

The Importance of PBL & New Technological Strategies in the Implementation of Post-Pandemic Face-to-Face Curricular English Classes

Trabajo de grado para optar al título de Licenciatura en Lenguas Extranjeras con énfasis en Inglés

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### **Dedication**

To my parents to whom I owe everything for sacrificing themselves in hard work for years to provide me with the tools to be successful in life. To God who is rewarding my hard work along this journey. To all my friends, teachers, and colleagues who somehow supported my way.

My mission in life will never be to merely survive but to thrive and in the meantime enjoy my short journey.

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### Abstract

**Title:** The Importance of PBL & New Technological Strategies in the Implementation of Post-Pandemic Face-to-Face Curricular English Classes<sup>1</sup>

**Author:** Jean Carlos Ramirez Aceros<sup>2</sup>

**Keywords:** PBL, ICTs, Speaking, Student Motivation

This research project investigates the efficacy of integrating Project-Based Learning (PBL) and Information and Communication Technologies (ICTs) in post-pandemic face-to-face English language instruction. Conducted at the Language Institute of Universidad Industrial of Santander (UIS), the study aimed to enhance students' speaking abilities within the English I course curriculum. Through a comprehensive exploration of theoretical frameworks, legal parameters, and methodological approaches, the research identified key findings and insights.

Findings reveal that PBL fosters student-centered learning, problem-solving, and autonomy, aligning with the demands of 21st-century education. ICT integration, encompassing video tools, collaborative platforms, and educational websites, enhances engagement and participation, thereby leveraging students' technological literacy for a more dynamic learning environment. Additionally, the combination of PBL and ICTs positively impacted student motivation, with real-life scenarios and collaborative learning fostering active participation in class activities.

While initially encountering challenges with student reluctance to engage in speaking activities, the adaptation of tasks to student-centered, real-life situations led to notable improvements in students' speaking skills. The research underscores the importance of innovative pedagogical approaches and technology integration in contemporary English as a Foreign Language (EFL) education, providing valuable insights for future curriculum development and instructional practices

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<sup>1</sup> Undergraduate Thesis

<sup>2</sup> Universidad Industrial de Santander. B.A. in Foreign Language Teaching: English. Supervisor: Edga Mireya Uribe Salamanca. PhD in Languages and Cultures Didacts

## Resumen

**Título:** La Importancia del ABP y nuevas estrategias tecnológicas en la implementación de clases presenciales de inglés post-pandemia<sup>3</sup>

**Autor:** Jean Carlos Ramirez Aceros<sup>4</sup>

**Palabras clave:** ABP, TIC, Expresión oral, Motivación estudiantil

Este proyecto de investigación investiga la eficacia de integrar el Aprendizaje Basado en Proyectos (ABP) y las Tecnologías de la Información y la Comunicación (TIC) en la enseñanza presencial de inglés post-pandemia. Realizado en el Instituto de Lenguas de la Universidad Industrial de Santander (UIS), el estudio tuvo como objetivo mejorar las habilidades de expresión oral de los estudiantes dentro del plan de estudios del curso de Inglés I. A través de una exploración exhaustiva de marcos teóricos, parámetros legales y enfoques metodológicos, la investigación identificó hallazgos y conocimientos clave.

Los hallazgos revelan que el ABP fomenta el aprendizaje centrado en el estudiante, la resolución de problemas y la autonomía, alineándose con las demandas de la educación del siglo XXI. La integración de las TIC, que abarca herramientas de video, plataformas colaborativas y sitios web educativos, mejora la participación y el compromiso, aprovechando así la alfabetización tecnológica de los estudiantes para un entorno de aprendizaje más dinámico. Además, la combinación de ABP y TIC impactó positivamente en la motivación de los estudiantes, con escenarios de la vida real y el aprendizaje colaborativo fomentando la participación activa en las actividades de clase.

Aunque inicialmente se encontraron desafíos con la reticencia de los estudiantes a participar en actividades de expresión oral, la adaptación de las tareas a situaciones reales y centradas en el estudiante llevó a notables mejoras en las habilidades de expresión oral de los estudiantes. La investigación subraya la importancia de enfoques pedagógicos innovadores y la integración de la tecnología en la educación contemporánea del inglés como lengua extranjera (EFL), proporcionando conocimientos valiosos para el desarrollo futuro del currículo y las prácticas didácticas.

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### Résumé

**Titre :** L'importance de l'APP et des nouvelles stratégies technologiques dans la mise en œuvre des cours d'anglais en présentiel post-pandémie<sup>5</sup>

**Auteur :** Jean Carlos Ramirez Aceros<sup>6</sup>

**Mots-clés :** APP, TIC, expression orale, motivation des étudiants

Ce projet de recherche étudie l'efficacité de l'intégration de l'Apprentissage Par Projet (APP) et des Technologies de l'Information et de la Communication (TIC) dans l'enseignement en présentiel de l'anglais post-pandémie. Réalisée à l'Institut de Langues de l'Université Industrielle de Santander (UIS), l'étude visait à améliorer les compétences d'expression orale des étudiants dans le cadre du programme du cours d'Anglais I. À travers une exploration exhaustive des cadres théoriques, des paramètres légaux et des approches méthodologiques, la recherche a identifié des conclusions et des connaissances clés.

Les résultats révèlent que l'APP favorise l'apprentissage centré sur l'étudiant, la résolution de problèmes et l'autonomie, répondant ainsi aux exigences de l'éducation du 21<sup>e</sup> siècle. L'intégration des TIC, comprenant des outils vidéo, des plateformes collaboratives et des sites web éducatifs, améliore l'engagement et la participation, tirant ainsi parti de la littératie technologique des étudiants pour un environnement d'apprentissage plus dynamique. De plus, la combinaison de l'APP et des TIC a eu un impact positif sur la motivation des étudiants, avec des scénarios de la vie réelle et un apprentissage collaboratif favorisant la participation active aux activités de classe.

Bien que des défis initiaux aient été rencontrés avec la réticence des étudiants à participer aux activités d'expression orale, l'adaptation des tâches à des situations réelles centrées sur l'étudiant a conduit à des améliorations notables des compétences d'expression orale des étudiants. La recherche souligne l'importance des approches didactiques innovantes et de l'intégration de la technologie dans l'enseignement contemporain de l'anglais langue étrangère (EFL), fournissant des connaissances précieuses pour le développement futur des programmes et des pratiques didactiques.

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### **Introduction**

In early 2020, the world faced a sanitary emergency that tested human resilience. This COVID-19 situation forced humanity to be prudent, logical, and seek solutions that could lead life to its normality as much as possible. In this sense, professional and academic fields, among others, had to be modified in order to give continuity to their working, teaching, and learning processes through virtual modality.

In Colombia, according to the Minister of Technology, Information, and Communication (MinTic, 2020), internet access increased in the first months of 2020. However, they stated that there was a need to cover all regions of the country due to the pandemic dynamic in which technology has an essential role in the labor and educational field. Similar to connectivity efforts by MinTic, the Minister of Health (2021) announced the vaccination process in February of 2021, which aimed to reduce mortality and generate herd immunity. The jointly responsible actions led education to the hybrid modality process in both Higher and Middle education.

This hybrid modality was planned to reintegrate students into their academic life considering the biosecurity protocols necessary to preserve students' health against the virus. The *Universidad Industrial de Santander (UIS)* started the implementation of this modality in early August of 2021 through a system called "Pico y Carné", in which, along with a university passport provided after approving a biosecurity course, students could alternate attendance between in-person and virtual classes. Additionally, the university improved its facilities to welcome 6732 people on the campus, and 436 classrooms, now denominated hybrid, implemented the Polycom system, which would allow interaction between students and

teachers whether the class was virtual or in-person (UIS, 2021). All these measurements were considered to provide high-quality education and avoid agglomerations that could allow the virus to spread among the student and administrative community.

Taking into account this previously mentioned consideration, the present project of investigation and practicum was aimed at the identification, development, support, and implementation of new methodological strategies PBL and technological tools that foster English teaching as a foreign language, particularly within the implementation of post-pandemic face-to-face curricular English Classes. The main objective is to determine the effectiveness of a Project-Based Learning (PBL) approach on the speaking abilities of students taking the subject 'English I' as part of the curricular classes in a new post-pandemic face-to-face learning environment.

For this purpose, the project took place at the Language Institute of UIS and was carried out for the subject 'English I' as part of the curricular classes. The participants involved in the development of this project consisted of twenty-two students from different programs and semesters taking the Elementary English curricular class and the headteacher of the course.

Regarding the course 'English I', it is considered a requirement to graduate, and an indispensable resource that future professionals could use to develop communicative skills and connect with the academic and labor world. To accomplish this, students must complete 160 hours of English as a Foreign Language (EFL) based on the Common European Framework for Reference (CEFR) that corresponds to level A1 (A1.1, A1.2, A1.3, A1.4) as it is established in the curricular program (Programa Curricular Inglés I, n.d.). Nevertheless, this

project is only aimed at supporting students' English learning process of the elementary level A1.1.

It is worth mentioning that the previous context of the pandemic situation was taken into account as a relevant factor prior to research the impact of “coming back to classes”, connecting the educational community, and assisting teachers in order to guarantee a high-quality pedagogical intervention addressed to be innovative and aligned with the technological resources available at the university.

## **1. Objectives**

### **1.1. General objective**

To determine the effectiveness of a Project-Based Learning (PBL) approach on the speaking abilities of students taking the subject 'English I' as part of the curricular classes in a new post-pandemic face-to-face learning environment.

### **1.2. Specific objectives**

To carry out a Project-Based Learning (PBL) approach in which students will discuss topics described in the subject plan for English I.

To foster students' English learning through real situations using technological tools.

To facilitate oral interaction during classes through different classroom activities aided by the implementation of ICTs.

To enhance students' speaking abilities within the English I course at the Universidad Industrial of Santander (UIS).

## **2. Theoretical framework on PBL & TIC**

### **2.1. Project Based Learning**

The origin of this approach dates from 1959 when John Dewey claimed that there is a considerable improvement in the students' learning process when they are engaged in assignments where they can apply their ideas that can emulate professional activities (Krajcik, & Blumenfeld, 2006). Moreover, this pedagogical model aims to involve students in projects that through tasks and challenges can foster decision-making, problem-solving, research skills, design, and autonomous work that concludes in products or presentations (Thomas, 2000 as cited in Thuan, 2018).

