *You **should** eat plenty of fruit and vegetables.* (= It's a good idea.) *You **shouldn't** eat junk food.* (= It's a bad idea.)

may/might/could

We use **may/might/could** to express possibility in a specific situation. *"Where's Sarah?" "She **may/might/could** be at the beach."* (Perhaps she's at the beach.)

Note. Task 4 activity 3 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 25

Listening Comprehension: "Good citizen - Should - shouldn't"

The Good Citizen

LEAD IN:
Observe and choose the chart



| | FELIPE | PATRICIA | JHON | FANNY |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| GOOD ACTION | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BAD ACTION | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LISTENING COMPREHENSION
Listen to the blog entry and choose the actions you hear.



1



Recycle garbage

2



Put the garbage in the trash can

3



Respect the traffic lights

4



Take care of the environment

5



Feed stray dogs

6



Wait your turn

7



Help the neighbours

8



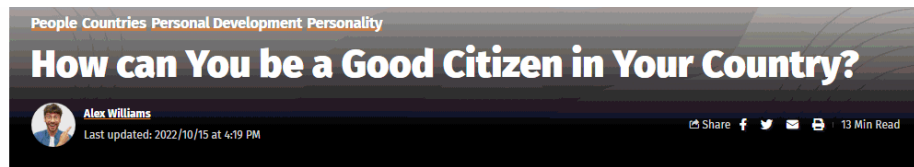
Destroy the monuments

LIVWORKSHEETS

Note. Task 4 activity 4 (Liveworksheets, 2022, <https://www.liveworksheets.com/worksheets>).

Figure 26

Reading for gist: “How can You be a Good Citizen in Your Country?”



In a country being a citizen means that you are a participatory member of a political community. Every country provides its citizens with some legal and political rights. But with every great privilege comes greater responsibility. All your rights and privileges aren't free as being a citizen you have certain obligations and duties towards your country. This makes you a responsible and good citizen. However, in the current scenario, people are just endlessly exhausting their rights without bothering about their duties. This is a gruesome situation because healthy-minded individuals are needed for healthy nations. So you must learn what is a responsible citizen. And how can you be a good citizen in your country?

By **Alex Williams**

Alex Williams is a PhD student in urban studies and planning. He is broadly interested in the historical geographies of capital, the geopolitical economy of urbanization, environmental and imperial history, critical urban theory, and spatial dialectics.

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Note. Task 5 activity 5 (Speeli, 2023, <https://www.speeli.com/how-can-you-be-a-good-citizen-in-your-country/>).

Figure 27

Reading for key information: “What are 7 Qualities of a Good Citizen?”

1. What are 7 Qualities of a Good Citizen?

Photo by Element5 Digital on Pexels

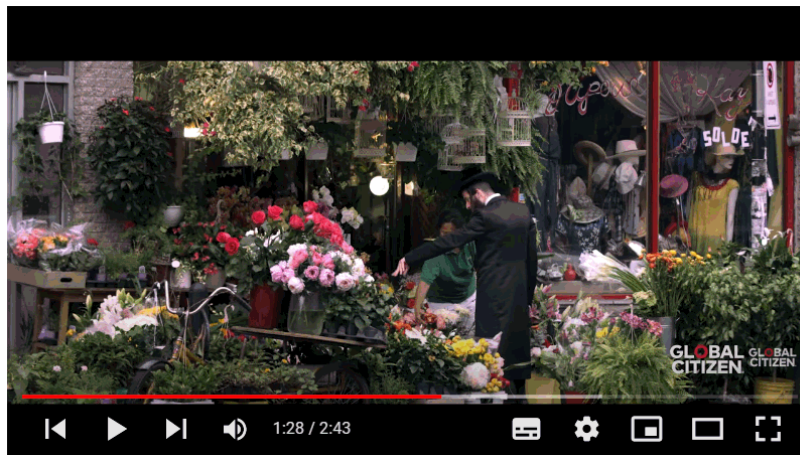
Being a good citizen matters for the overall development and functioning of the country. To get an idea about how can you be a good citizen in your country, these are the 7 qualities of a good citizen that you should imbibe in yourself:

- **Be Informed-** A good citizen should always know what is going around in the country and how it's going to affect all the citizens. Use platforms like TV, Twitter, etc to be informed about all current news. But be aware of opinionated and fake news. Read about the ongoing scenarios from different perspectives.
- **Be Involved-** You can't always just watch the government from the sidelines and complain about it. The very least a good citizen should do is **vote**. It keeps the government in check by the broader public.
- **Be Educated-** You should acquire philosophical understanding, analytical skills, and moral grounding in your education. These things help you make better decisions that will benefit the other citizens as well.
- **Care-** As a good citizen you should care for your fellow citizens. Care can be directed towards others through private acts and even by collaborative works such as civic groups, labor unions, or religious institutions. Actions by private companies and government activities can also induce care.
- **Don't assimilate-** Don't be just like a herd. Be a part of the group while still maintaining your unique identity.
- **Disagree-** For good citizenship sometimes you may have to disagree with people and it's important. For the overall growth and improvement of the

Note. Task 5 activity 5b (Speeli, 2023, <https://www.speeli.com/how-can-you-be-a-good-citizen-in-your-country/#1-what-are-7-qualities-of-a-good-citizen>)

Figure 28

Listening: “Be a Global Citizen”



Note. Task 6 activity 6 (Global Citizen, 2017, <https://www.youtube.com/watch?app=desktop&list=PLPDkqknt-rAhNPOtAqAH1L8d-i9FcxoDJ&v=mIHHKfCwm04&feature=youtu.be>).

