

**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**“Lifestyles”**

**TRABAJO RECEPCIONAL**

**PARA OBTENER EL DIPLOMA DE**

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS  
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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**Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera.**

**"Lifestyles"**

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## **INTRODUCTION.**

As stated in the title of the present document: “A lesson plan in action”, this document presents the final draft of the lesson plans worked in the module and the reflections of the practice and tools used teach, evaluate and assess students in a real class context. The purpose of this is to be provided with valid results on their performance and abilities acquired through the unit taught. In this unit and group in particular, but also to reflect on how the teaching everyday practice is performed.

This document contains a set of 4 lesson plans designed in this module’s unit 1 where learners practice different skills and subskills through the topic of “lifestyle”.

For the purpose of this assignment, the lesson plans are relying on the book and other authentic or created materials to complement them.

## **BODY.**

### **Chapter 1: Philosophy and theory.**

#### **1.1 Teaching context, identity, and philosophy.**

When teaching a second language, everyone (teacher and even students themselves) should be aware of the progress being made because every lesson and task must have a clear objective of what learners are expected to be able to do and how well it is being done.

Through this specialization it has been possible to reflect on and improve the teaching practice, by looking back into how things used to be done in the classroom and how they are done today in order to plan on how to improve them in every lesson in the future.

I have been an English teacher since 2014, but I have been an English learner since I was in kindergarten. My parents aren't bilingual but were always concerned with giving me and my siblings opportunities to develop skills in communication in a globalized world. I began my education in a private school, and they gave me English classes every year; I remember having memorized the pronouns "he, she and it" and the possessive adjective "his, her, it" along with the corresponding translation "su de el and su de ella" which I never understood until I was an adult.

I formally began my ESL learning when I was in secondary, in a language school from level 1 to reinforce everything I allegedly knew. I was always motivated to learn; I am a curious and intense student. I take advantage of every minute of class, and now as a teacher, I know effective class time is key in the learning process.

A few years after I finished all levels in my ESL course, I wanted to continue learning; reason that drove me to "practice" in a teacher training course offered by the school I studied originally in. I was a bachelor student (in interior design), and at nights I took a Teacher Training course. It was when I began the teaching practices to graduate, that mentors began seeing my classes and were amazed of the energy I could transmit to others at the front and offered me a partial job. From that moment on, I have taught with love and passion.

Since then, I have worked in several schools and with a variety of learners. Those teaching methodologies / approaches I instructed included:

1. A strong focus on form, with a structure like: PPP: Presentation, Practice and Production at a private language school.
2. Competences based learning on Bachillerato General por Competencias at a small low resources private high school.
3. Project Based Learning with PRONI's SEP basic education program at a public primary school.
4. English for Academic Purposes in a course for UDG public university students.
5. ESL for bachelor degree students at a private university.

These different jobs I have had, have provided me with several abilities such as: strengthening of my communicative skills, organization, methodologies, lesson planning, curriculum planning, group control and problem solving. Each of my jobs have given me several personal and professional satisfactions. Choosing teaching as a career has been beautiful: every job change I have been through has represented a big challenge because they have a different context, duties, interests, approaches and methodologies that must be applied.

I currently work as an English teacher in a high school level school. They work under the BGC program that is incorporated to the UDG. English in basic and medium education has been prioritized by the government and integrated in the programs with later reforms.

My latest challenge has been delivering hybrid teaching, because we are now expected to handle virtual and live students at the same time. It is hard exhausting work that I have mastered over time.

As a professional I consider myself dedicated, respectful, curious and responsible; being fully engaged on my responsibilities. I am a considerate, fun and engaging teacher.

As for my teaching approach, I have found myself being more form absorbed than I should; but through the recent changes I have lived given my most recent jobs and the obliged remote teaching I have done; I have been switching to a more comprehensible communicative approach where I give learners more room to express ideas fluently rather than focusing on form and accuracy.

In my actual context, teaching teenagers in a high school level, I apply several approaches and methodologies described below.

I believe that a second language is to be acquired in order to be applied in the real life of our learners. Although SLA is a very discussed formed discipline, the three theories still somehow apply in my teaching practice.

## **1.2 Theory underlying teaching practice and identity.**

As mentioned in previous tasks, teaching is not only sharing knowledge; teaching is showing, modeling, guiding. Teachers' duties are not restricted to delivering classroom content, but to the formation of competent citizens. Teaching English is not exclusively telling learners how language works and how it is used, English teachers teach about cultures, communication and real-life abilities. Specially with teenagers, teaching is a social responsibility that demands extra work from just the syllabus.

Behaviorism and structuralism analyze interlanguage, that is, the nature of learners' language systems. These theories study exclusively objective aspects of the language and how it is naturally acquired. They focus on observable linguistic behaviors and descriptions of systems of language. When teaching, it is important to analyze learners and base teaching on their needs: this way teachers take advantage of their learning styles and plan lessons accordingly.

They say that learning is the result of stimuli on the learners; when a learner is exposed to a stimuli (an activity, an emotion, anything that affects or involves him), he has a response (what he decides to do about it). This is the natural aspect mentioned earlier: stimuli is around us all the time and we react to things all the time. The origin of this theory is related to psychology but applied to language theory because language is similar: stimuli and response, that later receive feedback being this a reiterative process. Behaviorists and structuralists observed and analyzed the 3 main aspects of form:

*Phonology:* Sounds in a language that produce utterances or words.  
*Syntax:* Grammar such as word order and question structures.  
*Morphology:* word formation or morphemes of the language. The smallest chunks of the language and their reason for being.

Though these studies were made for L1 exclusively, it also applies to L2 Acquiring. In the current lesson design, a reflection is made, and it guides learners to the correct use of pronunciation: that aligns with phonological aspects. The lesson plan has a grammar presentation, and some time is taken to discuss and identify parts of speech.

Isn't stimuli / response used in our classroom? Immediate or delayed feedback are proof of how we look at learners' performance and use it to reflect on how to improve our practice or to check what they need in order to improve their communicative or syntax's skills. Specially in this particular case, because we are expected to talk about testing and assessing.

The generative linguistics theory goes beyond stimuli and response, it argues that learning a language doesn't stop where we respond to the stimuli, but the importance of evaluating the performance of learners. When we teach, we evaluate: ongoing evaluation and formal evaluations every level or just to prove the level of English at a certain time.

As argued before, learning a language is not isolated from the context where learners live or interact; by developing their intercultural competences, the teaching practice aligns to the sociocultural theory, which analyzes the social side of the language acquisition process. How learners interact with each other to achieve effective communication relates to another theory proposed by Lev Vygotsky who



said that the social plane of the learning process is key to understanding how we learn and develop skills.

Regarding the Contrastive Analysis Hypothesis (CAH) as its name says, it analyzes the contrast between languages and skills in order to understand how a learner acquires language. "...predicting and / or explaining difficulties of second language learners with a particular mother tongue in learning a particular target language" (Sylviane Granger, 2003, p. 32). CAH looked forward to making a list with great descriptions of the contrastive findings; predicting difficulties and identifying what (features) would be learnt easier and faster. Though it relies on actual learner performance, this hypothesis has been very criticized because it "over-relies" on L1 instead of focusing directly on understanding and using L2. In the presented context and lessons, it is found necessary to use L1 to provide learners with the needed tools to understand the target language and focus on the necessary skills. Explanations of topics are not given in their L1, but it is sometimes used to describe features of the language and contrast uses and tenses to give a holistic understanding of the L2.

In the 1970s, Stephen Krashen introduced his Monitor mode which saw language as a process that occurs at the cognitive level. This model was very popular and accepted because it takes all the theory to the classroom practice.

When explaining his findings, Krashen found about and discussed the differences between language acquisition and language learning. Some researchers focus on acquisition processes and strategies, while others reflect on the learning tasks and findings, but there is a whole debate among them. That is what is called the learning dichotomy. Learning is both subconscious and conscious, it can be incidental and intentional; teaching inductively and deductively works, learning can be both implicit, explicit, formal, informal, natural, unnatural; and we can pick up language or know explicitly about it.

Teaching in the modern world asks for teachers to watch, analyze, reflect and adapt to whatever our contexts ask us to.

Krashen also proposed that in order for learning to occur, learners must be conscious and supervise their process and performance; this through focusing on the rules underlying the language. This is why he proposed the Natural Order Hypothesis where he explained how there is an obvious natural order of language

to learn: we first identify a verb in its simpler form (infinitives) and then with time learn its present conjugations, the simple past form, or the past participle: overtime, this gives complexity to the language. Though the group of young learners in this particular group have not yet developed their higher order cognitive skills, they can somehow be self-reflective about acquiring language and improve accordingly so they achieve the goals of the lessons even when they are challenging.

Also proposed by Krashen, comprehensible input ( $i + 1$ ) discusses how input (language exposition to language) determines how language learners internalize it and use it effectively. "...speaking fluency cannot be taught directly. Rather, it "emerges" over time, on its own. The best way, and perhaps the only way, to teach speaking, according to this view, is simply to provide comprehensible input." (Krashen, 2009) That may be why there is "a silent period" because through the natural process, a learner first hears and internalizes the language before actually producing utterances.