The aforementioned characteristics define PBL as an approach that looks for student-centered classes that, along with the teacher's guidance, will foster them to design and create a collaborative project whose process will develop new abilities for 21st-century citizens. This approach also promotes an autonomous learning process inside and outside the classroom (Yuliani and Lengkanawati, 2017). In addition, metacognitive skills can be improved along with the individual learning process and cooperative tasks in group projects which include research (Beckett, 2002 as cited in Thuan, 2018).

To show how the PBL approach can be integrated within EFL scenarios, Vaca and Gómez (2017) designed and applied it in a project to promote students' speaking ability in EFL classes. The project included 30 ninth-graders from a public school in Bogotá, Colombia. The design considered three projects to encompassing aspects such as learners' personal lives and their environment in which partners, high school, and community were topics for students' speaking. The authors, considering the action research nature of the project, collected data from teachers' field notes, students' speaking activities transcriptions, and students' interviews about their experience and perception concerning the project development. The outcomes indicated that project-based learning projects offer several advantages, including enhancing students' communicative abilities in learning new vocabulary, overcoming the fear of speaking in English, and personalizing topics to capture students' interest in expressing ideas about real-life situations, experiences, and their community. The researchers concluded that projects implementing PBL as their theoretical basis can get students involved in speaking activities as it helps them to express themselves through the target language.

The effectiveness of Project-Based Learning was tested in undergraduate students in the Colombian Caribbean by De la Puente Pachecho et al. (2019). For the study, the authors applied PBL in 167 participants and traditional teaching methods in 173 participants of four cohorts in a term of two years. In order to gather data, the researchers implemented pre-tests, diagnostic tests, and post-tests. The classes implemented some of the 21st century skills such as Construction, Problem Solving, Critical Thinking, Teamwork, and Autonomy. At the end of the course, 21st century skills such as teamwork and problem-solving had a positive impact on the students, but, in terms of knowledge acquisition, there was no significant difference. In this sense, the authors conclude that PBL implementation, along with 21st-century skills and students, have to be active agents to promote their learning process.

The Project-Based Learning influence on writing skills for poetry was examined by Ismuwardani et al (2019). In their study, PBL was implemented to increase students' creativity and self-reliance. The participants were 48 students from different schools in similar conditions regarding writing in Negeri, Singapore. The researchers applied pre-tests before and post-tests after PBL implementation without a control group. Criteria for students' writing products such as fluency, flexibility, and originality were taken into account for the data analysis and statistical N-Gain tests. The findings showed high levels of reliance and poetry writing skills in terms of content, punctuation, diction, stanzas, and rhyme. Consequently, PBL application to writing skills can enhance students' performance to foster their expression.

The implementation of Project-Based Learning (PBL) in Information Science students was explored by Poonpon (2017). The study aimed to enhance the four English skills applied to students' Information Science knowledge. The participants were 47 undergraduate students

enrolled in the English course at a Thai university. The class was divided into 13 groups to present a project themed 'The Role of Information Science in Our Society'. For this, the groups used technological resources to present their projects such as a video presentation, a showcase, a website, a TV program, and videotaped interviews. In order to inquire about students' experience using PBL, the researcher applied semi-structured interviews. The analysis of the interviews' transcriptions revealed that the implementation of PBL was appropriate since students could complement their knowledge of Information Science with English skills while carrying out their projects. Finally, it was advised for future studies the use of diverse activities to evaluate students' language enhancement.

Project-Based Learning, therefore, stands as a dynamic pedagogical approach fostering not only subject-specific knowledge but also essential 21st century skills, creativity, and self-reliance across diverse educational contexts, making it a promising methodology for cultivating holistic student development.

## **2.2. Online learning**

The field of education has evolved according to social circumstances and human advancements. In this sense, and considering the actual landscape, learning had to evolve as well. The World Wide Web is the central digital place to gather information. It also represents a useful tool to assist learning, but it cannot substitute traditional teaching practices (Fetterman as cited in Bonk and Reynolds, 1997). Along the same line, teachers and students have to go further than just the gathering of information, they need to start "learning to learn". This concept is the ability to trace and follow a learning path that involves the students' eagerness to start and continue learning, which will enhance their personal and professional progression

(Pettenati and Cigognini, 2009). Consequently, the virtual modality opened the doors to technological resources and connectivity that, merged with education, would create a new way of teaching and learning. This method is online learning, which is a synchronous or asynchronous experience that makes the teaching-learning process more innovative, flexible, at the vanguard of technological devices available, and student-centered (Dhawan, 2020).

By applying online learning, the number of students that can attend classes is bigger, without limitations of place and time (Chaney, 2010). As a student-centered approach, online learning promotes students' *self-regulated learning*, where the students actively set learning objectives and monitor their cognitive process and motivation within the environment (Pintrich, 2000). Another term that reflects the advantages of online learning is Interactive Learning Online (ILO), in which students follow machine instructions, track their progress, and acquire knowledge through interaction and immediate feedback (Gilbert, 2015). However, it is important to manage communication, because this indicates the difference between online learning from web-based tutorials (Lehmann, 2004). Regarding the use of computers for teaching, Pourhosein and Sabouri (2017) stated that teachers should have technical support and know their role as a facilitator that guides students' learning process. Finally, according to Mukhtar et al (2020), there is a need for training in online learning considering the design of lesson plans focused on interactivity and reduced cognitive load.

On the other hand, in online learning, students cannot feel the same interaction and sense of community in comparison to in-person classes (Gilbert, 2015). Aligned with this, Donlevy (2003) highlights the importance of emotional and social aspects regarding the learning process as equally important as the technical aspect, in which the lack of peer

interaction can affect negatively. In addition, in response to negative emotions that can interfere with students' learning experience, there is a need to create strategies in the online setting (Cleveland-Innes and Campbell, 2012).

### **2.3. The 21st century skills**

Also known as higher-order skills, 21st-century skills are abilities focused on thinking, communication, and deeper learning skills (Saavedra and Opfer, 2012). In addition, these skills are considered as a set of abilities necessary for successful working and living, which take into account content knowledge, critical thinking, problem-solving, technological literacy, communication, and teamwork (Ledward and Hirata, 2011 as cited in Fandiño Parra, 2013). Since these abilities aim to construct the competencies that students will need to progress and keep up with the globally changing society, the approach has to shift from teacher-centered to student-centered in order to build individual and social knowledge from experiences (Jamalai and Krish, 2021). Moreover, the incorporation of this approach to the curriculum, instruction, and assessment could help to enhance the learning environment (Lai, 2012, as cited in Fandiño Parra, 2013). This perspective is also addressed by Monib (2023), who researched the implementation of 21st century skills in the EFL classroom. The results of this quantitative research show that all the skills were implemented within the EFL classroom, among which some of them like, critical thinking and problem-solving were evidenced in most classes. The integration of 21st-century skills into education, overall, particularly in the EFL classroom, is crucial for preparing students with the necessary abilities to thrive in an ever-evolving global society, emphasizing critical thinking, problem-solving, and other essential competencies.

#### 2.4. Legal framework

This project was framed under some legal parameters that were used as a guide for the practitioner and the headteacher to create and develop the pedagogical intervention according to the standards expected. In first place, the Ley 1651 de 2013 also known as *Ley General de Bilingüismo*, aimed to provide the development of communicative skills in at least one foreign language considering reading, writing, listening, and speaking (Ministerio de Educación Nacional, Ley 1651, 2013). Additionally, it establishes that the government will foster English learning in official educational institutions. Second, aligned with this purpose the British Council and the government created the Colombian Framework for English (COFE) which aims to restructure Bachelor programs including research competencies and the increase of English hours (Rubiano, Frodden, & Cardona, 2000; as cited in Bonilla & Tejada-Sánchez, 2016).

Secondly, in accordance with the Ministry of Education's (MEN) Acuerdo 36 of 2005, higher education programs are required to incorporate communicative skills in a second language. This mandate includes the integration of English I and II courses, as well as homologation procedures (*Universidad Industrial de Santander, Acuerdo 36, 2005*). Thirdly, in terms of the *Universidad Industrial of Santander*, the Plan Educativo Institucional (PEI) establishes a proposal for internationalizing the curriculum to develop multilingual and intercultural skills that permit the community to interact and create relations at a global scale based on respect and appreciation of culture (Programa Curricular Inglés I, n.d.). Fifth, the Acuerdo 187 of 2005 adds English III, IV, and V.

Finally, the Acuerdo 236 of 2010 expands the language options to French, Portuguese, and Italian as valid to accomplish graduation requirements in a second language (*Universidad Industrial de Santander, Acuerdo 187, 2005*). Finally, the Acuerdo 233 of 2021 establishes a pedagogical institutional model to be at the vanguard of integral education for the needs of the community which includes programs for communicative competencies in other languages. It is important to highlight that these considerations follow the aforementioned CERF for languages (*Universidad Industrial de Santander, Acuerdo 233, 2021*).

### **3. Integrating PBL and New Technologies for Post-Pandemic English Classes**

#### **3.1. Course profile**

The mandatory curricular program for students of the different undergraduate programs of the UIS includes, particularly for English, the University offers English I (23424) and English II (23425) as an option to fulfill the degree requirement. The English I course consisted of 28 hours corresponding to level A1 of the Common European Framework of Reference for Languages (A1.1, A1.2, A1.3, and A1.4). A1.4). It is aimed at responding to the linguistic and cultural needs of a community through the development of different communicative development of different communicative skills in a given foreign language (Programa Curricular Inglés I, n.d.).

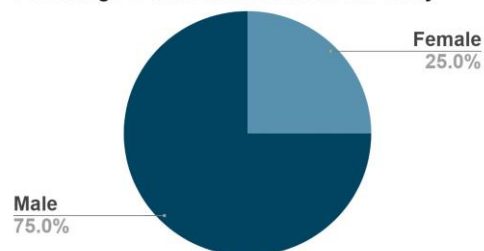
#### **3.2. Participants**

The participants were 25 first-level students of the different undergraduate programs at UIS who took the curricular subject of English 1 (level A1), 75% of students were male and 25% female. The intervention consisted of two classes of two hours each (four hours weekly)

where the practitioner would have all availability with the students to develop the class and interact as planned. The names of the participants as well as the head teacher are purposely concealed for confidentiality.