Figure 29

Vocabulary: “Festival Activities”

Vocabulary
Festival activities

1 Look at the pictures (A-E).
Which shows: ...

- floating sky lanterns
- a street parade
- a local dish
- a floating basket with a candle in it
- a traditional dance performance

Note. Vocabulary Task 1 activity 1 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 30

Reading: “Two Festivals for the Price of One”

Reading & Listening

2 Read the title and the first sentence in each paragraph.
What is the text about? 🎧 ?

Study Skills

Predicting content
Read the title and the first sentence in each paragraph. They help you predict the content of a text.

Travel news Europe **Asia** Thailand Antarctica Australia/Oceania North America South America

Travel News > Home > Asia > Thailand

Two Festivals for the Price of One!

The city of Chiang Mai in northern Thailand is fascinating at any time of year, with its 300 ancient temples and historic streets. The city truly comes alive in November, however, when it's the place to go to make all your wishes come true!

I arrived in Chiang Mai last November, on the night before the full moon. Preparations were already in full swing for not one, but two important festivals: Loy Krathong and Yi Peng. People all over southeast Asia celebrate Loy Krathong to give thanks for the rain and the harvest. It's also a chance to feel sorry for the wrong things they have done and make wishes for the future.

Note. Task 2 activity 2 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 31

Reading comprehension questions



4 Read the text and for questions 1-4 choose A, B or C. ...

1 Loy Krathong is celebrated ...

- A in Chiang Mai only. B in several different countries. C on the last day of the year.

2 Krathongs are ...

- A floating decorations. B small boats. C lights to guide people to the river.

3 The lanterns and the krathongs are similar because ...

- A they both float on water. B they're both made of tree trunks. C people believe they grant wishes.


4 The writer found the night of the full moon memorable because of the ...


- A city lights. B event he attended. C way the people worked together.


Note. Task 3 activity 3 (Dooley, J., 2021, New Enterprise A2. Express Publishing).


Figure 32


Vocabulary practice


5 Fill in the gaps with the verbs: *celebrate, enjoy, come, make, light, give, float, feel* in the correct form. **CHECK** 

1 We every minute of the festival last year. 


2 I watched as my lantern out of sight. 


3 We had to candles to see in the dark. 

4 He lucky that he had such a special experience. 

5 I hope all your wishes true. 

6 In November, the people of Chiang Mai two festivals at once! 

7 Every year, the villagers thanks for the harvest. 

8 Don't blow out the candles on the birthday cake before you a wish. 

Note. Reading Task 4 activity 4 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 33

Vocabulary practice

6 Fill in: ...

parade alive in the moment Asia
 moon temples trunk dark

1 southeast ...

5 tree ...

2 ancient ...

6 after ...

3 come ...

7 be caught ...

4 full ...

8 street ...

Note. Reading Task 4 activity 5 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 34

Grammar: Reported speech slides

Reported speech

- **Direct speech** is the exact words someone said. We use quotation marks (" ") in direct speech.
"I want to help," Mary said.
- **Reported speech** is the exact meaning of what someone said, but not their exact words. We do not use quotation marks in reported speech. We can either use the word **that** after the introductory verb or we can omit it.
Mary said (that) she wanted to help.

say/tell

- We introduce a sentence in **direct speech** with: **said**, **said to** + object pronoun/name or **told** + object pronoun/name. *Ken said, "I'm really tired." Ann said to me, "Tim has just left." Nora told Ben, "I bought a new car."*
- We introduce a sentence in **reported speech** with **said (that)**, **said to** + object pronoun/name (+ **that**) or **told** + object pronoun/name (+ **that**). *Ken said (that) he was really tired. Ann said to me (that) Tim had just left. Nora told Ben (that) she had bought a new car.*

Reported statements

When we report statements (i.e. a positive or negative sentence), we use the verbs **say** or **tell** to introduce the statement. Pronouns (*I, you, he* etc, *me, you, him*, etc, *mine, yours*, etc) and possessive adjectives (*my, your, his* etc) change according to the meaning.

Ed said, "I live in Belfast." → Ed said (that) he lived in Belfast.

When the introductory verb is in the **past tense**, the verb tenses change as follows:

| Direct speech | | Reported speech | |
|---------------------------|--|----------------------------|---|
| Present simple | <i>"I want to go out," he said.</i> | Past simple | <i>He said (that) he wanted to go out.</i> |
| Present continuous | <i>"She is playing in the garden," he said.</i> | Past continuous | <i>He said (that) she was playing in the garden.</i> |
| Present perfect | <i>"They have bought a new house," he said.</i> | Past perfect | <i>He said (that) they had bought a new house.</i> |
| Past simple | <i>"He sent me flowers," she said.</i> | Past perfect | <i>She said (that) he had sent her flowers.</i> |
| am/is/are going to | <i>"I'm going to go out," Ian said.</i> | was/were going to | <i>Ian said (that) he was going to go out.</i> |
| Future simple | <i>"I'll order a new fridge," he said.</i> | Conditional (would) | <i>He said (that) he would order a new fridge.</i> |
| can | <i>"I can drive you to work," she said.</i> | could | <i>She said (that) she could drive me to work.</i> |