If a class is taught for a short time, especially lower levels, it may not be possible to see the changes and may just witness a silent period where learners are not producing as they should, and they are found exposed to a higher level of the language

In this specific group, learners are level 1, which presents the teacher with lower skills; though there may be students who have more skills and further previous exposure to the language, lower levels ask teachers to have more patience and understand that input takes more time to be digested in order to be productive in the classroom.

While there are internal factors that affect the acquisition process, there are others which are affected by the environment. In this context and the three affective filter hypotheses, this is how this theory applies to the teaching:

- Motivation – learners' motivation is generally none. But by giving them enough attractive topics or vocabulary they get to see the language as something they can stand to do. This is extrinsic.
- Self – confidence – They still do not have a fully developed personality or even confidence, but over time, making their affective filters lower becomes more natural and easier.
- Anxiety – A silent barrier that may be hard to understand at first, but that could be breached by making learners feel safer around the class environment.

The affective filter should be low for learners to perform better in language learning. When the affective filter is high, it blocks the flow of comprehensible input, which cannot become intake, nor produce output. It is the teacher's duty to keep the affective filter down and enter this area of confidence where learners can perceive as much intake as possible.

Michael Long, psycholinguist, said that the most important thing in communication is "negotiation of meaning"; it refers to the line where a NS and NNS reach an understanding and communicate effectively. Through modifications of language such as: confirmation checks, reformulations and recast, language users can convey meaning and learn information breakdown issues they face in real life.

In lower-level and teenage lessons, it is hard to provide with interaction moments because they tend to be modified into chatting moments where the language does not become the focus.

The output hypothesis proposed by Merrill Swain says that when a speaker is "pushed" to produce language while interacting, he becomes more aware of the language he is using and how to use it appropriately to convey meaning. Giving space in class for learners to interact in the target language gives them a broader perspective of their skills and what needs to be improved as long as they receive feedback.

The Socio-Cultural Theory of Mind (SCT – Mind) proposes how we are able to use higher mental functions thanks to the interaction with our environment via tangible or intangible tools (artifacts). Higher mental activities are those that require more complicated brain processes to be performed; this includes: problem solving, abstract thinking, pay attention, understand complex ideas, among many others.

According to Vygotsky's studies, the help of a teacher in the learning process is determining into whether the learning or skill will be internalized or not. This is called the ZPD (Zone of Proximal Development) that determines what a learner can do on his own, with little or full guidance.

When we teach a class, we must consider what learners are looking for, what the goal of the lesson is, how language should be learnt and how it is adequate to the way students learn. Meaning negotiation is also a very important skill during classes because it is real life interaction that represents the clearest example of it.

As mentioned before, most teachers' teaching style is form oriented. This gives them a chance to be more objective when evaluating young learners but through recent communicative theories it has been learnt that it is not what is THE MOST important. Teachers should work on providing more communicative moments for learners so they can be fluent and negotiate meaning with each other.

As English is evaluated through standardized tests, teachers have shaped this opinion of language having to be accurate and well structured, but language is also used in real life, so there should be actual opportunities of use of the language in the classroom.

In the classroom, teachers should set class routines and rules with groups they have had for more than one level. It is known through practice that changing teachers in very short spans of times is very challenging because everyone in the dynamic gets used to a way of working. It is hard to understand each other and understand what is wanted from both sides. Teacher should be somehow strict in order to get results and expect engagement and compromise from students.

It is important to demand respect from learners but let them express their ideas and have them interact to feel a relaxed environment in the class. This aids to following classes so they can be more focused and show some progress later. This makes teacher an authority, something that is very necessary with younger learners.

In the classroom teachers are expected to follow the program but of course they can adapt activities and the book in order to achieve the class and partial objectives targeted to their kind of students. Live classes are a great opportunity to demand use of English and engagement and they work in pairs and small groups. This gives the teacher the leader and monitor role, while learners are team players and reflectors on their learning.

Learners also sometimes take on the role of decision makers because they are free to express when an activity is too boring or too hard, and the tasks or dynamic is adapted to still achieve the goal but listen to their needs and interests.

Having technological skills provides teachers with enough perspective to identify real tech problems or invented situations by students. The teacher is sometimes a motivator too, because it is important to remind students of the benefits of the

language in their lives. They tend to forget that this could help them in the future for whatever purpose, personal or professional.

Teachers are evaluators because they monitor students' performance all the time; they must consider their interest, level of engagement, way of expressing ideas, respect of the class and how hard they try to get to the level they are required. Teachers are never the same in the class, and that is one of the best things about this job: that no day is ever the same.

Every lesson regarding any skill (receptive or productive) follows a top – down methodology. All the activities take advantage of the previous knowledge learners have so they can go from meaning to a specific language focus. All skills have a pre – task, while – task and post – task stages that ensure the scaffolding of the class and content and providing learners with an opportunity to practice cognitive and metacognitive strategies.

## **Chapter 2: Methodology and practice.**

### **2.1 A practical and useful lesson plan.**

This course is taught at a private high school under the BGC (Bachillerato General por Competencias) system. This is a level 1 group, teenagers in first semester that are coming from secondary school and adapting to the rules and dynamic of the higher education. It is a moderate size group that allows interaction when well directed.

As mentioned in previous documents, the textbook used at the high school intervened provides several tools that help language learners develop their cultural and language awareness along with the 4 skills of the language in their context. The material used for the set of lesson plans is UNLOCK Combined Skills (for UVM) 1a Student's Book. This textbook is for 1st semester high school students. It is distributed by Cambridge University Press and was written by Sabina Ostrowska and N. M. White. Related to the CEFR chart, this book has an ending level of A1. (White & Ostrowska, 2015). In this course learners are expected to learn and use the basic features of language while, at the same time, develop their language skills.

Given the fact that the students in this level (1<sup>st</sup> semester) are “new” teenagers and belong to a different generation, they differ greatly from already documented learning styles: they have developed different needs, and their levels of cognitive vary from each person, that is the reason their development should be treated differently, and carefully taken care of in order to achieve the goals of the learning activities performed in class.

The lessons and reflections regarding this specific target student profile are to be profiled in order to achieve the goals set.

The unit selected for the task is “Unit 2. Lifestyle”. Each unit of this book covers 2 sections: Reading & Writing and Listening & Speaking. The book addresses a shared topic but provides learners with a variety of contents and features of the language in both skill groups. Each lesson is connected to a specific science field, in this unit: sociology, anthropology and management.

### **2.2 Designing of necessary tools to assess/test the progress of students.**

## Lesson 1.

### Name: Unit 2: "Lifestyles" – Lesson 1

Objective:

By the end of this session, students will be able to identify and discuss differences between their own culture and the Bedouin by watching a video about the culture.

Linguistic Topic: Adjectives

Listening - speaking					
Step of the lesson - time	T activities	Strategies and roles	Materials	Skill and objective	Assessment
<p>Activating previous knowledge.</p> <p>Unlock your knowledge.</p> <p>7 minutes</p>	<p>T activates schema from learners when they answer questions about lifestyle and the roles of technology in their lives vs another culture.</p>	<p>Formal schema activation (hobbies, daily activities, use of technology)</p> <p>Teacher's role: guide, manager</p>	<p>Unlock p. 48 – 49</p> <p>Board and markers</p>	<p>Speaking</p> <p>Learners will be able to reflect on their lifestyles</p>	<p>Ongoing assessment :</p> <p>Oral responses from learners.</p> <p>Participation checklist.</p>
<p>Learning about the objectives</p> <p>3 minutes</p>	<p>T has learners read the objectives of the unit and the objective of the lesson. T connects the objectives to the material that will be used</p>	<p>Language awareness. objective</p> <p>Teacher's role: guide</p>	<p>Unlock p. 48</p> <p>Board and markers</p>	<p>Students will be able to give purpose to the activities done in class</p>	<p>Ongoing assessment :</p> <p>Oral responses from learners.</p>
<p>Understanding key vocabulary</p> <p>10 minutes</p>	<p>T explains what the "Bedouin" are and as a whole class, ss discuss vocabulary words relevant to understand a video.</p> <p>T asks learners to reflect on their own culture and discuss what in their lives they consider: "difficult", "easy", "important", what makes them "happy", "safe" places in their country, and "traditional" lifestyles.</p>	<p>Linguistic schema analysis (adjective words)</p> <p>Teacher's role: monitor / guide</p>	<p>Unlock p. 50.</p> <p>Computer, projector, photo of the Bedouin culture.</p>	<p>Speaking</p> <p>Learners will be able to identify what adjectives</p> <p>Students will be able to talk about their own context</p>	<p>Ongoing assessment :</p> <p>Oral use of the same vocabulary words in other phrases.</p>