**Figure 1**

Percentage of Male and Female In The Study



### 3.3. Teaching Diaries to Enhance Didactic Insights

This project implemented a teaching diary as the main instrument to gather data, teaching diary to examine events and experiences in their natural context (Reis 1994 as cited in Bolger et al., 200) and as a source to obtain reliable person-level information and make causal analysis generating non-bias summaries by retrospection (Bolger et al., 2003). In this particular study, we aimed to use a non-structured diary, which, according to Wiegerová and Lampertová (2013), “unlike the structured one, enables a deeper analysis. A researcher can have implications that could not be found in a structured diary” (p. 26). This instrument gathered observations about the course, its achievements, limitations, use of ICTs, PBL strategy, recommendations, and aspects to be considered for future applications from an ethnographic personal teacher analysis perspective.

### 3.4. Resources and didactic procedures

For this implementation and considering the post-pandemic face-to-face environment of the lessons, there was a need for resources that cope with activities and didactic procedures

during the class. Therefore, the nature of the subject along with the application of PBL and the use of ITCs required a classroom with at least a head computer for the teacher from which the book and activities to be shared. Also, this classroom was complemented with speakers for listening activities, and a video beam to project the content in face-to-face classes. Additionally, students had available the textbook 'Cutting Edge - Elementary' third edition from which classroom activities and homework were to be assigned. Finally, as extra material, the teacher implemented worksheets and virtual tools from the internet to improve students' learning process. The aforementioned resources and didactic procedures are explained in the Action Plan (See Annex B) and the Lesson Plans for each week of class (See Annex C).

### **3.5. Resources and assessment techniques**

Following the resources aspect, this project used technological tools that foster students' learning process. In this sense, it aimed to assess students in different manners that can be interesting and change their way of thinking about how English can be tested. For this, it was implemented the assessment for learning since it is a measurement tool that brings innovation to students' achievements (Stiggins et al., 2004). This type of assessment is also known as formative and it will consider class participation and immediate feedback.

Additionally, this research project considered the assessment of learning which is summative and is set to sum up and evaluate students' learning process (Stiggins et al., 2004). In this sense, the assessment strategies had different percentages during the course which were considered in light of the general requirements of the course, as well as the head teacher's proposal for their activities (see Table 1).

**Table 1***Assessment Percentages*

<b>Evaluation activity</b>	<b>Percentage (%)</b>
<b>Exam 1</b>	<b>30%</b>
<b>Exam 2</b>	<b>30%</b>
<b>Exam 3</b>	<b>25%</b>
<b>Quizzes</b>	<b>10%</b>
<b>Classwork</b>	<b>5%</b>

#### **4. Data Analysis**

Taking into account that there were two classes of two hours each, the practitioner would write in the teaching diary the experiences, interesting facts, and interactions regarding the development of certain activities after each class. In the same order of ideas, the practitioner took into account for the analysis common factors based on the objectives to be achieved and decided whether each new experience, particularly those including the PBL and the use of ITCs affected the development of student's attitude, motivation, and participation, particularly when implementing speaking activities. For further references on the teaching diary, please refer to annex 2.

#### 4.1. Procedure

To align with the investigation, the practitioner segmented the required course topics into four main stages. Each stage incorporated a project intended to guide students toward utilizing ICTs, with a focus on enhancing their speaking abilities. It is worth mentioning that although the practitioner suggested the use of ICTs to develop the projects, it was not a mandatory requirement. During the first stage, students would need to make a video about the creation of their CV. On the second one, students would create a family tree for a presentation in class. The third one included a tick-tock video about past stories. Finally, the last project was a Zoom roleplay in groups discussing their last vacation trip (see Table 2).

During all the projects, and mandatory criteria to be covered during the course (Cutting Edge - Elementary Units 4,5, 6 & 7) teamwork was fomented as well as collaborative learning during the class, understanding collaborative learning as presented by Deivam and Thangasamy (2023), “a number of educational strategies that involve students' or students' and teachers' shared intellectual work” (p. 71), the participants were free to select their groups in each interaction.

Each project had a specific language objective and the practitioner would guide each class and additional activities towards the achievement of that particular goal within a project. In that sense, the ultimate objective of their projects was aimed not only to assess student's speaking competence but also the process they had been going through. It also implemented a rubric to measure specific criteria for evaluating all the projects, ranging from language objective, and time management to the use of language and material quality (see table 3).

**Table 2***Projects Description*

<i>Projects</i>	<i>Description</i>	<i>Classes Used to Implement &amp; TICs used along the process.</i>	<i>Mandatory Resources and Topics To Be Covered</i>
CV - Video	<p>Students were assigned to create a 'Job badge' with their personal information (Name, age, country, nationality, and job).</p> <p>Then, they would write their CV, and record a short video about it.</p>	<p>3 classes</p> <p><b>Online Resource</b>  <a href="https://avatarmaker.com/">https://avatarmaker.com/</a></p> <p><b>Online Resource</b>  <a href="https://www.youtube.com/watch?v=aU5imsuYrHo&amp;ab_channel=it%27sNNAU">https://www.youtube.com/watch?v=aU5imsuYrHo&amp;ab_channel=it%27sNNAU</a></p> <p><b>Unit 4 - Cutting Edge Resource-Listening.</b></p>	<p>Unit 4- Verb to Be (Positive / Negative)</p> <p>Be (Personal questions)</p>
Family Tree Presentation	<p>Students were assigned to do a presentation about their Family tree with the inner family circle.</p> <p>Any materials could be used for this presentation, either create a family tree on a website, do a video about it, or create a poster.</p>	<p>2 classes</p> <p><b>Online Resource</b>  <a href="https://www.hangmanwords.com">https://www.hangmanwords.com</a></p> <p><b>Online Resource</b> -  <a href="https://www.grammar.cl/Games/This_That_These_Those.htm">https://www.grammar.cl/Games/This_That_These_Those.htm</a></p> <p><b>Online Resource</b>  <a href="https://wheelofnames.com">https://wheelofnames.com</a> <b>Unit 5 - Cutting Edge Resource-Listening.</b></p>	<p>Unit 5 -Indefinite and Definite articles</p> <p>Demonstratives (this/that/these/those)</p> <p>Possessive 's</p>
Tick Tock Video	<p>Students had to make a video a picture video about their daily routine they should include places locations and grammar-related topics.</p>	<p>3 classes</p> <p><b>Online Resource</b> -  <a href="https://mathsframe.co.uk/en/resources/resource/116/telling-the-time">https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</a></p> <p><b>Online Resource</b>  <a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a></p>	<p>Unit 6 - Present simple (positive/negative)</p> <p>Present simple (questions/short answers)</p>

		v=NhAwCo2wX38 <b>Online Resource</b> - <a href="https://quizlet.com/latest">https://quizlet.com/latest</a> <b>Online Resource</b> - <a href="https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/definite-article">https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/definite-article</a>	Countable & Uncountable Nouns
Zoom Video Call Role Play	The idea of this project was to recreate a Zoom phone call with friends, about their last vacation trip. It was in groups of three to four.	2 classes <b>Online Resource</b> - <a href="https://skribbl.io">https://skribbl.io</a> <b>Online Resource</b> - <a href="https://kahoot.it/">https://kahoot.it/</a> <b>Online Resource</b> <a href="https://wheelofnames.com">https://wheelofnames.com</a> <b>Online resource</b> <a href="https://wordwall.net/es/resource/5956214/means-of-transport">https://wordwall.net/es/resource/5956214/means-of-transport</a>	Unit 7 - Past Simple: was/were  Past Simple Regular & Irregular Verbs

Table 3

*Rubric for Project Assessment*

Criteria	Excelente (4)	Good (3)	Fair (2)	Poor (1)
<b>Time Management</b>	Adjusted pace to stay within allotted time	Mostly stayed within allotted time	Occasionally ran overtime	Consistently ran overtime
<b>Materials</b>	Prepared high-quality supporting materials	Prepared supporting materials with creativity	Supporting materials lacked creativity	Supporting materials were missing or inadequate
<b>Language Use</b>	Used a wide range of vocabulary	Used varied vocabulary with some complexity	Limited vocabulary with minimal complexity	Minimal and vocabulary complexity

	Language Objective was implemented multiple times	Language Objective was implemented a	Language Objective was implemented	Language Objective was not used at all
	during the outcome	fair amount of times	little times	

#### 4.2. Student's technological competences

During the implementation of the project, the practitioner noticed familiarity from students with ICTs implemented during the classes. Most students were familiar with most of the websites, and tools used during the implementation of the classes (including Kahoot, jeopardy, Hangman, Google Docs, Google Drive, teams, Canva, etc). The practitioner was also able to notice that most students had smartphones, and laptops, among others, which demonstrates students' technological literacy, as described in Çoklar and Şahin (2014), "nowadays a common presupposition is that learners start experiencing technology at a younger age every day, therefore becoming more efficient technology-literate individuals than their instructors" (p. 28).

This was very well evidenced particularly within the results of the second and third projects where students would create a video about past stories, and a family tree for a presentation in class. The students showed incredibly advanced editing abilities, especially in videos using specific websites, some of which the teacher and practitioner were unaware of.

It is worth mentioning that the use of ICTs was never a problem for students, for as previously mentioned, they were technologically literate. This technological literacy was very useful for the practitioner since there was no need to use extra time to explain the activities, for they would get the dynamic of each one immediately. It represented a great advantage, for

students would be more cooperative in participating and interacting in the class around 65% more the times ICTs were implemented.

In brief, the implementation of information and communication Technologies in the project showcased the student's familiarity and proficiency with various tools and websites. The students demonstrated technological proficiency to be beneficial as it eliminated the need for additional explanations. Also, the use of ICT greatly enhanced student cooperation and participation, which resulted in increased interaction in the classroom. Overall, the student's technological literacy played a significant role in facilitating the successful integration of ICTs within the project.

#### **4.3. PBL & ICTs Impact on Student's Motivation**

In terms of student motivation, several factors were considered for analysis by the practitioner, including students' participation, mood, and their independent effort towards the presented activities, all of which align with the stated problem and objectives.