Note:

- The past perfect remains the same in reported speech
*"Tom **had left** by noon," Jane said. → Jane said (that) Tom **had left** by noon.*
- When the introductory verb is in the **present simple** or when the sentence expresses **something which is always true** (general truth), there are no changes in the verb tenses in reported speech.
*She says, "I love animals." → She **says** (that) she **loves** animals.*
*"Rhinos live in Africa," said the teacher. → The teacher **said** (that) rhinos **live** in Africa.*
- Certain words and time expressions change as follows: tonight, today, this week/month etc → that night, that day, that week/month etc; now → then, at the time; yesterday, last night/week etc → the day before, the previous night/week etc, the night/week etc before; tomorrow → the following/next day; next week/month etc → the following week/month etc; two days/months etc ago → two days/months etc before; this, these → that, those

Note. Grammar Task 5 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 35

Grammar practice: Reported Speech

3 Study the examples, then answer the questions. ...

Direct Speech

"I want to help," she says. "I want to help," she said.

Reported Speech

She says (that) she wants to help. She said (that) she wanted to help.

- 1 What tense is the verb in bold in the direct speech sentences?
- 2 Which is the reporting verb? What tense is it in?
- 3 Are the tenses in reported speech the same as in direct speech?
- 4 How has the pronoun 'I' changed in reported speech?
- 5 Why is 'that' in brackets?




4 Complete the gaps with the verbs in the correct form. CHECK ...

- 1 "Lots of people are wearing costumes," he said to us.
He told us that lots of people costumes. ...
- 2 "We can go to the museum," they said.
They said that they go to the museum. ...
- 3 "I'll meet you at the opera house," Ann said to me.
Ann told me that she me at the opera house. ...
- 4 Alex said, "Everyone has left."
Alex said that everybody
- 5 "Hedgehogs sleep during the winter," she said.
She said that hedgehogs during the winter. ...

5 Read the theory. Then, complete the gaps in the second sentence with the missing words/phrases. CHECK ...


- 1 They said, "We are in New York today."
They said that ... were in New York
- 2 Kate said to us, "I will go camping next weekend."
Kate told us that ... would go camping ... weekend.
- 3 Ben said, "I'm searching for information about this festival now."
Ben said that ... was searching for information about ... festival

6 Rewrite the sentences in reported speech, as in the example. **CHECK** 


1 Mandy said, "My cousin is marching in the parade this evening."

Mandy said that her cousin was marching in the parade that evening.

2 They said, "We'll meet you here tomorrow."

They said (that) . 

3 She said, "We haven't heard this band before."

She said (that) . 

4 James said to me, "I went there yesterday."

James said to me (that) . 

5 We said to Mary, "We hadn't expected to see you here."


We said to Mary (that) . 

Note. Reading Task 5 activities 6, 7, 8 and 9 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 36

Listening and Reading: "Tjungu Festival"

Listening & Reading

1 How are these words related to the Tjungu Festival? 

- Ayers Rock Resort
- Aboriginal people
- Inma dance
- didgeridoo
- Aboriginal bushfood
- boomerangs



Note. Task 6 activity 10 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 37

Tjungu festival questions

1  Listen to and read the text to find out.



Tjungu Festival

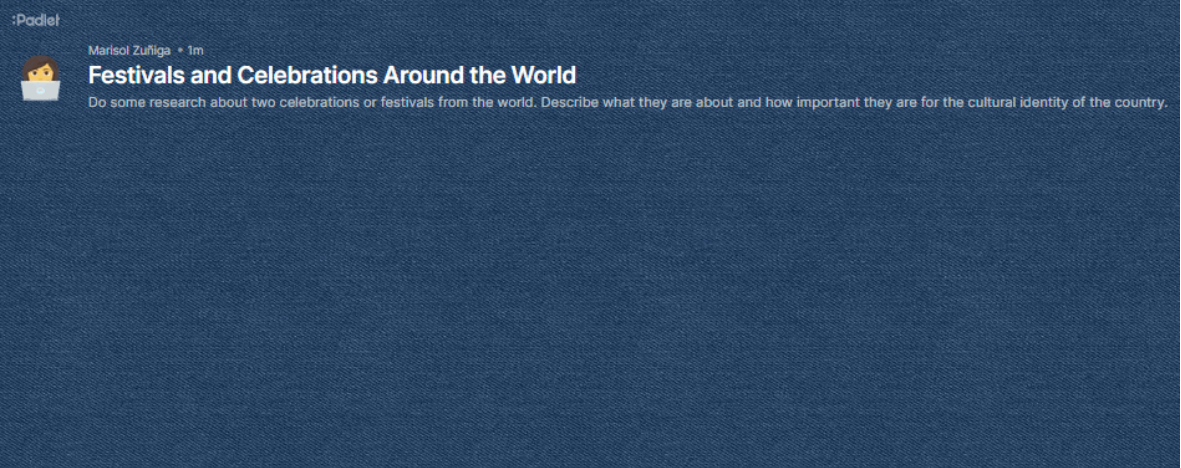
Do you fancy visiting a famous Australian landmark while learning about one of the oldest cultures on our planet? Then come to the Tjungu Festival! This annual festival began in 2014 and takes place in late April in the Ayers Rock Resort. Ayers Rock (or 'Uluru') is a huge sandstone rock that is sacred to the country's original inhabitants – the Aboriginal people – so it's the perfect place to experience their culture!