	<p>Teacher emphasizes on the adjectives, how they are used and their function.</p> <p>If time allows, T can have learners write full sentences placing the adjective correctly in the sentences.</p>				
<p>Using your knowledge to predict content.</p> <p>5 minutes</p>	<p>Learners look at the photos about the video and discuss the questions to predict what they will watch.</p> <p>T can write words ss brainstorm to have a guide to produce later as visual help</p>	<p>This works as a tool for predicting information.</p> <p>Teacher's role: guide / monitor</p>	<p>Unlock p. 51 – 52.</p> <p>Board, markers.</p>	<p>Speaking</p> <p>Learners will be able to describe photos related to a lifestyle</p>	<p>Ongoing assessment : Oral production</p>
<p>Understanding main ideas</p> <p>10 mins</p>	<p>Learners watch the video and complete the exercise about the main ideas exposed.</p>	<p>This activity aids listening comprehension with a controlled exercise that develops learners' confidence.</p> <p>Teacher's role: monitor</p>	<p>Unlock p. 52.</p> <p>Video: <a href="https://drive.google.com/file/d/1n3CKhc8-jx2qVVAiORsVN0Gleqo4kXMp/view?usp=sharing">https://drive.google.com/file/d/1n3CKhc8-jx2qVVAiORsVN0Gleqo4kXMp/view?usp=sharing</a></p>	<p>Listening for the principal idea</p> <p>Learners will be able to identify the main ideas about a video.</p>	<p>Book progress for the portfolio on the ongoing evaluation</p> <p>Formative evaluation</p>
<p>Understanding detail</p> <p>10 mins</p>	<p>Learners watch the video again and complete the true / false exercise.</p>	<p>This activity aids listening comprehension with a less controlled exercise about explicit and nonexplicit information in the video.</p> <p>Teacher's role: monitor</p>	<p>Unlock p. 52.</p> <p>Video: <a href="https://drive.google.com/file/d/1n3CKhc8-jx2qVVAiORsVN0Gleqo4kXMp/view?usp=sharing">https://drive.google.com/file/d/1n3CKhc8-jx2qVVAiORsVN0Gleqo4kXMp/view?</a></p>	<p>Listening for detail</p> <p>Learners will be able to classify true and false information when</p>	<p>Book progress for the portfolio on the ongoing evaluation</p> <p>Formative evaluation</p>



			usp=sharing	listening for detail	
Discussion 6 mins	Learners discuss questions related to what they saw in the video, their impressions and contrast their lifestyles with the one learnt.	Topic appropriation.  Teacher's role: moderator / involver	Unlock p. 51.  Board, markers	Speaking, listening  about their own lives  For learners to orally discuss how they have a different lifestyle from others	Ongoing assessment : Oral production

In lesson 1, the context to discuss lifestyles is displayed and discussed between teacher and students: this is part of the cultural awareness, because learners are asked to think about their own habits and how they may be different from other students in other cultures: Do you have a computer or laptop? Do you study with your friends? Do you use the internet all the time? Do you have a busy lifestyle? Even if the book does not include the questions, the teacher should be able to motivate and encourage oral production (basic because it is an A1 level).

In this lesson, students watch a video about the “Bedouin”, an ancient Egyptian culture that is very different from our context. The book does not provide big visuals but the teacher could show a photo to illustrate the culture: <https://talkinarabic.com/bedouin-arabic/>

Taking a moment to reflect on the objectives of a class, gives all participants a broad perspective of what is expected from them, and gives purpose to the interactions.

The video provides several tools for teacher and students to engage in discussion and reflection. These tools are not explicit in the book exercises, but the teacher could invite learners to think about questions like this: Do we make medicines from

plants? What medicines do you use? Is your country hot like the desert? Are there camels in your country? How do you transport things? This activity is part of the concept of skills of interpreting and relating in the intercultural competences' framework developed by Byram: "This skill can be distinguished from the skills of discovery and interaction in that it need not involve interaction with an interlocutor, but may be confined to work with documents" (Byram, 1997) We learn about other cultures, but how does it relate to me? Am I different from others? How so? This is a kind of reflection that teachers should foster on learners.

The last task, "discussion" only includes 2 questions: are traditional lifestyles important? And, Would you like to live in a modern or a traditional lifestyle? They require learners to answer with yes or no, but they open the path for discussion.

Possible problems and solutions: Learners may struggle with oral production with open questions. When faced with this problem, provide them with questions that include 2 options to give learners confidence and start. Producing.

Evaluation in this lesson occurs in a formative way: through the exercises of multiple choice and true / false. They do not constitute a test; they are exercises that learners are familiar with and that are later replicated when they present their ordinary evaluations. Their scoring is objective and evaluates listening competency, by analyzing information heard and information that is not necessarily explicit.

## Lesson 2.

Name: Unit 2: "Lifestyles" – Lesson 2	
Objective: By the end of this session, students will be able to summarize, interpret attitude and discuss information by listening to 3 conversations.	
Linguistic Topic: Simple present	

Listening - writing					
Step of the lesson - time	T activities	Strategies and roles	Materials	Skill and objective	Assessment
Understanding key vocabulary  7 mins	T activates schema from learners when they answer questions about their lifestyle and the proposed vocabulary.	Formal schema activation.  Teacher's role: guide, manager	Unlock p. 52.	Speaking  Learners will be able to activate their previous knowledge by describing their own lifestyles.	Ongoing assessment: Oral production.  Book progress for the portfolio on

	Learners ask each other the 4 questions and reflect on how the activities are healthy or unhealthy.				the ongoing evaluation  Formative evaluation
Question intonation  7 mins	T discusses intonation with learners.  Learners drill sentences and questions and later create their own sentences using the correct intonation	Question awareness.  intonation  Teacher's role: guide	Unlock p. 52  Audio 1: <a href="https://drive.google.com/file/d/1zB9ULMzHzKT0VA7aku5sIE8wXHrEKnqE/view?usp=sharing">https://drive.google.com/file/d/1zB9ULMzHzKT0VA7aku5sIE8wXHrEKnqE/view?usp=sharing</a>  Audio 2: <a href="https://drive.google.com/file/d/1Z520ub8mSxtT4jf7ALke-Amr1nSTvLkI/view?usp=sharing">https://drive.google.com/file/d/1Z520ub8mSxtT4jf7ALke-Amr1nSTvLkI/view?usp=sharing</a>	Speaking, Listening  Learners will be able to identify and practice differences in intonation from questions and statements by repeating and creating their own sentences.	Ongoing assessment: Oral practice from learners.  Book progress for the portfolio on the ongoing evaluation  Formative evaluation
Listening for main ideas  15 mins	T focuses on the skill to practice and has learners identify the main ideas in the 3 conversations.  Learners identify the speakers, place and topic of the conversation	Listening comprehension with a controlled exercise  Teacher's role: monitor / guide	Unlock p. 53.  Audio: <a href="https://drive.google.com/file/d/1_aCwjmdbdhBYC4zMv7MAREJ8PFVen--8/view?usp=sharing">https://drive.google.com/file/d/1_aCwjmdbdhBYC4zMv7MAREJ8PFVen--8/view?usp=sharing</a>	Listening, Speaking  Learners will be able to categorize places, people and topics by listening to the general idea of an audio  Learners will be able to justify their responses.	Book progress for the portfolio on the ongoing evaluation  Formative evaluation  Ongoing assessment: Oral production

Listening for detail 15 mins	<p>T focuses on details of the conversations, with a less controlled exercise with open questions.</p> <p>Learners compare their answers in small groups.</p> <p>T monitors closely and helps learners convey meaning and use adequate words to express their answers.</p> <p>T should encourage correct word order in complete sentences.</p>	<p>Listening comprehension.</p> <p>Teacher's role: monitor / guide</p>	<p>Unlock p. 53.</p> <p>Audio: <a href="https://drive.google.com/file/d/1_aCwjmdbdhBYC4zMv7MAreJ8PFVen--8/view?usp=sharing">https://drive.google.com/file/d/1_aCwjmdbdhBYC4zMv7MAreJ8PFVen--8/view?usp=sharing</a></p>	<p>Listening, writing</p> <p>Learners will be able to paraphrase information in the audio into written sentences.</p>	<p>Book progress for the portfolio on the ongoing evaluation</p> <p>Written simple present sentences</p>
Discussion 6 mins	<p>Learners discuss questions related to personal information regarding their own lives in pairs or groups.</p>	<p>Topic appropriation.</p> <p>Teacher's role: moderator / involver</p>	<p>Unlock p. 54</p>	<p>Speaking</p> <p>Learners will be able to articulate complete ideas regarding their lifestyles</p>	<p>Formative and ongoing evaluation: Self-evaluation</p>

In lesson 2, the focus is on listening and speaking skills. In this class learners practice their listening skills while they are aware of how the skills can help them in their daily life. Identifying the speakers, the location of the conversation and the purpose of the talk. These conversations are about cultural aspects of life: exercise, school life and lifestyles.

In the first activity, learners reflect on their habits and compare them with their immediate context: their classmates. There is an interesting element in the questions: Do you eat a lot of coffee and chocolate biscuits? The book used in the classes was written and revised by a British publishing house: Cambridge Press, and in England, chocolate biscuits are a popular snack. Learners will not be familiar with the concept unless they have a friend or neighbor who is foreign, or someone who is very interested in the British culture. This is an excellent example of the *savoirs* of Byram's Model of Intercultural Competence: knowledge of British products and practices (drinking coffee with chocolate cookies). And of course, this demands

preparation from the teacher, because if he has never been to England, or interacted with a British, this concept will be new to him as well.