On the one hand, it was noticed that students' motivation and participation in class would increase depending on the type of activity and whether or not it implied the use of ICTs. In Lasut & Bawengan (2019), fifth-grade students from five Elementary Schools in Indonesia were subject to investigation regarding ICTs impact on students' motivation. The results showed, "ICT integration significantly impacts students' motivation in learning English, indicating that students' high motivation in learning English resulted when teachers integrate the use of ICTs effectively" (p. 211). Similarly, within this project, it was noticed that students would be more willing to cooperate with the activities if they implied the use of a website, video beam, speakers, or videos in general (see teaching journal, classes 3, 6, 9 & 12). This

tendency was also evidenced in Passey & Rogers (2004), where the implementation of ICTs led to “positive motivational outcomes, supporting a focus upon learning and the tackling of learning tasks” (p. 3). Student Motivations can, therefore, be influenced by several factors; the use of ICTs, for example, has a positive impact on students’s motivation and willingness for collaborative learning.

However, it is not to forget that all these activities, including the ICTs, were designed for the achievement of one particular language objective within a project (PBL). That is to say, we cannot forget the implications of PBL when talking about students’ outcomes and motivations. This leads us to the second key aspect of the analysis of students’ motivation, the influence of project-based learning. The implications of PBL in this case won’t be taken isolated, but rather the practitioner considered also collaborative learning. During the implementation of the classes (see teaching diary classes 2,3, & 6) students would be more engaged in real-life situation tasks, for it was more meaningful to them. In most of the tasks, students would use collaborative learning to find the best way to solve them, and even though ICT activities would be engaging, problem-solving skills would be more evident while doing the PBL activities.

To follow the focus on PBL, real-task scenarios were by far the most engaging task-related interactions one could bring to the class. In addition to that, the mood of students would change when the practitioner placed the learning focus on real-life situations.

In general, it is relevant to highlight the reasons for student motivation in the classroom. The integration of information and communication Technologies has shown to have a positive impact on students' motivation and willingness to participate in activities. The use of ICTs, such

as websites, videos, and interactive tools, has been found to increase student engagement and cooperation. Additionally, project-based learning and Collaborative Learning have played a key role in enhancing student motivation. Real-life scenarios and problem-solving tasks with Project-based learning provide meaningful and engaging experiences for students. Overall, the combination of ICTs, PBL, and real-life situations can effectively enhance student motivation and promote Collaborative Learning.

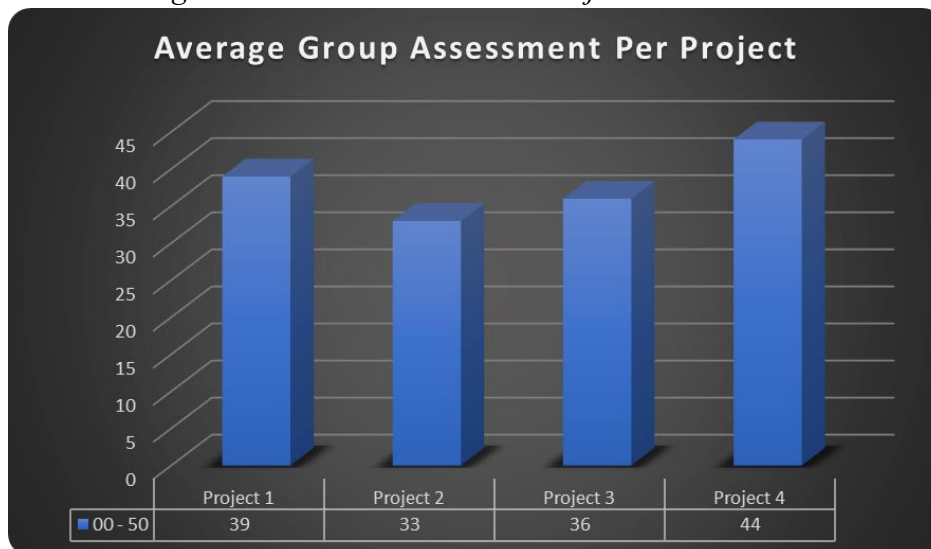
#### **4.4. Student's Perception of their Speaking Production**

The implementation of the research project in A1 class presented a significant challenge in promoting voluntarily speaking interactions in English. Students showed reluctance to participate in activities that involve speaking in front of their peers. It was hard, to say the least, to find a way to redirect tasks toward engaging in speaking activities, for students would be unwilling to participate if the activity implied speaking in front of their classmates. Rodriguez (2020) highlights the importance of the characteristics of the materials to improve oral participation employing PBL. She mentions that it “must be based on communicative tasks and the learner-centered approach integrated into the general English materials to achieve the purpose” (p. 5). Interestingly, the practitioner finds this perception of material design within PBL to be very accurate regarding the experienced course. After implementing the first classes, the practitioner changed the focus of the activities to more student-centered real-life situation interactions, where the projects and class activities were focused on giving students the tools to express how they wanted to. After these considerations were taken into account for the planning of activities and projects, classes would run smoothly and student participation would increase significantly.

In fact, taking into account the analysis of students' assessment within the projects, the positive impact of PBL & ICTs on students' speaking abilities is notable. In terms of their performance during the research process, some conclusions can be drawn (see Figure 2).

**Figure 2**

*Average Student's Assessment Per Project*



In first place, it can be noticed that on the first two projects instead of an improvement, as expected, there was a decrease on student's average performance. This particular aspect is prior to the shift that the practitioner implemented during the classes. As previously mentioned, by restructuring activities and projects to focus on real-life situations and giving students the autonomy to express themselves, the practitioner shifted the classroom dynamic towards a more student-centered approach. This change likely fostered a more supportive and inclusive environment where students felt empowered to engage in speaking activities, ultimately leading to improvements in their speaking abilities which can be best evidenced on the student's average of the last two projects.

Furthermore, the teacher was able to overcome the initial challenge of low

participation and effectively promote speaking interactions in English. As a result, students' speaking abilities improved as they gained confidence and proficiency through increased practice and engagement. Indeed, through collaborative projects and communicative tasks integrated into the curriculum, students had regular opportunities to practice speaking in English within authentic contexts, which contributed to the observed improvement in their speaking abilities over time.

As a result, the combination of PBL and ICTs not only provided students with engaging and meaningful learning experiences but also scaffolded their speaking abilities by offering diverse opportunities for practice, collaboration, and feedback within authentic contexts.

## 5. Conclusions

Through a thorough examination of the theoretical and legal frameworks, methodology, and data analysis, several key findings and insights emerged, all of which are aligned with the stated problem and objectives. The investigation and practicum aimed to address the challenges of post-pandemic face-to-face English language teaching by implementing a Project-Based Learning (PBL) approach integrated with Information and Communication Technologies (ICTs). The study focused on enhancing students' speaking abilities within the English I course at the *Universidad Industrial of Santander* (UIS).

Through a comprehensive exploration of the theoretical framework, legal framework, methodology, and data analysis, several key findings and insights emerged.

In first place, the study underlines the effectiveness of the PBL approach in fostering students' speaking abilities. The PBL approach was shown to facilitate student-centered

learning, problem-solving skills, and autonomous learning, aligning with the needs of 21st-century education.

Secondly, the integration of ICTs, such as video creation tools, collaborative platforms, and educational websites, played a key role in enhancing student engagement and participation. Students demonstrated technological literacy, which aligned with the implementation of ICT-enhanced activities and contributed to a more dynamic learning environment.

Additionally, the study revealed that the combination of PBL and ICTs positively impacted student motivation and students' speaking abilities. Real-life scenarios, collaborative learning, and meaningful tasks motivated students to actively participate in class activities, highlighting the importance of context and relevance in language learning.

Finally, while initially encountering challenges with student reluctance to engage in speaking activities, the practitioner's adaptation of activities to student-centered, real-life situations led to notable improvements in students' speaking skills. The shift towards communicative tasks within PBL frameworks facilitated student expression and language production.

In summary, the investigation and practicum demonstrated the efficacy of integrating PBL and ICTs in post-pandemic face-to-face English language instruction. By prioritizing student-centered learning, authentic tasks, and technological innovation, the study provided valuable insights into enhancing language learning outcomes in contemporary EFL education. Moving forward, continued exploration of innovative didactic approaches and technology integration will be essential in fostering comprehensive language proficiency and preparing students for the demands of the 21st-century global landscape.

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## APPENDICES

Final Degree Project SCHOOL OF LANGUAGES / UIS **THE TEACHING DIARY**

Class	WHAT COULD BE ACHIEVED/ WHAT WENT WELL	WHAT COULDN'T BE ACHIEVED/ WHAT WENT WRONG	COMMENTS/ REFLECTIONS / OBSERVATIONS
1	<ul style="list-style-type: none"> <li>● They were willing to present themselves</li> <li>● even though it was the first class, a good rapport was built between Ts and Ss</li> </ul>	<ul style="list-style-type: none"> <li>● Some Ss were kind of skeptical taking into account that my age was almost the same as theirs.</li> </ul>	<ul style="list-style-type: none"> <li>● Get on well with active Ss' participation activities</li> <li>● Use of visual info improves Ss participation</li> </ul>
2	<ul style="list-style-type: none"> <li>● All planned activities were done</li> </ul>	<ul style="list-style-type: none"> <li>● I got a little bit lost at the beginning while using</li> </ul>	<ul style="list-style-type: none"> <li>● Since it is a relatively big group (26 Ss),</li> </ul>

	<ul style="list-style-type: none"> <li>• Ss show a higher interest when it comes to practical and personal-staff related activities.</li> <li>• Ss show higher interest when activities imply the use of the phone, PC, or online resources.</li> </ul>	<p>the PC and while trying to connect it to the TV.</p> <ul style="list-style-type: none"> <li>• 1st project was introduced, but had to double explain in Spanish and English to ensure full understanding.</li> </ul>	<p>not all Ss came in the 1st class or the 2nd.</p> <ul style="list-style-type: none"> <li>• Some of students missed the explanation of project 1.</li> </ul>
Project 1	<p>Project 1 – Execution Day</p> <p>Ss were supposed to create a video in groups regarding the topics addressed in class:</p> <ul style="list-style-type: none"> <li>• Students will create a 'Job badge' with their personal information (Name, age, country, nationality, and job). •</li> </ul>	<ul style="list-style-type: none"> <li>• The day of presenting 1st project.</li> <li>• Ss were encouraged to share their videos voluntarily, since there seemed not to be a lot of enthusiasm.</li> <li>• Ss enjoyed sharing opinions about their classmates' videos, there were some fun videos (intended to be funny in some parts)</li> </ul>	<ul style="list-style-type: none"> <li>• One s was very shy and didn't want to share her video, but T just advised we were all there to learn, no reason to be ashamed of the process.</li> <li>• Some videos didn't have a good quality for the sound, so it was difficult to understand.</li> <li>• I wish I had provided the students with a little bit more of vocabulary and grammatical input so that they could have</li> </ul>