There is a lot for visitors to see and do during the festival. On the opening day, you can watch a group of local Aborigines perform the Inma dance. This is a traditional dance which welcomes visitors to the

Note. Task 6 activity 11 (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 38

Writing and Speaking: Padlet activity



Padlet

Marisol Zufiga • 1m

Festivals and Celebrations Around the World

Do some research about two celebrations or festivals from the world. Describe what they are about and how important they are for the cultural identity of the country.

Note. Task 7 activity 12 (Padlet, 2023, www.paddlet.com).

Test and Assessment Figures

Figure 39

Animal Vocabulary




Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 40

Animals and Body Parts Vocabulary Game

Click on a number, look at the picture and type in the correct word.



The crossword puzzle grid is shown with the word "HORN" filled in. The starting points for the words are numbered 1 through 10. A keyboard interface is visible at the bottom, with a "Delete" button and a "Check" button.

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 41

Grammar Test Part 1

Join the sentences using the words in brackets and putting the verbs into the correct tense, as in the example. ...

1 They watched TV. They finished their homework. **(after)**

They watched TV after they had finished their homework.

2 Ivan was 12 years old. He learned to speak English. **(by the time)**

.....

3 Tim lived in London. He moved to Paris. **(before)**

.....

4 Mum cooked dinner. I came home from school. **(by the time)**

.....

5 She went to work. She had breakfast. **(as soon as)**

.....

6 Susan tried on lots of dresses. She decided to buy the green one. **(after)**

.....

7 Jason failed his driving test three times. He finally got his licence. **(before)**

.....

8 Wendy finished the washing-up. She played chess. **(after)**

.....

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

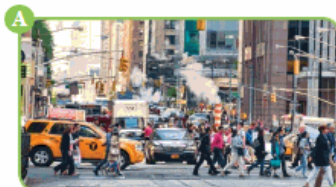
Figure 43

Vocabulary Review Part 1



Vocabulary
Green activities

3 ★★★ Look at the pictures and fill in the correct word from the list. Use:



transport space air rubbish greenery pollution

- 1 The roads are very busy and there is a lot of air .
- 2 There is plenty of open between the houses.
- 3 Some people use public , but a lot still drive their cars, which causes traffic jams on the roads.
- 4 The streets aren't very clean because people throw out lots of every day.
- 5 There aren't many cars or factories, so there is lots of fresh .
- 6 There isn't enough . There should be more trees and plants.

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 44

Vocabulary Review Part 2

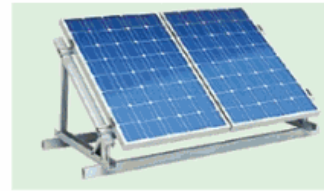
Vocabulary
Green activities

2 ★★ Use four phrases from the ones below to complete the sentences.

air pollution, solar panel, bagfuls of rubbish, fresh air, public transport



1 Don't throw on the street!



2 Install a(n) and save electricity.



3 Use to get about town.



4 Reduce - ride a bike!

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 45

Grammar Review Part 1

12 Using the prompts from the list below complete the sentences, as in the example. ...

- have a sandwich • grow her own vegetables • go skiing • go shopping
- go roller-blading • adopt a dog • buy a laptop • cycle to the office



1 I am not hungry. If I was hungry, *I would have a sandwich.*



2 Jenny is at school. If she wasn't at school,
.....



3 Steven doesn't have enough money. If Steven had enough money,
.....



4 Judy lives in a big city. If she lived in a small town,
.....



5 Rob hasn't got enough free time. If he had enough free time,



6 Tony takes the bus to his office every day. If he owned a bike,



7 Laura works every day. If she took a day off,



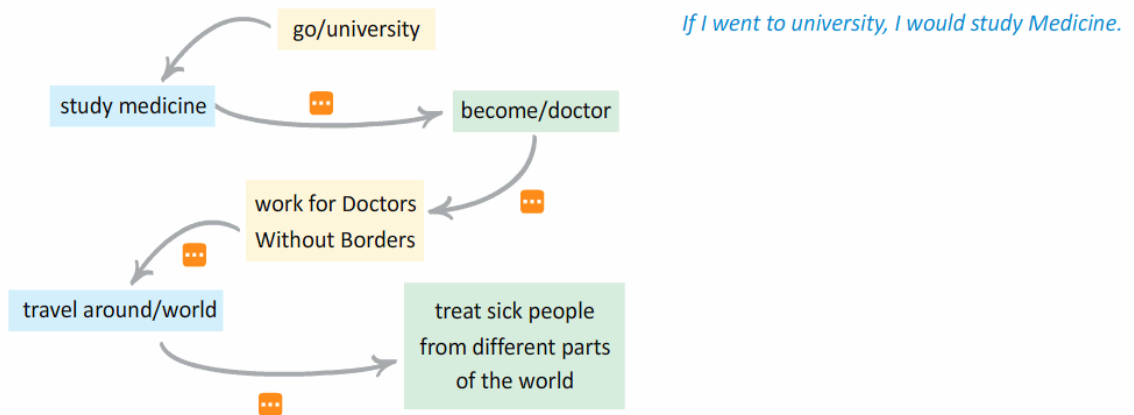
8 He hasn't got a house with a garden. If he had a house with a garden,

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 46

Grammar Review Part 2

14 Follow the arrows and make sentences, as in the example.



Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 47

Use of Language Review Part 1

Everyday English
Making & Agreeing/Disagreeing with suggestions

4 ★ Match the exchanges.