In this lesson, we can identify a very important aspect of the communicative competences, learners are expected to develop, verbal communication. Tone is key when we interpret messages and using the correct intonation with the utterances used in the lesson plan, which are questions, we understand that the other person is demanding information from us. Take one of the examples in the book: Are you from New York? A yes / no question that should have risen intonation. If we read it as an affirmation, are you from New York, a learner struggling with the tenses or not familiar with any words in English cannot respond because they may think they are not asked anything. "Intonation does in fact have both a linguistic and a paralinguistic dimension. The linguistic dimension concerns the message itself: how many pieces of information there are; what information is new; whether the message is complete or incomplete; whether the speaker is telling you something or asking you, or whether the speaker is turning to a new topic or finishing off an old one. The paralinguistic dimension concerns the messenger rather than the message: the speaker's state of mind, their degree of politeness and their effort to associate or dissociate from you." (Tench, 2015) Culture awareness is key when we interact with others, because we make sense of what is asked from us.

In the discussion to wrap up the lesson, there is a question for reflection: Do you go to lectures? This is a similar scenario to the one about the chocolate biscuits. Schools in Mexico are different from those in the UK or the USA, and high school students are not familiar with the concept of lectures. This allows learners to *discenter*, to view things differently from how they usually do it.

Possible problems and solutions: There may be issues with the audio, have the script of the audio ready to read it in case the speakers don't work.

Evaluation in this lesson also occurs in a formative way: through the exercises of multiple-choice A, B, C and open questions. Their scoring is objective and evaluates listening competency, by analyzing information heard and information that is not necessarily explicit. In day-to-day practice, we evaluate students informally, they are not aware of their process. For this lesson, I will provide learners with the following self-evaluation chart:

Tick the sentence if you can do the activity mentioned.

I can identify the place a conversation is taking place from the context	
I can identify the relationship between people in a conversation	
I can identify questions from statements with the intonation	

These CAN DO evaluations gives learners the perspective to reflect on what they were doing, and how they are interacting with the language and the skills being developed.

Kuhlman’s proposal of evidence collection applies regarding classroom measures, where every activity done in class is observed and recorded as participation and progress that will aid the final portfolio presented by learners.

### Lesson 3.

Name: Unit 2: “Lifestyles” – Lesson 3	
Objective: By the end of this session, students will be able to express written and oral ideas in the simple present about their own lifestyles through speaking and written sentences.	
Linguistic Topic: Simple present, prepositions, days of the week.	

Speaking - writing					
Step of the lesson - time	T activities	Strategies and roles	Materials	Skill and objective	Assessment
Activating schemata  3 mins	T activates schema from learners when they reflect on the topics discussed in previous lessons and differences with other people and cultures.	Formal schema activation.  Teacher’s role: guide, manager	Unlock p. 54	Speaking  Learners will be able to recall previously learned information by expressing their thoughts out	Ongoing assessment: Oral responses from learners.

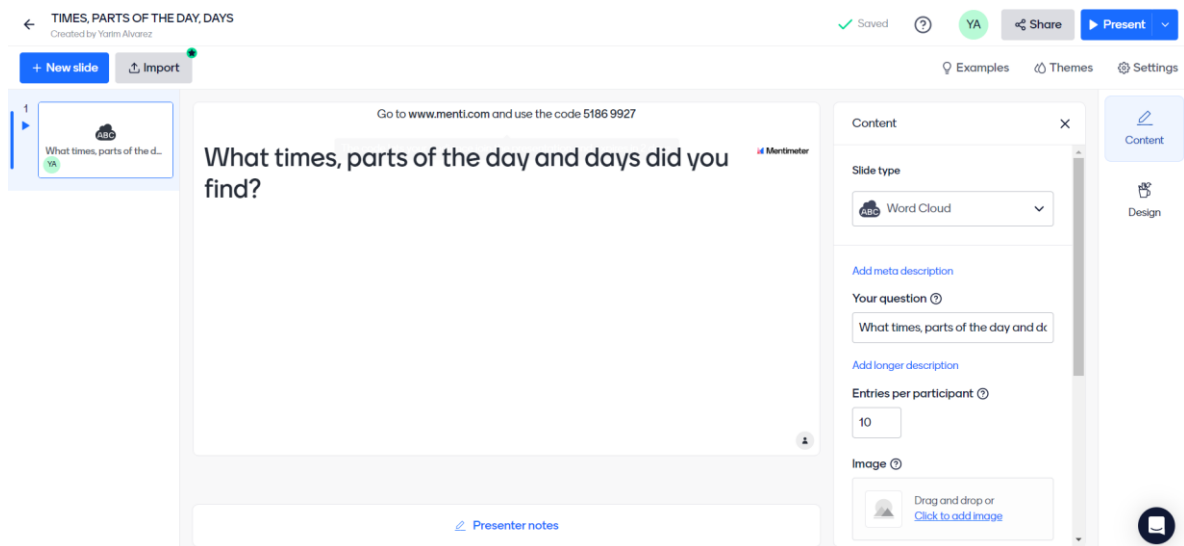
				loud as a whole class	
Grammar presentation  Language development  18 mins	T has learners identify, listen to and repeat the days of the week.  Learners identify time expressions from different phrases.  T explains the differences and uses of IN / ON / AT / EVERY	Language use and rules.  Teacher's role: guide, informer, resource	Unlock p. 54 – 55.  Audio: <a href="https://drive.google.com/file/d/1x-1sNOJPKKVQGoUoXfUTpitdfzUIF_p/view?usp=sharing">https://drive.google.com/file/d/1x-1sNOJPKKVQGoUoXfUTpitdfzUIF_p/view?usp=sharing</a>	Speaking  Learners will be able to identify and use vocabulary orally by repeating, using and classifying vocabulary words.	Ongoing assessment: Oral responses  Book progress for the portfolio on the ongoing evaluation.  Formative evaluation
Grammar presentation  Language development  25 mins	T extracts simple present rules from the text and focuses on the 7 verbs to practice in exercises 7 – 10.	Language use and rules.  Teacher's role: guide, informer, resource	Unlock p. 55 – 56.  Board, markers, images	Writing, speaking  Learners will be able to apply present simple in sentences created by them by writing real sentences about their daily routines.  Learners will be able to orally express their written ideas and respond to each other's interventions	Book progress for the portfolio on the ongoing evaluation.  Formative evaluation
Discussion  4 mins	Learners share sentences they created about their partners.	Topic appropriation.  Teacher's role: moderator / involver	Unlock p. 56.	Speaking  Learners will be able to share and compare ideas about their lifestyles by reading and correcting each other sentences	Ongoing assessment: Oral production  Self-evaluation  Formative evaluation

In lesson 3, the goal is to engage on the linguistic competences, that is grammatical knowledge that allows learners to construct ideas in the target language. Though not necessarily communicatively, of course separating both is hard, because they complement each other. Linguistic competences are achieved with the help of communicative competences.

The first activity of the lesson is about the days of the week. The days of the week are the same all around the world, but they are called differently. Teachers can confirm that learners identify the days with concept checking questions, such as: What day is today? What day is tomorrow? Do we come to school on Saturdays? What time do you wake up on Mondays? What time do you wake up on Sundays?

For these grammar presentations, teachers must use as many resources as possible to convey meaning. Realia, color coding, drawings.

For the second part of the lesson where learners must identify times of the day in presented sentences, technology is integrated to share class' findings. Teenagers use phones for interaction, and this gives them a chance to use it in class.



In this mentimeter presentation, learners create a group word cloud to share the hours, parts of the day and days. This will help teacher present the following grammar point. The most popular words grow bigger.



The teacher then explains the differences between IN, ON, AT, and using the words collected in the mentimeter, classifies them to fit the corresponding preposition.

This lesson 3, gives learners a chance to get to know their classmates on their daily routines and to reflect on their own. The text about the French student Eloise, is a tool that the teacher can use to present basic differences between nationalities and the routines students have around the world. The *savoir être* in Byram's model explains how curiosity helps in understanding others. This activity is a CLOZE activity, that is replicated in formal evaluations: students complete their ideas with words in blank spaces. This is a summative evaluation.

Possible problems and solutions: Learners may not get simple present at first but have an extra exercise ready in case there needs to be more practice to get it. (See extra activities for the proposed one).

#### Lesson 4.

Name: Unit 2: "Lifestyles" – Lesson 3					
Objective:					
By the end of this session, students will be able to compare and evaluate their lifestyles with other as reference by writing a paragraph.					
By the end of this sessions, students will be able to evaluate each other's text by using a checklist for grading.					
Linguistic Topic: Simple present, adjectives, prepositions, days of the week.					