	<p>Then, they will write their CV, and record a short video about it.</p>	<ul style="list-style-type: none"> <li>• Ss after watching the 1st video, were really excited to know which would be the next.</li> <li>• Ss really placed an effort doing these videos, there were some really good ones... Especially the ones where they recorded their voice and added some images to describe the assignment.</li> </ul>	<p>done it better on the first project. They really made an effort on it but I think it would have been way better if I had gone over some grammatical topics before the assignment.</p> <ul style="list-style-type: none"> <li>• I consider this first project presentation and first final outcome as a way to measure the student's competence in speaking.</li> </ul>
3	<ul style="list-style-type: none"> <li>• I introduced the topics to be discussed during the class and students got the idea for they had previously studied this grammatical topic.</li> <li>• Ss were engaged immediately with the kahoot game; and since it was a topic already explained, they did great.</li> </ul>	<ul style="list-style-type: none"> <li>• At some point, participation did not flow that well. Ss were not actively participating, so I made a relation to the topic to something that was more meaningful to them. (Places – which places would they visit on weekends)</li> </ul>	<ul style="list-style-type: none"> <li>• Using the book can be a source for discipline, asking Ss to read something or just say “what do you think of this?” when distracted or when talking during the class, immediately brings them back to the class.</li> </ul>

	<p>(I added 1 extra point to the 3 1st places)</p> <ul style="list-style-type: none"> <li>• Working with the book helps them to best understand the activities they need to do.</li> <li>• The book is a great tool to use however sometimes it gets a little boring for students and they just do it only because they have to but not because they're willing to.</li> </ul>	<ul style="list-style-type: none"> <li>• The fact to relate the topic and the task to something more meaningful to them actually made a difference in terms of the mood of the class the students participation and their willingness to participate</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4	<ul style="list-style-type: none"> <li>• In the first activity from the book Ss were not really into the topic (likes &amp; dislikes), but I liked the fact that Ss understood the way to express the ing form to describe likes and dislikes easily.</li> <li>• Within the activity of 2 truths, 1 lie that T presented, Ss got better the idea of how to express their</li> </ul>	<ul style="list-style-type: none"> <li>• There are some Ss who don't participate at all, it is difficult to make them interested in the class, but they all seem to be more collaborative when in group activities.</li> <li>• Since group activities and teamwork seem to work better, it is worth</li> </ul>	<ul style="list-style-type: none"> <li>• Using videos and audios from the book, after the reading exercises make them have more questions about the topic, like they want to create a discussion, T just needs to ask the right questions.</li> <li>• They are very calm and attentive when I use the</li> </ul>

	<p>likes and dislikes and they loved the part of guessing which one was the lie.</p> <ul style="list-style-type: none"> <li>• T presented Project 1</li> </ul>	<p>mentioning that the practitioner is going to use it in the future</p>	<p>speakers for the audios sometimes they don't get the whole idea and I have to repeat all the audios more than once but they're very active and willing to participate whenever a task of these is done.</p>
	<p>Project 2</p> <ul style="list-style-type: none"> <li>• Ss were to do a presentation about the Family tree with the inner family circle and do a presentation about it on the classroom.</li> <li>• Any materials could be used for this presentation either create a family tree on a website, do a video about it, create a poster anything was valid for this presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss did very well during the presentation of their family members, since the activity included o add a visual help, there were very interesting ways of expressing it. Posts, family trees online, real family pictures, among others.</li> <li>• I wish I had taken some of the projects with me or at least some pictures of them but I didn't.</li> </ul>	<ul style="list-style-type: none"> <li>a. 1 group of the Ss did not do the assignment, they didn't prepare the presentation...</li> <li>b. I addressed the topic by asking them if they brought the presentation and because time of the class was about to end I let them present for next class, but it needed to be very good</li> </ul>
			<p>expo.Ss agreed.</p>

5	<ul style="list-style-type: none"> <li>● All the activities planned were achieved in the development of the class.</li> <li>● Who wants to be a millionaire (online resource) was a great way for them to practice the vocabulary about means of transport.</li> <li>● Ss understood the mini project 3 (video)</li> </ul>	<ul style="list-style-type: none"> <li>● Too much time used for the book activities leaving short time for the multimedia activities at the end.</li> <li>● The book is a great tool however I didn't mean to make it the whole center of the class because I designed different activities related to Project based learning and the use of ICT Technologies, so that I could see how well they were motivated or engaged within those activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Although Ss don't have the book, they do the activities of the book on their notebook, which shows from most Ss a willingness to learn.</li> <li>● Students use their laptops, tablets and cell phones to check on all the activities presented on the book and yet when they had to do an activity I let them know that they need to do it by hand and not on the phone.</li> <li>● The fact that they have a smartphones and tablets and laptops is a huge advantage when I had to introduce the ICT tasks and activities.</li> </ul>

6	<ul style="list-style-type: none"> <li>• Activities were completed without any problem.</li> <li>• Ss got the idea of adverbs of frequency</li> <li>• Project 3 was explained to the Ss</li> </ul>	<ul style="list-style-type: none"> <li>• There was a hangman activity (online activity), since the game did not work within the specific vocabulary for the class, we did not use it.</li> </ul>	<ul style="list-style-type: none"> <li>• Since the online hangman activity, couldn't be done. T improvised and did it on the board, and just used online roulette to choose the Ss that needed to draw and the ones who had to guess.</li> <li>• Asking them to use an example of the grammar topic using the word they just guessed, placed more spiciness on the game.</li> </ul>
	Project 3	<ul style="list-style-type: none"> <li>• Some students didn't present</li> </ul>	<ul style="list-style-type: none"> <li>• There was a particular video which impressed me a lot</li> </ul>

	<p>Students had to make a video a picture video about their daily routine they should include places locations and the grammar-related topics for that.</p> <ul style="list-style-type: none"> <li>• There were some very good video presentations for this daily routine task, students were very creative they actually use a lot of editing on the videos.</li> </ul>	<p>the video and they were unwilling to say the reason at first but then they said that they don't do tiktok videos because they don't like speaking in English that much</p> <ul style="list-style-type: none"> <li>• I tried to show them how good your classmates video were and that even if they didn't like doing videos because perhaps they were afraid of speaking in front of a camera, the fact that the task was a video would have allowed them to be more creative and record and record as many times as they need to.</li> </ul>	<p>because of their visual effects, because of the quality of the video. It seemed like someone with very good skills had edited the video I was amazed by that.</p> <ul style="list-style-type: none"> <li>• I highlighted the importance of doing the videos, for they represented a significant percentage of their final grade.</li> <li>• During these videos I also noticed that the students were more open to speak and to participate in the discussion of the videos. In terms of speaking competence they did improve the way they speak in front of the camera the way used of the language.</li> </ul>
8	<p>I could figure out how Ss participate more in the class: by bringing to the class topics related to their reality, when on the videos they usually added personal experiences related to food, and similar activities.</p>	<ul style="list-style-type: none"> <li>• Since we continued to present all the groups of presentation, some Ss got tired of that.</li> <li>• Some Ss avoid seeing the presentation by asking to</li> </ul>	<ul style="list-style-type: none"> <li>• The small talk in Spanish helped a lot for Ss to be more connected in the class, to stop using their phones, and to participate more in the class.</li> </ul>

	<ul style="list-style-type: none"> <li>Some Ss had been presenting some continuous talking even when T was explaining. I talked to them in Spanish, and made myself clear on how disrespectful it was that they took it well and class continued as if nothing had happened.</li> </ul>	go to the bathroom.	
9	<ul style="list-style-type: none"> <li>Ss showed interest to participate, it was evident that they enjoyed checking homework more when the roulette was used.</li> <li>T didn't have to ask for a lot of participation as Ss were encouraged to do so since the activity seemed to be really engaging to them.</li> <li>Ss were motivated to participate in reading the sentences from the book, and some other reading and speaking exercises.</li> </ul>	<ul style="list-style-type: none"> <li>I announced a good activity, but at first Ss were not sure on what they had to do until T finally explained to them again the activity with more ease and with more gestures.</li> <li>I could have explained better the activity since the 1st moment</li> </ul>	<ul style="list-style-type: none"> <li>Ss when it is related to games or interactive activities that goes beyond what we have to do in the book, they become really active and participation and willingness seems to be more easy or to flow better.</li> </ul>

	<p>Project 4</p> <ul style="list-style-type: none"> <li>• The idea of this project was to recreate a zoom phone call with friends, it was in group of three some of them working four, and they would describe the last vacation trip.</li> </ul>	<p>For project for time was not our friend. Time was very limited to have the ss to come and present their videos or final outcomes because it was a big group and 2 hours of classes were not enough. .</p> <p>At this point there were little clases left and I had to review most of the grammar topics for the mandatory exams that the Language Institute requires from the students. Time was even more limited considering that I had to do that review before the exam</p>	<p>I like the fact that not everybody used a video as the final outcome, but rather some of the students recreated the call as a role play even in the classroom. Even though I never mentioned that in the instructions.</p> <p>After many activities and projects aimed to foster students' speaking competence, I realized that students were more confident when talking. Especially if it was talking about the topics that we reviewed during the course, they would be more open to speak and share ideas and in general during the final</p>
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			<p>outcomes they did way better, their confidence compared to the first project to this last final outcome was significantly better.</p>
10	<p>Last class, I made a review of the previously seen topics to clear up any doubt regarding grammar, vocabulary or just pronunciation since the final exam and final outcome was just the next week.</p>	<ul style="list-style-type: none"> <li>● Ss asked more for dates and things related to logistics of the exam and not really regarding the topics we saw, just some few questions and I felt they wanted to ask or practice more those topics.</li> </ul>	<ul style="list-style-type: none"> <li>● I had to go topic by topic and ask specific things that I had noticed they could improve and then, only then, they asked questions.</li> <li>● On the last class I realized I had gotten really on well with most of my Ss, they really liked they I approached to the classes and I think the fact that they were almost my age was not a factor that really affected my development of the</li> </ul>
			<p>classes.</p> <p>I really felt accomplished for the way they accepted my teaching.</p>

	2 Class were taken for the Mandatory Exams at the end of the course.		
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## ACTION PLAN