All right.
What a great idea! More fresh air for everyone.
I agree. A bin in every corner.
Good idea! This way we could safely use our bicycles.

| | |
|-----------------------------------|----------------------|
| 1 Let's talk about the programme. | <input type="text"/> |
| 2 What about more recycling bins? | <input type="text"/> |
| 3 Why not create cycle paths? | <input type="text"/> |
| 4 Shall we plant more trees? | <input type="text"/> |

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 48

Use of Language Review Part 2

Everyday English
Making & Agreeing/Disagreeing with suggestions

5 ★★ Choose the correct response.

1 A: Shall we discuss our recycling problem?
B: a I see your point.
 b Of course.

2 A: How about placing bins on every street?
B: a Great idea!
 b I'm afraid we don't.

3 A: Why don't we organise a clean-up day?
B: a Now litter.
 b Now that is a good idea!

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 49

Listening for Specific Information Test 1



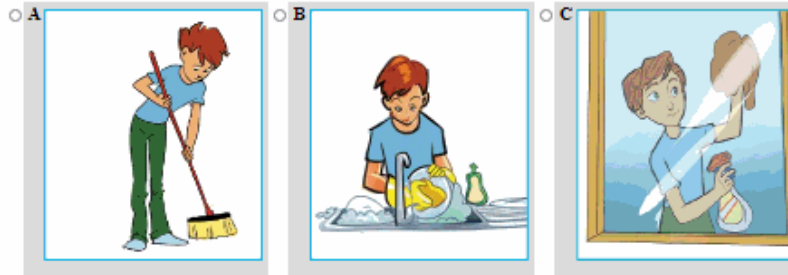
Skills Practice (Units 7-9)

Listening

7 ★ You will hear six short conversations. For each conversation choose the correct answer (A, B or C).

▶ 0:00 / 0:00

1 How does Tom help in the house?



2 What was the Tower of London not used for?



3 Where does Amy get her fruit and vegetables?



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Acrobat Pro (64-bit)

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 50

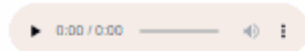
Listening for Specific Information Test Part 2




Skills Practice (Units 7-9)

Listening

8 ★★ Listen to the recorded message and fill in the missing information.



THE TOWER OF LONDON



Type of attraction: historic castle (early 11th century)

Location: central London

Opening hours: Tuesday – Saturday: 9:00 am-5:30 pm
 Sunday & Monday: 1) am-5:30 pm

Main attractions: – the 2) Jewels
 – the White Tower
 – guided Beefeater 3)

Special events: August: Go Medieval at the Tower 4)

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 51

Writing Test Part 1



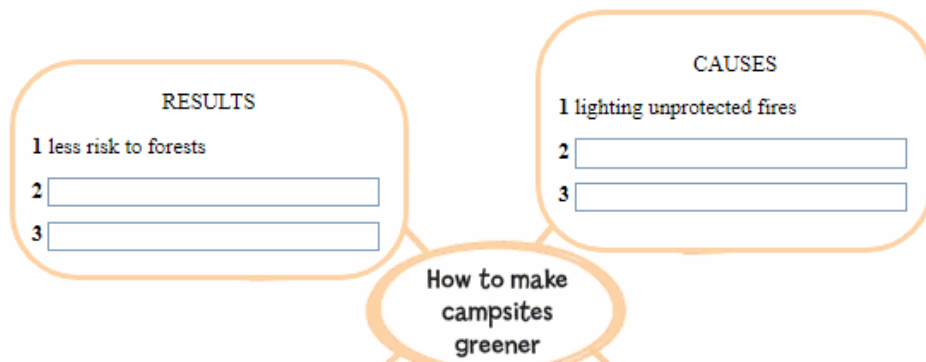
Skills Practice (Units 7-9)

Writing

12 a ★★★ Use the information to complete the spidergram.



- cleaner environment chemical soaps & shampoos pollute soil & rivers bring reusable eating utensils
 use eco-friendly toiletries plastic plates & cups create litter don't need to recycle them



Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 52

Writing Test Part 2

| SOLUTIONS | EFFECTS |
|--------------------------|------------------------|
| 1 use or make a fire pit | 1 trees get burnt |
| 2 <input type="text"/> | 2 <input type="text"/> |
| 3 <input type="text"/> | 3 <input type="text"/> |

b) ★★★ Read the rubric. Use some ideas from the spidergram in Ex. 12a to write your article. Alternatively, complete the article with the words/phrases below.