Reading - writing					
Step of the lesson - time	T activities	Strategies and roles	Materials	Skill and objective	Assessment
Scanning  7 mins	T introduces the topic of the lesson while asking learners what kind of text they see in their books. - Magazine.  T asks learners to scan the text to find 12 vocabulary words in the text. Then T discusses the words with the class.	Scanning words.  Teacher's role: guide, manager	Unlock p.70 – 71	Reading  Learners will be able to find and classify words in a text by scanning it and making a list.	Ongoing assessment: Oral responses from learners.  Book progress for the portfolio on the ongoing evaluation  Formative evaluation

<p>Understanding key vocabulary</p> <p>7 mins</p>	<p>T has learners find the definitions of the 8 words in groups and later share them with the class.</p> <p>Ss use the words in the sentences in the exercise in the book.</p>	<p>Linguistic schema analysis (adjective words)</p> <p>Teacher's role: monitor / guide</p>	<p>Unlock p. 70.</p>	<p>Reading, speaking</p> <p>Learners will be able to research and evaluate the best meaning of words used in their books.</p> <p>Learners will be able to report their findings and compare them with their classmates</p>	<p>Ongoing assessment: Oral use of the same vocabulary words in other phrases.</p> <p>Book progress for the portfolio on the ongoing evaluation.</p> <p>Formative evaluation</p>
<p>Scanning</p> <p>10 mins</p>	<p>Learners read the text to find specific information about people in the book description.</p>	<p>This activity aids reading comprehension with a controlled exercise that develops learners' confidence</p> <p>Teacher's role: monitor</p>	<p>Unlock p. 71 – 72.</p>	<p>Reading</p> <p>Learners will be able to find specific information in a text by scanning it.</p>	<p>Book progress for the portfolio on the ongoing evaluation</p> <p>Formative evaluation</p>
<p>Discussion</p> <p>10 mins</p>	<p>Learners discuss differences between their lives and the lives being described in the magazine article.</p>	<p>Topic appropriation.</p> <p>Teacher's role: moderator / involver</p>	<p>Unlock p. 18 – 30.</p>	<p>Speaking</p> <p>Learners will be able to contrast their lives to the ones described in the text by talking to each other</p>	<p>Ongoing assessment: Oral production</p>
<p>Writing</p>	<p>Learners will write a paragraph about life in Mexico, contrasting the activities described in the text to the activities they do at home, in their context.</p>	<p>Contrasting one's culture to another ethnic group.</p>	<p>Notebooks</p>	<p>Writing</p> <p>Learners will be able to describe their lifestyle by writing a text using an</p>	<p>Paragraph</p> <p>Formative evaluation</p>

12 mins		Teacher's role: monitor		example from a previously read text an using a checklist guideline.	
Peer evaluation	Learners will revise each other's texts using a rubric provided by the teacher.	Evaluating others Teacher's role: manager	Text checklists Complete paragraphs	Learners will be able evaluate other classmates by following a specific rubric of elements.	Ongoing assessment: Evaluation of each text for portfolio evidence Formative evaluation

In the last lesson of the presented set, there is a text that describes a foreign culture and the traditions they have. During this lesson, the teacher and students develop their critical cultural awareness because they contrast their daily activities to the ones done by a different culture: that is the *savoir s'engager*, disengaging from their ethnocentrism by understanding how a culture lives, and being able to translate the same habits to one's own context. Also, in the last activity learners put in practice the simple present they learnt in lesson 3.

Possible problems and solutions: Learners may not be sure about what to say about their lifestyle and culture. Write a similar paragraph as reference (from a different culture in order not to give them all the information for their own text).

For the last exercise, the writing of the paragraph, the teacher shares the following rubric so they can do a peer evaluation. They will share their text with one another and following the written guidelines they will decide the score of the text. It is important to present students the rubric before they write their paragraph, this gives the evaluation tool validity for its use.

Criteria	Score
The text mentions what men, women and kids usually do.	___ / 3
The text describes houses, food, work and school.	___ / 2
The text uses simple present adequately. Subject – verb – complement.	___ / 3
The text includes vocabulary of adjectives and days of the week.	___ / 2
<b>TOTAL</b>	___ / 10

With these 4 lessons, learners are able to develop intercultural awareness, the four language skills, and language knowledge as a whole; aiding their life skills as well, in order to become better language learners and citizens of the world while being evaluated and prepared to be tested later.

### **2.3 Additional materials and graphics.**

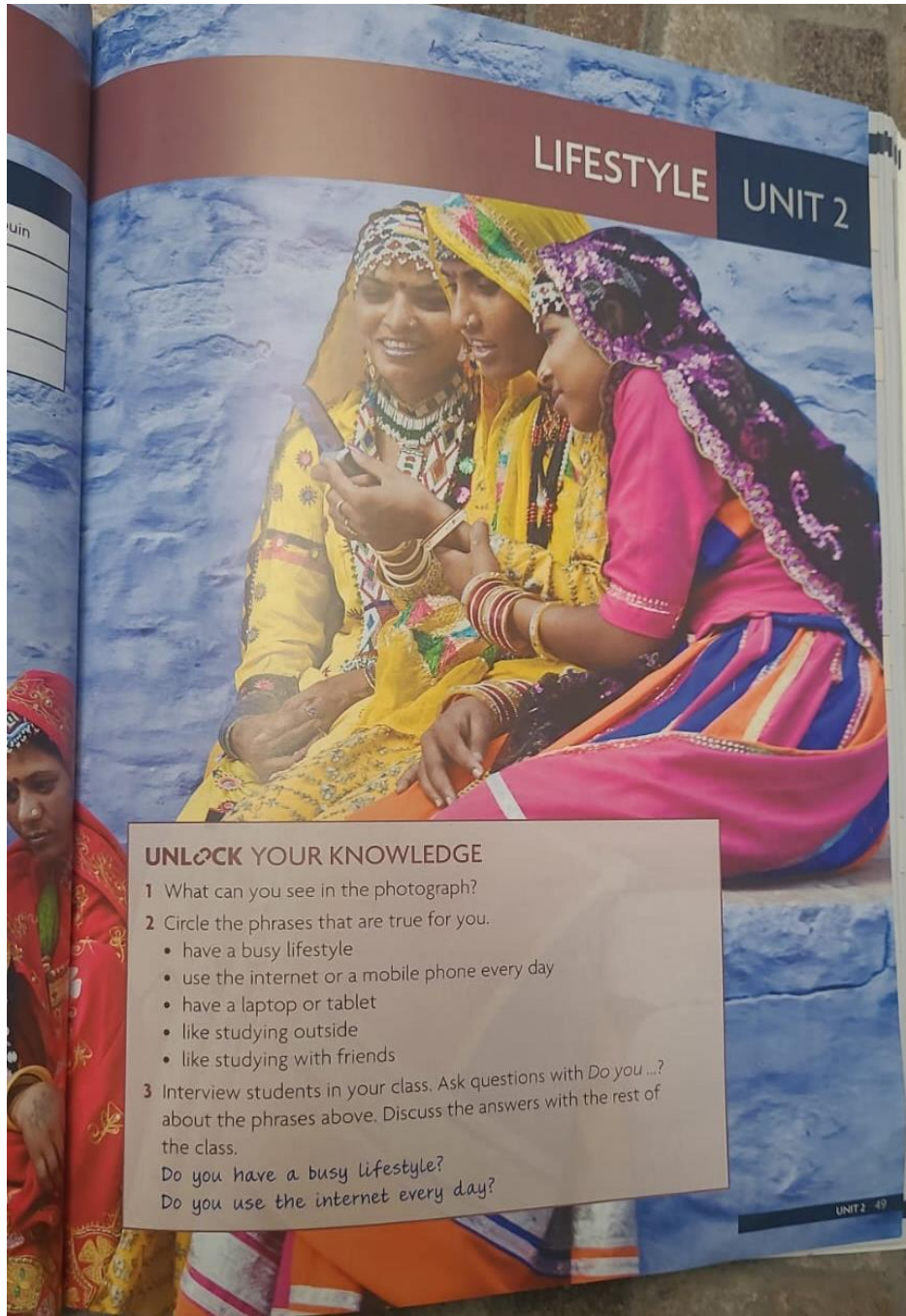
#### **Lesson 1 materials.**

Book pages:

# LISTENING AND SPEAKING

## LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about the Bedouin
Listening skills	Listen for main ideas
Speaking skills	Present simple questions
Speaking task	Interview students for a survey



**UNLOCK YOUR KNOWLEDGE**

- 1 What can you see in the photograph?
- 2 Circle the phrases that are true for you.
  - have a busy lifestyle
  - use the internet or a mobile phone every day
  - have a laptop or tablet
  - like studying outside
  - like studying with friends
- 3 Interview students in your class. Ask questions with *Do you ...?* about the phrases above. Discuss the answers with the rest of the class.