## UNIT 1: I Want to Meet you!

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 1 Pages : 6-9	<p><b>Listening:</b> Students will be able to listen to short conversations</p> <p><b>Reading:</b> Students will be able to read a short text about people's nationalities</p>	<p><b>Speaking:</b> Students will be able to have a short conversation introducing themselves.</p> <p><b>Writing:</b> Students will be able to write simple sentences to introduce themselves.</p>	<p>Verb to Be (Positive / Negative)</p> <p>Am / Is / Are (not)</p> <p>Verb to Be (Short form)</p> <p>Be (Personal questions)</p> <p>What is your name? My name is.... How are you? I'm fine, thanks Where are you from? I'm from... Are you from....? Yes, I am - No, I'm not</p>	<p><b>Countries</b></p> <p>(Spain, China, USA, Brazil, Italy, Great Britain, Poland, Australia, Japan, Vietnam, Ireland, Russia)</p> <p><b>Nationalities</b></p> <p>(Spanish, Chinese, Brazilian, English, Polish, Australian, Japanese, Vietnamese, Irish, Russian)</p>	<p><b>Practice:</b> Students will design their own avatar in 'AvatarMaker' (<a href="https://avatarmaker.com/">https://avatarmaker.com/</a>)</p> <p>Introduction to the course</p> <p><b>Explanation:</b> Classroom rules</p> <p><b>Practice:</b> Each student will introduce him/herself by showing the avatar.</p> <p><b>Review:</b> Countries and nationalities - Matching activity</p> <p><b>Practice:</b> Watch a video about countries and nationalities. Check pronunciation.</p> <p><b>Practice:</b> Watch a video about different flags. Try to guess the country.</p> <p><b>Practice:</b> Complete the table and then check the answers with your partners (Page 8).</p> <p><b>Practice:</b> Listen to a conversation and answer questions about it (Page 6).</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p>

					<b>Homework:</b> Students will answer a worksheet about countries and nationalities.		
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### UNIT 1: I Want to Meet you!

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 2 Pages : 10-15	<p><b>Listening:</b> Students will be able to listen to how to intonate questions correctly</p> <p><b>Reading:</b> Students will be able to read an employee's CV.</p>	<p><b>Speaking:</b> Students will be able to talk about someone's profession.</p> <p><b>Writing:</b> Students will be able to write their own CV.</p>	<p>Verb to Be (Positive / Negative)</p> <p>Am / Is / Are (not)</p> <p>Verb to Be (Short form)</p> <p>Be (Personal questions)</p> <p>Indefinite articles (a/an)</p>	<p><b>Jobs and occupations</b></p> <p>(Footballer, Lawyer, Shop assistant, Waiter, Musician, Police officer, Doctor, Businessman, Businesswoman, Engineer, Singer, Actor)</p>	<p><b>Review:</b> Jobs and occupations - Matching activity</p> <p><b>Grammar:</b> Indefinite articles</p> <p><b>Practice:</b> Each student will choose a job from a pool provided by the teacher. Students will play charades.</p> <p><b>Practice:</b> Students will work in groups of three. Each student will search on the internet about famous people and write a short CV and share it with the partners.</p> <p><b>Practice:</b> Students will read a worksheet about how to write a CV in which they will write their own.</p> <p><b>Explanation:</b> Micro project Students will create their 'Job badge', write their CV, and record a short video about it.</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p> <p>Micro project 1</p>

<b>UNIT 2: Is that...?</b>							
<b>Time Frame</b>	<b>Integrated Language Skills</b>		<b>Language Focus</b>		<b>Procedural Content</b>	<b>Assessment</b>	
	<b>Receptive</b>	<b>Productive</b>	<b>Grammar</b>	<b>Vocabulary</b>		<b>Formative</b>	<b>Summative</b>

<p>Week: 3</p> <p>Pages : 16-17</p>	<p><b>Listening:</b> Students will be able to listen to a video about demonstrative pronouns and belonging.</p> <p><b>Reading:</b> Students will be able to read a short story identifying the use of demonstrative pronouns.</p>	<p><b>Speaking:</b> Students will be able to make questions using demonstrative pronouns and belonging.</p> <p><b>Writing:</b> Students will be able to write sentences correctly using demonstrative pronouns and belonging.</p>	<p>Demonstrative pronouns (This/That/These/Those)</p> <p>Possessive 's</p> <p>What is this/that? What are these/those? This/that is... These/Those are... Is that/this... Are these/those...</p> <p>Have got</p> <p>Have got/haven't got Have you got...? I've (not) got.. He/she/it has (not) got.. We/you/they have (not ) got...</p>	<p><b>Everyday objects</b></p> <p>(Bottle of water, Identity card, Mobile phone, Packet of chewing gum, Camera, Credit card, Dictionary, Memory stick, Wallet, Keys, Photos, Coins, Tissues, Glasses, Bag, Watch) - Extra (Car, Computer, TV, Dog, Cat)</p>	<p><b>Review:</b> Everyday objects - Hangman. (<a href="https://www.hangmanwords.com">https://www.hangmanwords.com</a>)</p> <p><b>Practice:</b> Everyday objects - Matching activity</p> <p><b>Listening:</b> Everyday objects - Check pronunciation</p> <p><b>Grammar:</b> Demonstrative pronouns (video)</p> <p><b>Practice:</b> Demonstrative pronouns and possessive 's (Page 17)</p> <p><b>Practice:</b> Demonstrative pronouns - Check pronunciation (Page 17)</p> <p><b>Practice:</b> Write 5 sentences using demonstrative pronouns.</p> <p><b>Practice:</b> Read aloud the writing exercise.</p> <p><b>Grammar:</b> Have got forms (Affirmative, negative and question)</p> <p><b>Practice:</b> Listen the audio, look at the picture and fill the gaps (Page 18).</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p>
					<p><b>Homework:</b> Complete the Practice section (Page 18).</p>		

UNIT 2: Is that...?							
Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 4 Pages :18-23	<p><b>Listening:</b> Students will be able to listen to people's connections.</p> <p><b>Reading:</b> Students will be able to read about family connections.</p>	<p><b>Speaking:</b> Students will be able to talk about their family connections.</p> <p><b>Writing:</b> Students will be able to write about someone's family connections.</p>	<p>Have got</p> <p>Have got/haven't got Have you got...? I've (not) got.. He/she/it has (not) got.. We/you/they have (not ) got...</p> <p>How many.... have you got? What is your .....s name? What job does your ... do? Who is he/she?</p>	<p><b>Family</b></p> <p>(Father, Mother, Parents, Grandfather, Grandmother, Grandparents, Son, Daughter, Brother, Sister, Children, Grandson, Granddaughter, Grandchildren, Uncle, Aunt, Cousin, Niece, Nephew, Husband, Wife, Boyfriend, Girlfriend)</p>	<p><b>Practice-Review:</b> Using Wheel of names, students will ask each other about objects they have (<a href="https://wheelofnames.com">https://wheelofnames.com</a>).</p> <p><b>Practice:</b> Read about Family connections and answer the questions(Page 19).</p> <p><b>Review:</b> Complete the table about family members (Page 19).</p> <p><b>Practice:</b> Students will work in pairs and ask each other about their family connections (Page 19).</p> <p><b>Practice:</b> Listen and answer the questions (Page 20)</p> <p><b>Explanation:</b> Micro project Students will create their own family tree and talk about their relationship and basic information.</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p> <p>Micro project 2</p>

Exam #1

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 5 Pages :6-23	<p><b>Listening:</b> Students will be able to listen about basic information such as countries, nationalities, jobs, everyday objects, and family.</p> <p><b>Reading:</b> Students will be able to read about basic information such as countries, nationalities, jobs, everyday objects, and family.</p>	<p><b>Speaking:</b> Students will be able to talk about basic information such as countries, nationalities, jobs, everyday objects, and family.</p> <p><b>Writing:</b> Students will be able to write about basic information such as countries, nationalities, jobs, everyday objects, and family.</p>	<p>Verb to be</p> <p>Indefinite articles</p> <p>No article</p>	<p>Countries</p> <p>Nationalities</p> <p>Jobs and occupations</p> <p>Everyday objects</p> <p>Family</p>	<p><b>Implementation:</b> Each student will answer the first exam which will cover all the topics during the Units 1 and 2.</p> <p><b>Feedback:</b> Each student will have a short feedback session regarding his/her performance during the first exam.</p>	Feedback	Exam #1

### UNIT 3: It's time to...

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative

Week: 6	<b>Listening:</b> Students will be able to listen to	<b>Speaking:</b> Students will be	Present simple (positive/negative) - I, you, we, they	<b>Common verbs</b> (Live, Go, Get up, Have, Study, Work	<b>Practice:</b> Read about Amrita's daily routine and answer the questions (Page 24).	Class participation	Homework  Classwork
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<p>Pages : 24-27</p>	<p>someone's daily routine.</p> <p><b>Reading:</b> Students will be able to read someone's daily routine.</p>	<p>able to tell the time and talk about their daily routine.</p> <p><b>Writing:</b> Students will be able to write their daily routine.</p>	<p>Present simple (questions/short answers) - I, you, we, they</p> <p>I/we/you/they (don't) + verb...</p> <p>Do I/we/you/they + verb...</p> <p>Yes, I do No, I don't</p> <p>What time is it? What's the time in....?</p>	<p><b>Telling the time</b></p> <p>(O'clock, Half pass, Pass, Quarter to)</p> <p><b>Time</b></p> <p>(Weekdays, Weekend, Breakfast, Lunch, Dinner, In the morning, In the afternoon, In the evening, At night, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)</p>	<p><b>Practice:</b> Listen and check the answers (Page 24).</p> <p><b>Grammar:</b> Verb conjugation in present simple for I, you, we, they (Page 25).</p> <p><b>Practice:</b> Practice verb conjugation - Filling the gaps (Page 25).</p> <p><b>Practice:</b> Each student will write six sentences conjugating verbs and will tell to the class (Page 25).</p> <p><b>Grammar:</b> Telling the time (Page 26).</p> <p><b>Practice:</b> Students will play a game about telling the time (<a href="https://mathsframe.co.uk/en/resources/resource/116/telling-the-time">https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</a>).</p> <p><b>Practice:</b> Listen to Niall and answer the questions (Page 27).</p> <p><b>Practice:</b> Students will fill the gaps about the correct time (Page 27).</p> <p><b>Practice:</b> Each student will choose three countries, find on internet about what time</p>	<p>Immediate feedback</p>	
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					is it there and share it with the class.		
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					<b>Practice:</b> Students will write four questions for one partner to answer as homework next class.		
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UNIT 3: It's time to...							
Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 7 Time: 1 Pages : 28-33	<b>Listening:</b> Students will be able to listen to someone's city.  <b>Reading:</b> Students will be able to read about people's cities.	<b>Speaking:</b> Students will be able to talk about city places.  <b>Writing:</b> Students will be able to write about their city.	Present simple (positive/negative) - I, you, we, they  Present simple (questions/short answers) - I, you, we, they  I/we/you/they (don't) + verb... Do I/we/you/they + verb... Yes, I do No, I don't	<b>Places in a town</b>  (Beach, Park, Shopping centre, Street market, Restaurant, Block of flats, Supermarket, Small shops, Swimming pool, Cinema)	<b>Practice-Review:</b> Flashcards about city places in Quizlet ( <a href="https://quizlet.com/latest">https://quizlet.com/latest</a> ).  <b>Practice:</b> City places - Matching activity (Page 28)  <b>Practice:</b> Students will play a Kahoot! about city places.  <b>Practice:</b> Listen about Sheena and answer the questions.  <b>Practice:</b> Look for the 'Useful Language' and write a sentence about our city (Page 31).  <b>Homework:</b> Read short texts and answer the questions (Page 28-29).  <b>Explanation:</b> Micro project Students will make a short video/reel/TikTok about their daily routine.	Class participation  Immediate feedback	Homework  Classwork  Micro project 3