Your school's English magazine wants its readers to send in articles providing solutions on how to make campsites greener. Write your article (100-120 words).

way into soil For example Instead of good way reusable because need to would be

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 53

Rubric for Speaking Activities

Rubric for Speaking Activities

| Criteria | Excellent 3 points | Very good 2 points | Good 1 point |
|---------------------------------|---|---|---|
| Vocabulary | The student shows a full knowledge of the vocabulary learned in the Unit 10: Global citizenship and ecology. | The student shows knowledge of the vocabulary studied in the Unit 10: Global citizenship and ecology. There is some hesitation in the correct use of the expressions. | The student uses just few words/phrases from the vocabulary studied in the Unit 10: Global citizenship and ecology. There is no full understanding of the correct use of the expressions in his/her speech. |
| Fluency and intonation | The student can express ideas with proper speed, accuracy, and intonation. | The student can express most of the ideas with proper speed, accuracy, and intonation. | The student has some difficulties in expressing ideas with proper speed, accuracy, and intonation. |
| Topics suggested | The student presents all the topics required by the teacher. | The student presents a maximum of four topics asked by the teacher. | The student presents less than four topics required by the teacher. |
| Grammatical Structures | The student correctly uses 3-5 future tense structures studied in class according to the context of his/her speech. | The student uses at least 3 future tense structures studied in class in the correct context most of the time. | The student uses less than 3 future tense structures studied in class. It is not clear the context in which they are being used in his/her speech. |
| Comprehensibility | The student express readily comprehensible; requires minimal interpretation on the part of the listener. | The student express comprehensible; requires minimal interpretation on the part of the listener. | Most parts of the presentation are not comprehensible to the listener. |
| Pronunciation and accent | Pronunciation is excellent; good effort at accent. | Pronunciation is good; Some effort at accent, but is definitely non-native. | Pronunciation is lacking and hard to understand; No effort towards a native accent. |

Total Score of Speaking Activity, / 18

Note. (Zuñiga, M., 2021).

Figure 54

Rubric for Writing a Review

Writing a Review

| Criteria | Level 3 | Level 2 | Level 1 | Criterion Score |
|----------------------|--|---|---|------------------------------------|
| Structure | 2 points The review follows the structure of a review and it states a clear point of view (positive or negative) | 1 point The review follows partially the structure of a review and it states a clear point of view (positive or negative) | 0 points The review does not follow the structure of a review and does not state a clear point of view (positive or negative) | Score of Structure, / 2 |
| Vocabulary | 2 points The review includes more than three words and useful phrases in the language for writing box to show praise or criticism | 1 point The review includes only two or three words and useful phrases in the language for writing box to show praise or criticism | 0 points The review does not include any of the words and useful phrases in the language for writing box to show praise or criticism | Score of Vocabulary, / 2 |
| Grammar and Spelling | 2 points There are no more than two or three grammar / spelling mistakes. | 1 point There are between four -five grammar / spelling mistakes. | 0 points There are more than six grammar/spelling mistakes | Score of Grammar and Spelling, / 2 |

Total
Score of Writing a Review,
/ 6

Note. (Zuñiga, M., 2021).

Figure 55

Reading Test Part 1


Reading

8 ★★ Read the text and complete the sentences.



SUNDANCE Film Festival

Are you a film lover? Do you enjoy watching films that are not blockbusters? Then you should definitely fly to the USA and visit the Sundance Film Festival. The festival takes place every year in Park City, Utah in January or February. In 1981, Robert Redford, one of Utah's resident celebrities, helped to create this organisation which promotes quality films. Every year, the festival reviews thousands of films from all over the world from animations to thrillers. Then, they choose a selection to appear in the festival. The purpose of the festival is to find films that inspire, move and thrill viewers. A lot of these films are made with little money, without the help of big-budget studios. Tickets to watch a single film are about \$20. This might sound



expensive, but you may get the chance to sit next to the director or some cast members of the film! There is also a Film Music Showcase and a Film Music Roundtable where composers and directors talk about how a film soundtrack is created. Temperatures at this time of year in Utah are very low, so bring lots of warm clothes with you! All in all, visiting the Sundance Film Festival is the perfect way to learn about and enjoy independent films, whether you are a writer, actor, director, or simply a fan of good cinema.

- 1 The Sundance Film Festival takes place in .
- 2 The goal of the festival is to .
- 3 Tickets per show cost .
- 4 Visitors should bring .

Figure 56

Reading Test Part 2

- | | | | |
|---|-------------------------------------|--------------------------------------|--|
| 1 The Sundance Film Festival takes place twice a year. | <input type="button" value="True"/> | <input type="button" value="False"/> | <input type="button" value="Doesn't Say"/> |
| 2 Robert Redford was one of the creators of the festival. | <input type="button" value="True"/> | <input type="button" value="False"/> | <input type="button" value="Doesn't Say"/> |
| 3 Disabled people pay less for tickets. | <input type="button" value="True"/> | <input type="button" value="False"/> | <input type="button" value="Doesn't Say"/> |
| 4 Visitors cannot sit with the creators of the films. | <input type="button" value="True"/> | <input type="button" value="False"/> | <input type="button" value="Doesn't Say"/> |

1 What is the purpose of the text?

- A to inform film fans about a good festival
- B to give information about moving to Utah
- C to encourage people to become filmmakers

2 What can you learn in the Film Music Showcase?

- A how the festival was created
- B how a documentary is created
- C how a film soundtrack is created

3 According to the writer, what would a visit to Sundance Film Festival be like?

- A boring
- B enjoyable
- C disappointing

Note. (Dooley, J., 2021, New Enterprise A2. Express Publishing).

Figure 57

Summative Test

SUMMATIVE TEST

NAME: DATE:

CLASS: MARK: _____

100

(Time:50 minutes)

Vocabulary

A Circle the correct item.