*Do you have a busy lifestyle?*  
*Do you use the internet every day?*

## WATCH AND LISTEN

Discovery  
REACTIVES



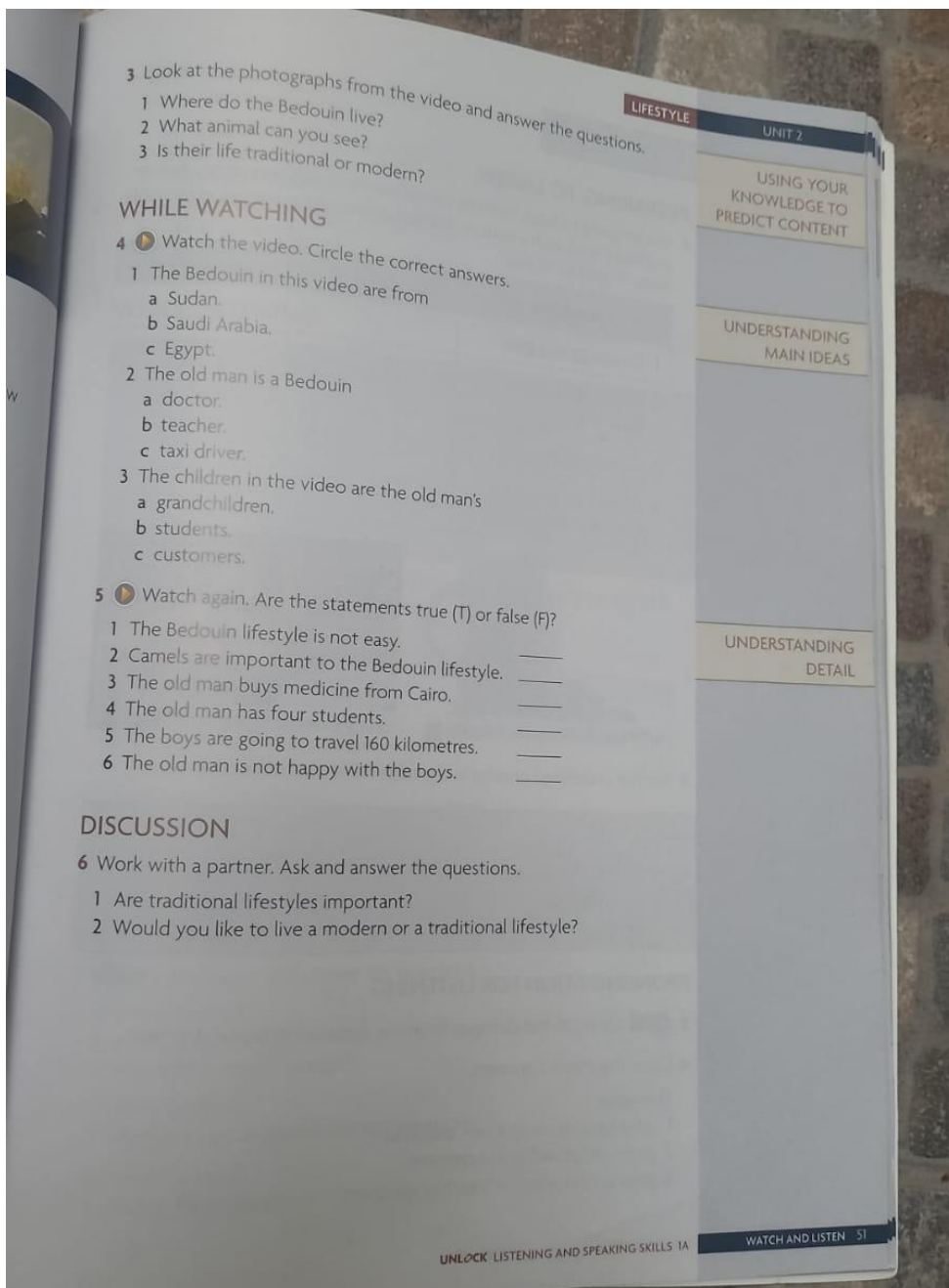
### PREPARING TO WATCH

#### UNDERSTANDING KEY VOCABULARY

- 1 You are going to watch a video about the Bedouin. Before you watch, match an adjective from the box to the correct group of phrases below (1-6). Use each adjective only once.

difficult easy happy important safe traditional

- |  |  |
|--|--|
| <p>1 _____</p> <ul style="list-style-type: none"> <li>• have a [...] lifestyle</li> <li>• take [...] medicine</li> <li>• 'Would you like to try some [...] Turkish cheese?'</li> </ul> <p>2 _____</p> <ul style="list-style-type: none"> <li>• be [...] to eat</li> <li>• be [...] to cross the road</li> <li>• 'Have a [...] journey!'</li> </ul> <p>3 _____</p> <ul style="list-style-type: none"> <li>• be [...] with somebody/ something</li> <li>• feel [...]</li> <li>• 'I'd be [...] to help you.'</li> </ul> | <p>4 _____</p> <ul style="list-style-type: none"> <li>• have a [...] problem</li> <li>• be [...] to do something</li> <li>• 'Some words are [...] to pronounce.'</li> </ul> <p>5 _____</p> <ul style="list-style-type: none"> <li>• be [...] to do something</li> <li>• be [...] to talk to</li> <li>• 'This exercise is very [...]'</li> </ul> <p>6 _____</p> <ul style="list-style-type: none"> <li>• be an [...] person</li> <li>• go on an [...] journey</li> <li>• 'I have something [...] to tell you.'</li> </ul> |
|--|--|
- 2 Write the adjectives from Exercise 1 in the gaps.
- 1 \_\_\_\_\_ medicine is very popular in China. Many people like it more than modern medicine.
  - 2 This computer's very \_\_\_\_\_ to use. My children use it all the time.
  - 3 My father is a manager at a hospital. He has a very \_\_\_\_\_ job.
  - 4 Is this fish \_\_\_\_\_ to eat?
  - 5 Can you help me? This question is \_\_\_\_\_ to answer.
  - 6 I like my new phone. I'm really \_\_\_\_\_ with it.



Additional materials:

The book does not provide big visuals but the teacher could show a photo either in a print or projector to illustrate the culture: <https://talkinarabic.com/bedouin-arabic/>

**Lesson 2 materials.**



Book pages:

## LISTENING 1

### UNDERSTANDING KEY VOCABULARY

### PREPARING TO LISTEN

1 You are going to listen to three conversations in different places. Before you listen, work with a partner. Ask and answer the questions in the table. Write 'Y' (yes) or 'N' (no).

questions	you	your partner
1 Do you go to a <u>gym</u> ?		
2 Do you do <u>exercise</u> every day?		
3 Do you <u>smoke</u> ?		
4 Do you eat a lot of <u>chocolate biscuits</u> ?		



coffee and chocolate biscuits



doing exercise in a gym

2 Are the underlined phrases in the table healthy or unhealthy?

### Intonation

Intonation is the way our voice goes up and down when we speak.

What's your name? ↘

Jenni-fer. ↘

Are you from New York? ↗

No. ↘ I'm from London. ↘

### PRONUNCIATION FOR LISTENING

3 Listen to the dialogue from the explanation box and repeat.

4 Circle the correct answers.

The voice

1 goes up / down in a *wh*-question.

2 goes up / down in a statement.

3 goes up / down in a 'Yes/No' question.

5 227 Look at 1–6. Will the voice go up or down? Write ↗ or ↘ in the boxes. Then listen and check.

- 1 Can you tell me about the video?
- 2 What's the problem?
- 3 That's a good question.
- 4 Do you need money for the gym?
- 5 I like to be healthy.
- 6 The university has a gym.

## WHILE LISTENING

### Listening for main ideas

If you listen for the main idea(s), you try to understand these questions:

- Where are the speakers? (e.g. a university, a hospital, a hotel)
- Who are the speakers? (e.g. family, friends, teacher and students)
- Why are they speaking? (e.g. They need information, they want help, they want to teach something.)

6 228 Listen to three conversations in different places. Write A, B or C next to the correct answer.

- 1 Which conversation is
  - in a café? \_\_\_\_\_
  - in a lecture? \_\_\_\_\_
  - on the phone? \_\_\_\_\_
- 2 Which conversation is between
  - a lecturer and a student? \_\_\_\_\_
  - a son and his father? \_\_\_\_\_
  - two students in the same class? \_\_\_\_\_
- 3 Which conversation has somebody that wants to ask
  - for information about a video? \_\_\_\_\_
  - somebody for money? \_\_\_\_\_
  - for information about lifestyle? \_\_\_\_\_

7 229 Listen again and answer the questions.

In conversation A,

- 1 where does the son do exercise now?
- 2 why does he need money?

In conversation B,

- 3 which country does the student ask about?

In conversation C,

- 4 what is the video about?

LISTENING FOR  
MAIN IDEAS



LISTENING FOR  
DETAIL

## DISCUSSION

- 8 Work with a partner. Ask and answer the questions.
- 1 Do you live with your parents?
  - 2 Would you like to live on your own?
  - 3 Do you go to lectures?
  - 4 Do students usually ask questions after a lecture?

## LANGUAGE DEVELOPMENT



### DAYS OF THE WEEK

- 1 Listen to the words for days of the week. Write the number of syllables next to the words (2 or 3).

Saturday  Wednesday  Friday  Tuesday   
Sunday  Thursday  Monday

- 2 Which days

- 1 do you go to school/university?
- 2 are the weekend in your country?
- 3 do you have your English class?
- 4 do you spend time with your friends and family?

### TIME EXPRESSIONS

- 3 Read the sentences below. Underline

- the times.
- the parts of the day.
- the days.

- 1 Fahd has breakfast at 6.30 in the morning.
- 2 Chen and Wang watch films every Tuesday evening.
- 3 My sister makes my lunch on Wednesdays.
- 4 I play football with my friends every Saturday.
- 5 Faisal goes home at 3.00 in the afternoon.
- 6 Tania gets up at 6.00 in the morning.
- 7 Abdullah has English class at 7.30 in the evening.
- 8 Fatima has coffee with her friends every day.
- 9 Hakan goes to work at 8.30 in the morning.
- 10 Kerry has dinner at 6.30 in the evening.

Lesson 3 materials.

Book pages:

## DISCUSSION

- 8 Work with a partner. Ask and answer the questions.
- 1 Do you live with your parents?
  - 2 Would you like to live on your own?
  - 3 Do you go to lectures?
  - 4 Do students usually ask questions after a lecture?