UNIT 4: What do you like?							
Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 8 Pages : 34-35	<p><b>Listening:</b> Students will be able to listen to about someone's likes and dislikes.</p> <p><b>Reading:</b> Students will be able to read someone's likes and dislikes.</p>	<p><b>Speaking:</b> Students will be able to ...</p> <p><b>Writing:</b> Students will be able to write...</p>	<p>Present simple (positive/negative) - He, she, it</p> <p>Present simple (questions/short answers) - He, she, it I like... I don't like... I hate...</p> <p>Do you like...? Yes, I do. No, I don't.</p>	<p><b>Activities</b></p> <p>(Going for walks, Dancing, Cycling, Reading, Cooking, Spending time with friends, Playing computer games, Watching sports, Spending time on the internet, Swimming)</p>	<p><b>Practice:</b> Activities - Matching activity (Page 34).</p> <p><b>Grammar:</b> Like and dislikes</p> <p><b>Practice:</b> Each student will talk about one activity he/she likes (Page 34).</p> <p><b>Practice:</b> Activities Pictionary using Skribbl (<a href="https://skribbl.io">https://skribbl.io</a>).</p> <p><b>Practice:</b> Listen to the podcast and answer the questions (Page 35).</p> <p><b>Practice:</b> Students will write three sentences, Two truths, and one lie. Each of them will read them aloud and their partners will try to guess which is the false.</p> <p><b>Homework:</b> Students will answer a worksheet about likes and dislikes.</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p>

**UNIT 4: What do you like?**

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 9 Pages :	<b>Listening:</b> Students will be able to listen to	<b>Speaking:</b> Students will be able to talk about activities	Present simple (positive/negative) - He, she, it	<b>Phrases for time and frequency</b>	<b>Practice:</b> Read the text and match the pictures (Page 36)  <b>Grammar:</b> Adverbs of frequency.	Class participation  Immediate feedback	Homework  Classwork
36-41	people's likes and dislikes.  <b>Reading:</b> Students will be able to read people's likes and dislikes.	to do in a place.  <b>Writing:</b> Students will be able to write about the frequency of their activities.	Present simple (questions/short answers) - He, she, it  I like... I don't like... I hate...  Do you like...? Yes, I do. No, I don't.	(Always, Often, Sometimes, Usually, Not often, Never)	<b>Practice:</b> Fill the gaps in the sentences to make them true, then share it aloud.  <b>Practice:</b> Listen to four people and take notes about their likes and dislikes.  <b>Homework:</b> Read about Denis Lewis and answer the practice exercises (Page 37).  <b>Explanation:</b> Micro project Students will plan their next holidays with a friend. Each student will choose a place and talk about the activities to do there.		Micro project 4

### Exam #2

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative

Week: 10	<b>Listening:</b> Students will be able to listen about daily routines, time, activities, and frequency.	<b>Speaking:</b> Students will be able to talk about daily routines, time, activities, and frequency.	Present simple - I, You, We, They  Present simple - He, She, It	Common verbs  Telling the time  Time  Places in town  Activities	<b>Implementation:</b> Each student will answer the first exam which will cover all the topics during Units 3 and 4.  <b>Feedback:</b> Each student will have a short feedback session regarding his/her performance during the second exam.	Feedback	Exam #2
Pages :24-41	<b>Reading:</b> Students will be able to read about daily routines, time, activities, and frequency.	<b>Writing:</b> Students will be able to write daily routines, time, activities, and frequency.		Phrases for time and frequency			

### UNIT 5: I love travelling

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative

<p>Week: 11</p> <p>Pages : 42-43</p>	<p><b>Listening:</b> Students will be able to listen to ...</p> <p><b>Reading:</b> Students will be able to read ...</p>	<p><b>Speaking:</b> Students will be able to ...</p> <p><b>Writing:</b> Students will be able to write...</p>	<p>Possibility and ability - Can/Can't</p> <p>I can... I can't...</p> <p>Can you...? Yes, I can No, I can't</p>	<p><b>Transport</b></p> <p>(Car, Plane, Bus, Taxi, Train, Scooter, Tram, Ferry, Bicycle, Motorbike, Underground train, Drive, Ride, Take, Get in, Get out, Get off, To, For, In)</p> <p><b>Travelling</b></p> <p>(Security, Fly, Board, Book a ticket, Check-in, Luggage, Delay, Departure lounge, Boarding pass, Destination, Immigration control, Flight, Gate number, Rush hour, Speed limit)</p>	<p><b>Practice:</b> Look at the pictures and match them with the correct words (Page 42).</p> <p><b>Practice:</b> Read the article and fill the gaps with your knowledge. Then, listen and check (Page 43).</p> <p><b>Practice:</b> Students will watch a video about means of transport.</p> <p><b>Practice:</b> Students will discuss their experiences travelling (Page 44).</p> <p><b>Practice:</b> Students will play Who wants to be a millionaire about travelling process using SuperteachersTools (<a href="https://www.superteachertools.us/millionaire/">https://www.superteachertools.us/millionaire/</a>).</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p>
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					<p><b>Homework:</b> Students will answer a worksheet about means of transport.</p> <p><b>Practice:</b> Organize the process of travelling (Page 44).</p> <p><b>Practice:</b> Read the Travel Forum and compare the answers in the previous exercise (Page 44).</p> <p><b>Practice:</b> Listen to Mei Ling about things you can and can't do in Hong Kong. Answer the questions (Page 45).</p> <p><b>Homework:</b> Think about what things do you usually do when you have to have a long time for a bus, train, or plane</p>		
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### UNIT 5: I love travelling

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative

<p>Week: 12</p> <p>Pages : 43-51</p>	<p><b>Listening:</b> Students will be able to listen to ...</p> <p><b>Reading:</b> Students will be able to read ...</p>	<p><b>Speaking:</b> Students will be able to ...</p> <p><b>Writing:</b> Students will be able to write...</p>	<p>Possibility and ability - Can/Can't</p> <p>I can... I can't...</p> <p>Can you...? Yes, I can No, I can't</p>	<p><b>Travelling</b></p> <p>(Security, Fly, Board, Book a ticket, Check-in, Luggage, Delay, Departure lounge, Boarding pass, Destination, Immigration control, Flight, Gate number, Rush hour, Speed limit)</p>	<p><b>Practice:</b> Students will participate in a poll about the most common means of transport in the country using PollMaker. (<a href="https://www.poll-maker.com/">https://www.poll-maker.com/</a> ).</p> <p><b>Grammar:</b> Indefinite articles and no article. Complete the rule chart (Page 46).</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p> <p>Micro project 5</p>
					<p><b>Practice:</b> Read the Mexico Quiz and answer the questions.</p> <p><b>Practice:</b> Listen and check the answers - Discrimination exercise (Page 48).</p> <p><b>Practice:</b> Answer a short survey and share the answers with the class (Page 49).</p> <p><b>Explanation:</b> Micro project Students will carry out a short Google Form survey about means of transportation. Each student will apply the survey to at least 10 people and will present the findings.</p>		

**UNIT 6: Food & drinks!**

Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 13 Pages : 52-55	<p><b>Listening:</b> Students will be able to listen to about food and food pairs.</p> <p><b>Reading:</b> Students will</p>	<p><b>Speaking:</b> Students will be able to talk about countable and uncountable nouns.</p> <p><b>Writing:</b> Students will be</p>	<p>There is/There are Some/Any How much/How many</p> <p>There is... There are... Is there any...? Are there any...? There is some... There are some... There isn't any... There aren't any</p>	<p><b>Food: Countable and uncountable nouns</b></p> <p>(Grapes, Banana, Olive oil, Apple, Eggs, Salad, Water, Cheese, Biscuits, Bread, Tomatoes, Orange juice, Chicken, Sandwich, Fruit)</p> <p><b>Food pairs</b></p>	<p><b>Practice:</b> Food - Matching activity (Page 52).</p> <p><b>Practice:</b> Classify food into countable and uncountable and check the answer listening to the audio (Page 52).</p> <p><b>Grammar:</b> There is/are, some, any (Page 53).</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p>

	be able to read different diets.	able to write questions using how much and how many.	How much...? How many...?	(Fish, Vegetarian food, Herbs, Sweet, Salt, Tea, Food, Chips, Butter, Coffe, Sour, Spices, Pepper, Fork, Knife, Drink, Vegetables)	<p><b>Practice:</b> Students will play a game about countable and uncountable nouns using Wordwall (<a href="https://wordwall.net/es/resource/17780514/countable-or-uncountable">https://wordwall.net/es/resource/17780514/countable-or-uncountable</a>).</p> <p><b>Practice:</b> Read the article 'Healthy diets in the world' and match the sentences with the correct diet (Page 54).</p> <p><b>Practice:</b> Students will see an image with twelve items and try to remember all of them (Page 135).</p> <p><b>Practice:</b> Food pairs - Matching activity (Page 55).</p> <p><b>Practice:</b> Listen to the correct answer of the Food pairs - Matching activity. Making emphasis in the order (Page 55).</p> <p><b>Practice:</b> Complete the questions with how much or how may (Page 55).</p> <p><b>Homework:</b> Students will answer a worksheet about countable and uncountable nouns.</p>		
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<b>UNIT 6: Food &amp; drinks!</b>							
<b>Time Frame</b>	<b>Integrated Language Skills</b>		<b>Language Focus</b>		<b>Procedural Content</b>	<b>Assessment</b>	
	<b>Receptive</b>	<b>Productive</b>	<b>Grammar</b>	<b>Vocabulary</b>		<b>Formative</b>	<b>Summative</b>