- | | |
|---|--|
| <p>1 A chamber / mine is a big room.</p> <p>2 You can use sculptures / matches to light a fire.</p> <p>3 The word tiny / strange is the opposite of huge.</p> | <p>4 In ancient times, people used to cook food in large steel / clay pots.</p> <p>5 They followed the river in the valley / lake to the next village.</p> |
|---|--|

(Marks: $\frac{\quad}{5 \times 1}$ 5)

B Complete the sentences using the words from the box below.

man-made dug caves extinction source hidden products carves

- 1 There are a number of wild animals that are facing
- 2 All cleaning should be kept in a safe place.
- 3 There are thousands of natural and wonders to be seen all around the world.
- 4 The miners have built a magnificent church in one of the underground
- 5 Bill unique sculptures from ice.
- 6 Meat is a very good of protein.
- 7 We discovered a(n) cave in the forest.
- 8 She a hole in the ground to plant the tree.

(Marks: $\frac{\quad}{8 \times 1}$ 8)

C Replace the words in bold with synonyms from the box below.

chance shape pick up fatten up reactions take action

- 1 We should **collect** all our rubbish before we leave a place.
- 2 **Responses** to the government's green plan have been very positive.
- 3 If you're in France, don't miss the **opportunity** to see the Eiffel Tower; it's fantastic!
- 4 If you visit the salt mine in Nemocón, Colombia, you'll be surprised by the salt crystal carved in the **form** of a heart.
- 5 We must **do something** to save animals which are in danger of extinction.
- 6 Some animals need to **become fatter** for winter or they won't survive the cold months.

(Marks: $\frac{\quad}{6 \times 1 \quad 6}$)

TEST 3A

D Choose the correct item.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Hunters kill rhinos for their A stripes B fins C horns 2 We should learn to all our waste if we want to protect the environment. A recycle B drop C throw 3 Everyone must keep their dogs on a in the park. A pit B lead C caravan 4 Penguins have got wings and feet. A sharp B hooked C webbed 5 The rooms are with natural crystals in | <ol style="list-style-type: none"> 6 Working in a coal is difficult and dangerous. A canyon B mine C tunnel 7 People should trees to improve air quality. A save B plant C cut 8 She wants to all the carpets before the guests arrive. A vacuum B dust C sweep 9 Children under 12 can enter the museum free of A money B admission C charge 10 There is a TV series about the of Hercules |
|---|--|

Grammar

E Put the verbs in brackets into the correct form of the passive.



Colosseum

The Colosseum 1) (know) as one of the most famous monuments in the world. It 2) (locate) in Rome, Italy. It 3) (build) by the Romans and it 4) (complete) in 82 AD. It 5) (visit) by millions of people ever since. It 6) (admire) for its beauty and enormous size. Restoration works began in 2013.

The first stage of the works was completed in 2018. At the moment, the second stage is in progress. The arena's central floor 7) (restore) in order to become more suitable for cultural events. The works will finish at the end of 2018.

(Marks: $\frac{\quad}{7 \times 1 \quad 7}$)

F Circle the correct item.

- 1 Must / Can I borrow your dictionary, please?
- 2 "It's really hot in here!" "You can / have to open the window if you like."
- 3 You are allowed to / mustn't play with matches because you might / should get burnt.
- 4 You don't have to / aren't allowed to eat fatty foods on this diet.
- 5 He was able to / could finish the marathon in under three hours.
- 6 I had to / didn't have to pick up my sister from school because my dad did.
- 7 You don't need to / shouldn't drop your litter on the ground.

(Marks: $\frac{\quad}{8 \times 1 \quad 8}$)

G Choose the correct item.

- 1 If I enough money, I would buy a new car.
A had B have C am having
- 2 To his horror, Graham discovered that someone into his house last night.
A was breaking B has broken C had broken
- 3 She made the cake by
A themselves B herself C itself
- 4 The Parthenon was built the Ancient Greeks in the 5th century BC.
A from B with C by
- 5 Peter swim when he was five years old.
A could B can C might
- 6 "Did you give the books to Diane?" "No, because when I arrived at the office, she"
A has already left
B had already left
C was already leaving
- 7 You come with us if you don't feel like it.
A mustn't B don't need to
C shouldn't
- 8 Breakfast is in the Roof Garden on the seventh floor.
A serving B serve C served
- 9 Do you think your life very different if you lived in the countryside?
A will be B was C would be
- 10 They enjoyed on World Environmental Day.
A ourselves B themselves C himself
- 11 I call the doctor tomorrow if I'm not feeling better.
A have to B may C need
- 12 we got to the airport, the plane had already left.
A After B Before C By the time

Everyday English

H Complete the exchanges using the phrases below.

- You must keep them on a lead when outdoors.
- Here are your keys.
- Why don't we use more public transport?
- Could you tell me what it was made of?

- 1 A:
B: I couldn't agree more.
- 2 A:
B: Steel and concrete.
- 3 A: Are there any rules about pet dogs?
B:
- 4 A:
B: Thank you.

(Marks: $\frac{\quad}{4 \times 1 \quad 4}$)

Reading

I Read the article about Angkor Wat. Then answer the questions.