## LANGUAGE DEVELOPMENT



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- 10 Kerry has dinner at 6.30 in the evening.

- 4 Look at the sentences in Exercise 3 again. Then write the words from the box in the gaps below.


every in on at

- 1 every + noun (e.g. day, Saturday, Tuesday evening)
- 2 \_\_\_\_\_ the morning / the afternoon / the evening
- 3 \_\_\_\_\_ + clock time (e.g. 7.30)
- 4 \_\_\_\_\_ + day of the week (e.g. Tuesday)

- 5 Read this text about a student. Write *in*, *on* or *at* in the gaps.

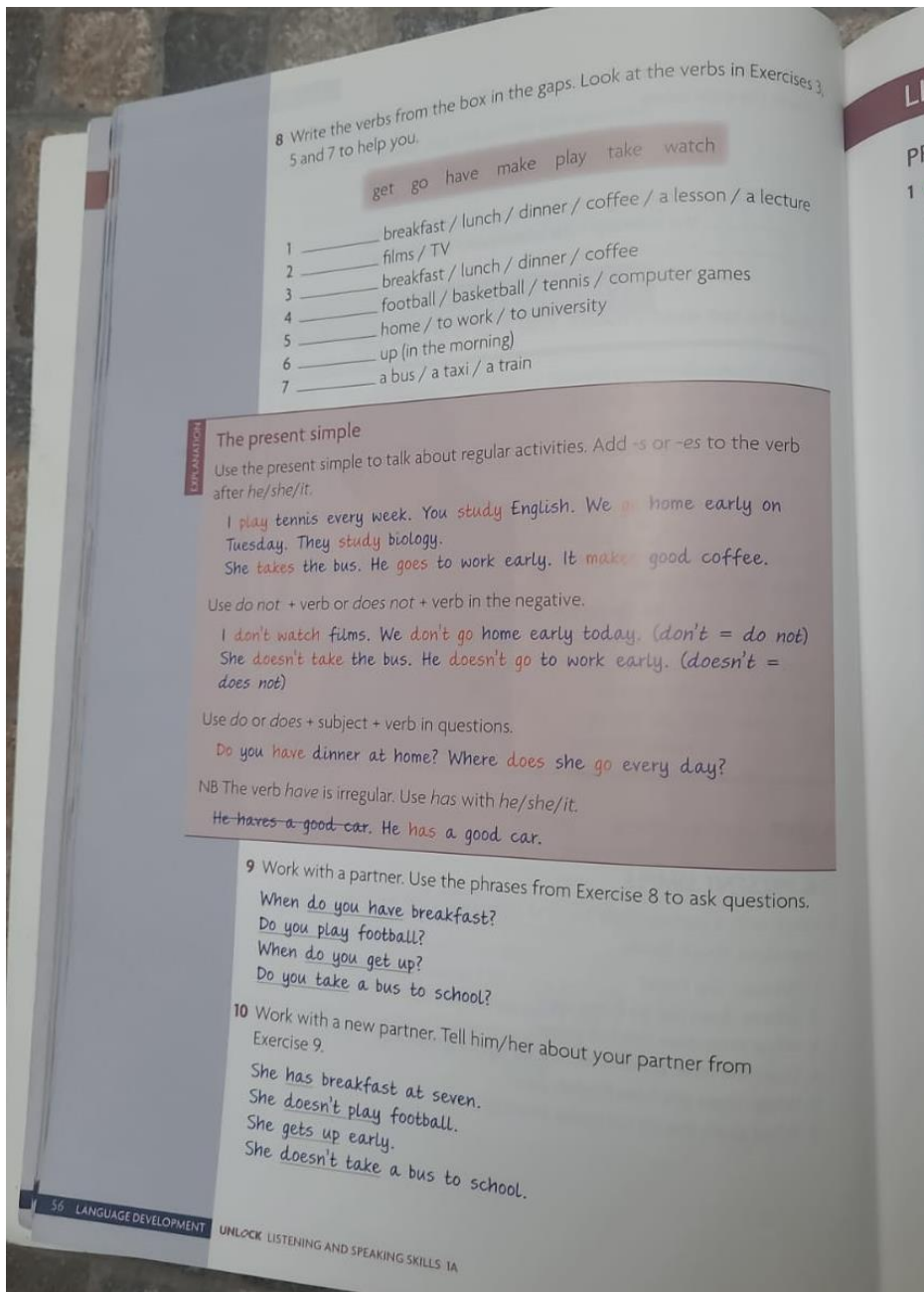
This is Élodie. She's from France. She takes the bus to university every day. The bus comes <sup>(1)</sup> \_\_\_\_\_ 7.30. Élodie arrives <sup>(2)</sup> \_\_\_\_\_ 8.30. She has a biology lecture <sup>(3)</sup> \_\_\_\_\_ nine <sup>(4)</sup> \_\_\_\_\_ Tuesday and Thursday. She has lunch with her friends <sup>(5)</sup> \_\_\_\_\_ 12.30. Elodie has an English class <sup>(6)</sup> \_\_\_\_\_ three o'clock <sup>(7)</sup> \_\_\_\_\_ the afternoon. She goes to the cinema with her family <sup>(8)</sup> \_\_\_\_\_ Friday evening.



- 6  2.5 Listen and check.

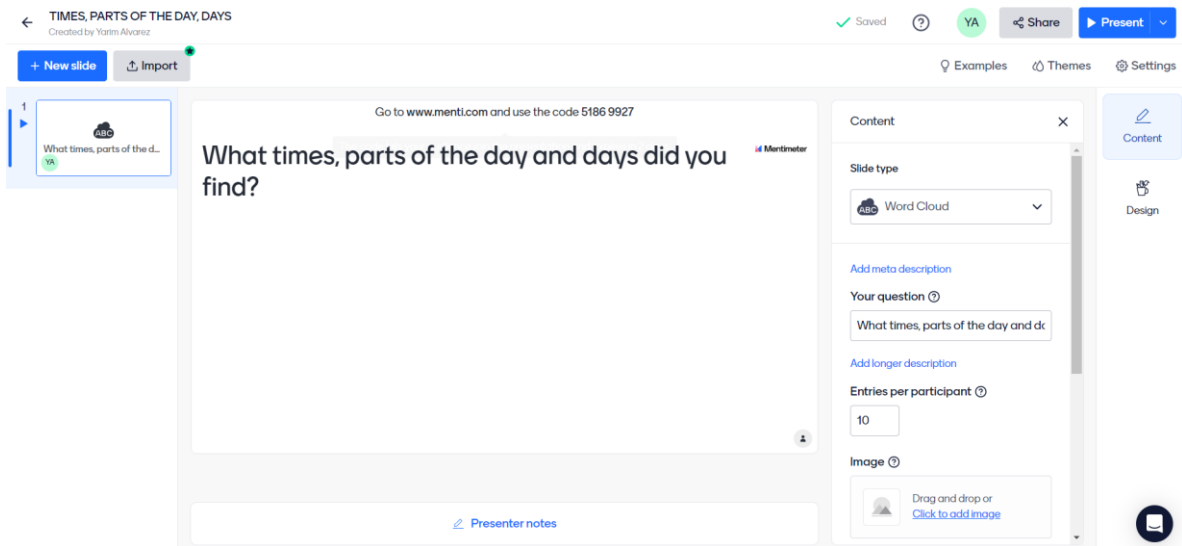
### THE PRESENT SIMPLE

- 7 Work with a partner. Take turns to close your book and answer the questions about Élodie.
- 1 Where's she from?
  - 2 Where does she go every day?
  - 3 What time does the bus come?
  - 4 Does she have a maths lecture on Tuesday morning?
  - 5 When does she have English class?
  - 6 What does she do on Friday evening?



Additional materials:

Teacher can use a mentimeter presentation learners to create a group word cloud to share the hours, parts of the day and days in exercise 3, p.54.



If learners have a hard time conjugating verbs in simple present for the third person singular, teacher can provide this extra exercise as well:

Circle all the 3rd person verbs in present		
Plays	Traveled	Go
Want	Listens	Draws
Cooks	Talking	Visit
Eat	Drinks	Goes



## Lesson 4 materials.

**READING 1**

**PREPARING TO READ**

**1** Which things in the box can you see in the text and the photographs? Circle the words. Use a dictionary to help you.

a writer a hunter a jungle a car a tree house  
a TV a website a price a book cover  
the name of a newspaper a watch a village

**2** Read sentences (1–8) below and write the words from the box in the gaps.

different traditional imagine hunt  
amazing lifestyle jungle cook

1 I like reading books, not watching movies. I like to \_\_\_\_\_  
how the people look in the story.

2 I want to \_\_\_\_\_ rice for lunch.

3 Pizza is a \_\_\_\_\_ meal in Italy.

4 My \_\_\_\_\_ is not very healthy. I eat too much chocolate.

5 His daughters are very \_\_\_\_\_, Hande is tall but Adile is small.

6 They have guns. In autumn, they \_\_\_\_\_ animals in the forest.

7 The Amazon is a big \_\_\_\_\_ in South America.

8 I love this book! The story is \_\_\_\_\_!

70 READING 1 UNLOCK READING AND WRITING SKILLS 1A

**'This book shows you a different lifestyle.'** *Daily Press*

## Can you imagine your life with no mobile phones or TV? With no cars or supermarkets? Can you imagine life in a tree house?