Angkor Wat, one of the many temples of the city of Angkor, is in Cambodia, Southeast Asia. It is

Some people say it was constructed by **Surgavarman II**. Others say that the architect is unknown. When **Jayavarman II** was king, Angkor was the capital of Cambodia and Angkor Wat was the symbol of the king's power. In 1431, Angkor was destroyed by the Thais. After the destruction, the city was lost for a few centuries. According to Buddhist legends, the city was built by the gods in ancient times. That's why

people were amazed by this sight, so in 1908, they began a restoration project which wasn't completed because of war and political disorder in Cambodia. In later years, efforts to save Angkor Wat have led to the restoration of parts of the famous monument. Nowadays, visitors are fascinated by its huge size, beautiful sculptures and architecture. That is why it is considered to be one of the ten greatest structures of human

temples of the city of Angkor, is in Cambodia, Southeast Asia. It is probably the largest religious building in the world. There are lots of wonderful sculptures on the walls that show dancers and musicians of the 12th century.

legends, the city was built by the gods in ancient times. That's why lots of people travelled from all parts of Asia to see it.

In 1860, Henri **Mouhot**, a French explorer, made Angkor Wat well-known to the world. The French

considered to be one of the ten greatest structures of human civilisation.

- 1 Where is Angkor Wat located?
- 2 What can you see on the walls?
- 3 When was Angkor destroyed?
- 4 Who made Angkor Wat well-known to the world?
- 5 When did they begin restoring Angkor Wat?

(Marks: $\frac{\quad}{5 \times 2 \quad 10}$)

Writing

J You own a studio flat near the sea and you want to rent it out for the summer. Write an advert for a holiday homes website giving full details. Use the headings and the notes below (100-120 words).

Cancellations: up to 7 days

House Rules: sort rubbish into recycling bins, guests lock doors, not allowed remove towels, report any damage

The Space: sleep three, wonderful sea view, a 5-minute walk from beautiful Malaga beach

Facilities: fully air-conditioned, weekly cleaning service

Spanish Studio Flat in Costa del Sol

.....
This modern studio flat in the Costa del Sol can and is the perfect place for a relaxing holiday. There and the flat

.....
• Wi-Fi

.....
• large balcony

.....
• Please

• Guests must when leaving.


• Guests from the apartment.

• Please to the property.

.....
• Cancel before your trip for a full refund.

Listening

K You will hear a park keeper talking to visitors about safety regulations. Listen and complete the missing information (1-5).



Bunoionga National Park

Safety leaflet for visitors

PLEASE READ CAREFULLY!

DON'T GET OUT OF YOUR CAR! You could be eaten for dinner!

YOU 1) THE ANIMALS! The zebras are fat enough!

YOU ARE NOT ALLOWED TO USE FLASH PHOTOGRAPHY! The animals might be 2)

YOU SHOULD KEEP YOUR 3) CLOSED! You never know who might come in!

YOU ARE ALLOWED TO EAT AND DRINK! Throw your rubbish in the 4)

PLEASE DON'T MAKE TOO MUCH 5)! Listen to the beautiful sounds of nature!

(Marks: $\frac{\quad}{5 \times 2 \quad 10}$)

Note. (Dooley, J., 2021, Teacher's resource book New Enterprise A2. Express Publishing).

Figure 58

Portfolio Evaluation Rubric



Portfolio Evaluation

Course: 202255_UAV_LENGUA ADICIONAL AL ESPAÑOL INGLÉS III

| Criteria | Excellent | Very Good | Good | Sufficient | Criterion Score |
|-------------|--|---|---|---|-----------------|
| Cover Sheet | 10 points It Includes all data required: author's name, institution's name, course, title, date and place. | 8 points It Includes all at least 4 elements required: author's name, institution's name, course, title, date and place. | 5 points Cover sheet info incomplete | 1 point It does not have information required. | / 10 |
| Objective | 25 points Students explain clearly the knowledge acquired and give a detailed information of the purpose of each piece of knowledge | 15 points Students explain the knowledge acquired and the purpose of each piece of knowledge with not much detail | 10 points Students present briefly the knowledge acquired and the purpose of each piece of knowledge | 5 points There is not a clear statement of the objective of their portfolio. | / 25 |

| Criteria | Excellent | Very Good | Good | Sufficient | Criterion Score |
|--------------|--|--|--|--|-----------------|
| Evidences | 20 points Total evidences have a clear sequence and presented showing awareness and understanding of one's own thought processes. | 15 points Evidences have a clear sequence and presented. Awareness and understanding of one's own thought processes are described. | 10 points Sequence of pieces of evidence is not clear and metacognition is vaguely described. | 5 points Evidence is presented but more sequence and description of metacognition are needed. | / 20 |
| Organization | 20 points All the elements are correctly organized. Use of clear and neat headlines. Information is easy to follow. | 15 points Elements are correctly organized. Use of clear and neat headlines in most of the information. Information is easy to follow. | 10 points More organization of elements is needed. | 5 points Information is not easy to follow. | / 20 |
| Reflection | 25 points Final thoughts and deep reflection on the overall learning process is presented at the end of the document. | 15 points Final thoughts on the overall learning process are presented at the end of the document. However, there is not a deep reflection on the knowledge acquired. | 10 points Some final ideas are given at the end of the document with some considerations about the use of their learning. | 5 points Final ideas are presented without clear reflection from the students. | / 25 |

Total

/ 100

Overall Score

| | | | |
|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Level 4 11 points minimum | Level 3 8 points minimum | Level 2 5 points minimum | Level 1 0 points minimum |
|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|

Note. Anahuac's Portfolio Rubric (2022).

Letter of originality

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

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de Tesis o Trabajo Recepcional de Posgrado

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Atentamente,
Ciudad de México a 11 de junio de 2023.

Marisol C. Zuñiga Z.
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