In her book, *A Life in the Trees*, journalist Rebecca Moore travels 15,000 km from London to Papua New Guinea. In Papua New Guinea, Rebecca meets the Kombai people. She tells the story of their traditional lifestyle.

Moore lived with the Kombai women and children for three months. Kombai life is very different. They have no watches and no cars. The Kombai get up every morning at sunrise.

Kombai men hunt in the jungle. They can hunt in the jungle for 12 hours. They bring meat to the village. The Kombai also eat cucumbers, mushrooms and green bananas. The women cook. There is no school for the children. Parents teach their children the traditional lifestyle of their people.

The most important part of Kombai life is building their amazing tree houses. The men, women and children all help to build a tree house. Each house is 20 m high. The stories of the Kombai people are amazing.



Rebecca Moore

**'Buy this book!'**  
Jeffrey Rost,  
*Lifestyle*

**'It has amazing photographs on every page.'**  
Simon Higgins,  
*New Look*

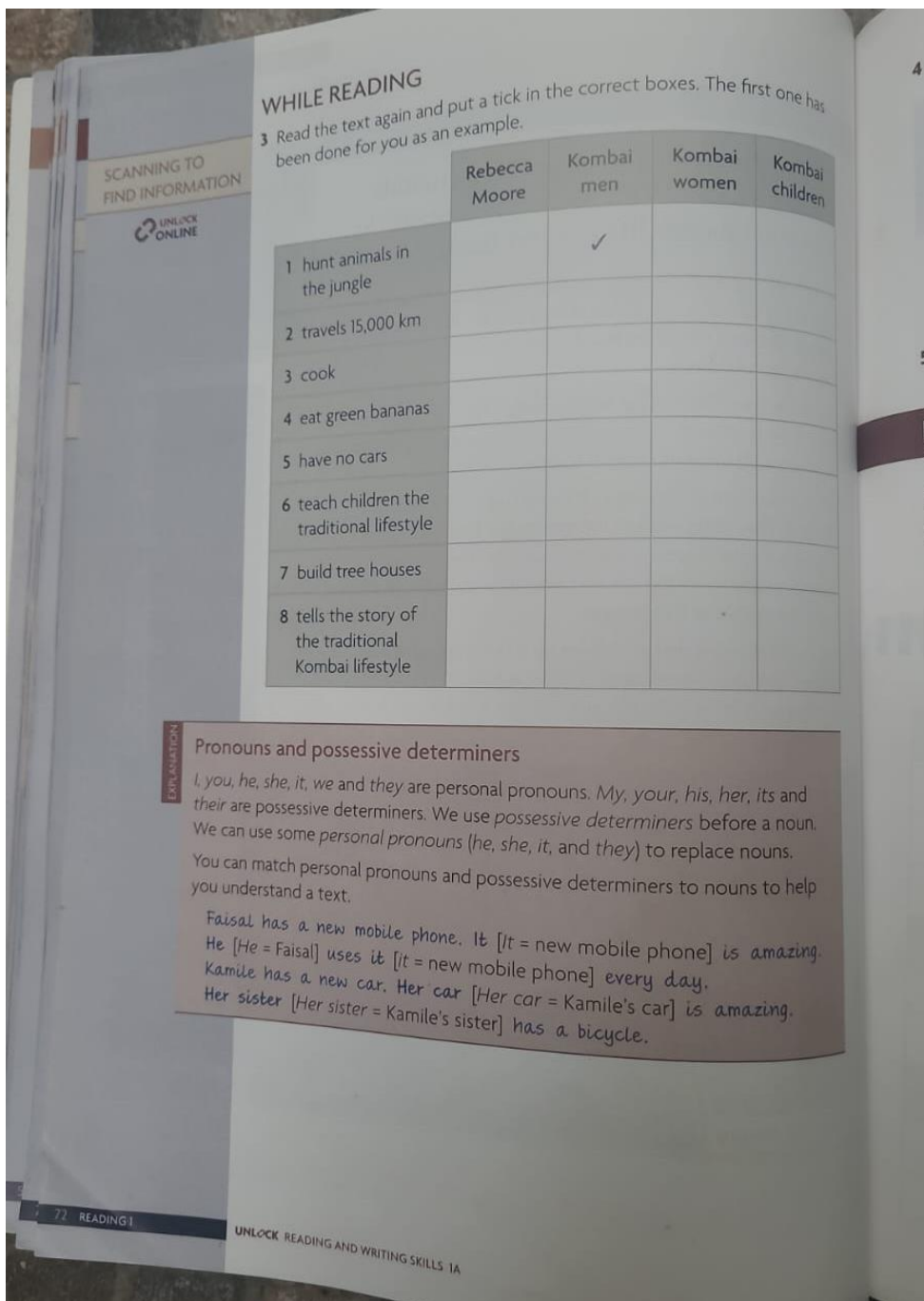


Kombai tree house



Kombai hunter

Price UK £10.99



## 2.4 Designed tools to assess.

Not all classes have a formal evaluation. Teachers evaluate learners informally every day through participation and while collecting evidence for portfolio, just as it was noted in each lesson plan presented previously. As it was also expressed, there

were 2 materials designed to assess learners in class, self evaluation and peer evaluation, which are described below.

## **Lesson 2.**

The designed rubric for this lesson intends to have learners perform a self-evaluation in order to identify those listening skills being acquired after the lesson is over. While this allows the teacher to have a reference of the skills learners are recognizing as obtained, this works as a piece for students' portfolios as well.

**Tick the sentence if you can do the activity mentioned.**

I can identify the place a conversation is taking place from the context	
I can identify the relationship between people in a conversation	
I can identify questions from statements with the intonation	

## **Lesson 4.**

The rubric designed for lesson 4 corresponds to a writing assessment. Writing should have a purpose, and in this case it has two: talking about their lifestyles compared to the others learnt through the whole lesson, and sharing it with their classmates to be evaluated. Learners have an example writing that they can either transform or start from scratch. Having a criteria for evaluation is an excellent way to motivate learners to evaluate their texts before considering them done.

Criteria	Score
The text mentions what men, women and kids usually do.	___ / 3
The text describes houses, food, work and school.	___ / 2
The text uses simple present adequately. Subject – verb – complement.	___ / 3
The text includes vocabulary of adjectives and days of the week.	___ / 2
TOTAL	___ / 10

## 2.5 Class video.

### Class video compilation.

<https://drive.google.com/file/d/1yMy8LZgATyCPQNneO25vNqdUiqpe9pkW/view?usp=sharing>

### **Chapter 3: Experience report.**

Having a clear objective for a course, for a unit, each lesson, and each activity, may sometimes feel like extra work, but it sets the guidelines to follow while engaging with learners and working towards an achievable goal that improves the skills of the students.

After modifying and editing the lesson plans and reflection on how they aid and enrich the activities, these lessons go by more smoothly and learners enjoy knowing what is next and the final purpose of the class.

The way the teacher interacts with learners allows the learning environment to be friendly and lower the affective filter that they may have.

In these lesson plans the ice breaker is not included, but when the lessons videos are seen, it can be seen that the teacher uses them all the time to get learners attention and help them relax.

Though teachers do not always teach in the context where they have a projector, speaker, great space and good ventilation; these factors definitely help a lot in the development of the lessons.

Intercultural awareness is around us all the time. Especially when teaching a foreign language, teachers must be reflective and appreciative of the differences between people around the world by acknowledging our differences and similarities with respect.

No class is the same 2 times, and if teachers were to teach any lesson again, teachers can optimize time more, and focus on learners who do not participate that often.

After reflecting on this particular set of lessons, I figured my learners were not able to produce complete paragraphs in the writing section. After the colloquium and the advice from my mentor and classmates, I learnt that particularly in basic levels as this, I should ask learners to produce less and praise little steps made by them.

Learners should start with production little by little, and then when they are ready, move to higher challenges.

This means that I should adapt my objectives and be more realistic to what can be achieved in a lesson, in a unit and in a level. It is important (particularly with younger learners) to make them feel proud of what they can do, even if it is small, and that will make me feel proud too.

## **CONCLUSIONS.**

For teachers, learning is a long-life duty. They must keep preparing and foreseeing changes that modify the way students learn and interact with each other.

It has been through the last few years with the pandemic that we figured how teaching must be transformed to get to everyone and aid the learning process of all students.

After the reflection done about teaching principle and methodologies in module 1, I have been able to identify the theory under everything performed in class. It is with the experienced analysis of these authors that teaching has become an understood well based field of study.

Through module 2, we learnt how the 4 skills of the language must be approached in order to be achieved in a holistic manner (along with vocabulary and grammar), because they are never separated in real life communication. Also, while using technological competences we can provide further practice and tools for learners to become more independent learners,

Finally, it was with module 3 that we became aware of the importance of cultural awareness and intercultural competences: English is not a language isolated from the world; on the other hand, it has strong ties with the cultures that use it. Students must learn the language along with the life skills that will allow them to interact with other people from the world in the target language.

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
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