<p>Week: 14</p> <p>Pages : 56-59</p>	<p><b>Listening:</b> Students will be able to listen to people talking about their favourite place to eat.</p> <p><b>Reading:</b> Students will be able to read information about a restaurant and the menu.</p>	<p><b>Speaking:</b> Students will be able to talk about ordering food and drinks.</p> <p><b>Writing:</b> Students will be able to write about their favourite food.</p>	<p>There is/There are Some/Any How much/How many</p> <p>There is... There are... Is there any...? Are there any...? There is some... There are some... There isn't any... There aren't any</p> <p>How much...? How many...?</p>	<p><b>Food: Countable and uncountable nouns</b></p> <p>(Grapes, Banana, Olive oil, Apple, Eggs, Salad, Water, Cheese, Biscuits, Bread, Tomatoes, Orange juice, Chicken, Sandwich, Fruit)</p> <p><b>Food pairs</b></p> <p>(Fish, Vegetarian food, Herbs, Sweet, Salt, Tea, Food, Chips, Butter, Coffe, Sour, Spices, Pepper, Fork, Knife, Drink, Vegetables)</p>	<p><b>Practice:</b> Listen to three people talking about their favourite place to eat and answer the questions (Page 56).</p> <p><b>Practice:</b> Students will write a short text about their favourite food using the Useful Language and read it aloud (Page 57).</p> <p><b>Practice:</b> Students will read information about a restaurant and complete a table about it (Page 58).</p> <p><b>Practice:</b> Students will complete a dialogue about ordering food and drink (Page 59).</p> <p><b>Practice:</b> Some students will take roles to order food and drinks in a short conversation (Page 59).</p> <p><b>Practice:</b> Students will watch a video about ordering food and drinks in a restaurant.</p> <p><b>Explanation:</b> Macro project Students will select a country, talk as one of its citizens about your personal information, nationality, job, language, places, means of transportation, things you</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Homework</p> <p>Classwork</p> <p>Macro project</p>
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					like to do there, and typical food. This will be supported		
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					with a tourist brochure design by the students.		
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Tourism Fair!							
Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 15 Time: 2	<p><b>Listening:</b> Students will be able to listen to their partners talking about their projects.</p> <p><b>Reading:</b> Students will be able to read touristic information from a country.</p>	<p><b>Speaking:</b> Students will be able to talk about a country and its touristic information.</p> <p><b>Writing:</b> Students will be able to write about a country and its touristic information.</p>	<p>Verb to Be (Positive / Negative)</p> <p>Am / Is / Are (not)</p> <p>Verb to Be (Short form)</p> <p>Be (Personal questions)</p> <p>Demonstratives</p> <p>Pronouns (This/That/These/Those)</p> <p>Possessive 's</p> <p>Have got</p> <p>Present simple (positive/negative) - I, you, we, they</p> <p>Present simple (questions/short answers) - I, you, we, they</p> <p>Present simple</p>	<p>Countries</p> <p>Nationalities</p> <p>Jobs and occupations</p> <p>Family</p> <p>Common verbs</p> <p>City places</p> <p>Activities</p> <p>Phrases for time and frequency</p> <p>Transport</p> <p>Travelling</p> <p>Food and drinks</p>	<p><b>Presentation:</b> Each student will present his/her project. Questions are allowed.</p>	<p>Class participation</p> <p>Immediate feedback</p>	<p>Macro project</p>

			(positive/negative) - He, she, it				
			Present simple (questions/short answers) - He, she, it  Possibility and ability - Can/Can't				

Tourism Fair!							
Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative
Week: 16 Time: 1	<p><b>Listening:</b> Students will be able to listen to their partners talking about their projects.</p> <p><b>Reading:</b> Students will be able to read touristic information from a country.</p>	<p><b>Speaking:</b> Students will be able to talk about a country and its touristic information.</p> <p><b>Writing:</b> Students will be able to write about a country and its touristic information.</p>	<p>Verb to Be (Positive / Negative)</p> <p>Am / Is / Are (not)</p> <p>Verb to Be (Short form)</p> <p>Be (Personal questions)</p> <p>Demonstratives Pronouns (This/That/These/Those)</p> <p>Possessive `s Have got</p> <p>Present simple (positive/negative) - I, you, we, they</p> <p>Present simple (questions/short answers) - I, you, we, they</p>	<p>Countries</p> <p>Nationalities</p> <p>Jobs and occupations</p> <p>Family</p> <p>Common verbs</p> <p>Cityplaces</p> <p>Activities</p> <p>Phrases for time and frequency</p> <p>Transport</p> <p>Travelling</p> <p>Food and drinks</p>	<p><b>Feedback:</b> Each student will have a short feedback session regarding his/her performance during the project</p>	Feedback	Macro project

			Present simple (positive/negative) - He, she, it Present simple (questions/short answers) - He, she, it  Possibility and ability - Can/Can't				
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Final Exam							
Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative

Week: 14	<b>Listening:</b> Students will be able to listen to ...	<b>Speaking:</b> Students will be able to ...	Verb to Be (Positive / Negative / Questions)	Countries	<b>Implementation:</b> Each student will answer the final exam which will cover all the topic during the course.		Final Exam
Time: 2	<b>Reading:</b> Students will be able to read ...	<b>Writing:</b> Students will be able to write...	Demonstratives Pronouns (This/That/These/Those)	Nationalities			
			Possessive 's	Jobs and occupations			
			Have got	Everyday objects			
			Present simple (Positive / Negative / Questions)	Family			
			Likes and dislikes	Common verbs			
			Possibility and ability - Can/Can't	Telling the time			
				City places			
				Activities			
				Phrases for time and frequency			
				Transport			
				Travelling			
				Food and drinks			
				Food pairs			

Final Exam							
Time Frame	Integrated Language Skills		Language Focus		Procedural Content	Assessment	
	Receptive	Productive	Grammar	Vocabulary		Formative	Summative

Week: 14  Time: 1	<b>Listening:</b> Students will be able to listen to ...  <b>Reading:</b> Students will be able to read ...	<b>Speaking:</b> Students will be able to ...  <b>Writing:</b> Students will be able to write...	Verb to Be (Positive / Negative / Questions)  Demonstratives Pronouns (This/That/These/Those)  Possessive `s  Have got  Present simple (Positive / Negative / Questions)  Likes and dislikes  Possibility and ability - Can/Can't	Countries  Nationalities  Jobs and occupations  Everyday objects  Family  Common verbs  Telling the time  City places  Activities  Phrases for time and frequency  Transport  Travelling	<b>Feedback:</b> Each student will have a short feedback session regarding his/her performance during the exam and the course.	Feedback	Final Exam
				Food and drinks  Food pairs			

## LESSON PLAN FORM

<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga			
<b>Date:</b>	<b>Week #:</b> 1	<b>Lesson #:</b> 1			
<b>Objective(s):</b> The students will be able to introduce themselves.					
<b>Language Content:</b>  <b>Structures:</b> Be (positive/negative) am/is/are - not Be (short form) Be (personal questions) <b>Vocabulary:</b> –	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
		x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	Students will create their own avatar using AvatarMaker. <a href="https://avatarmaker.com/">https://avatarmaker.com/</a> For in-person class if a student can't have access to the website, it will be acceptable to draw the avatar.	Internet		10 mins	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Introduction of the course.</li> <li>● Explanation: Classroom rules.</li> <li>● Listen to the conversation twice and organize it (Page 6, Exercise 1a). Check the answers.</li> </ul>	Computer Internet Zoom TV Speakers		10 mins 15 mins 10 mins	

	<ul style="list-style-type: none"> <li>• Complete the conversation with the sentences in the box (Page 6, Exercise 2a).</li> <li>• Complete the grammar box and check the answers (Page 7, Grammar focus 1).</li> <li>• Watch a video about how to introduce yourself and others. Students will listen carefully and write down key phrases. Then, they will discuss what phrase did they like the most. <a href="https://www.youtube.com/watch?v=NhAwCo2wX38&amp;ab_channel=AntonellaGuglielmin">https://www.youtube.com/watch?v=NhAwCo2wX38&amp;ab_channel=AntonellaGuglielmin</a></li> <li>• Personal Presentation: Each student will introduce him/herself by showing the avatar → I'm.....</li> </ul>	Board	10 mins 10 mins 15 mins  20 mins
<b>Closure</b>	Say goodbye to students and solve doubts.	None	5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 1	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to talk about countries and nationalities.		
<b>Language Content:</b>		<b>L</b> <b>R</b> <b>S</b> <b>W</b>

Structures:		Skills:	x	x	x	x
Be (positive/negative) am/is/are - not Be (short form) Be (personal questions) Articles with jobs (a/an) <b>Vocabulary:</b> Countries (Spain, China, USA, Brazil, Italy, Great Britain, Poland, Australia, Japan, Vietnam, Ireland, Russia) Nationalities (Spanish, Chinese, Brazilian, English, Polish, Australian, Japanese, Vietnamese, Irish, Russian)						
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME		
Lesson opening	Greet the class Call attendance.	Attendance format		5 mins		
Warm-up	<ul style="list-style-type: none"> <li>Countries and nationalities - Matching activity (short). Recall previous knowledge.</li> </ul>	Slides		5 mins		
Procedure	<ul style="list-style-type: none"> <li>Watch a video about flags. Students will have three seconds to guess the country. Each correct answer will be 1 point. <a href="https://www.youtube.com/watch?v=aU5imsuYrHo&amp;ab_channel=it%27sNNAU">https://www.youtube.com/watch?v=aU5imsuYrHo&amp;ab_channel=it%27sNNAU</a></li> <li>Watch a video about countries and nationalities. Check the pronunciation. Listen and repeat.</li> </ul>	Computer Internet Zoom TV Speakers Board		5 mins 20 mins  10 mins		
	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=KxNwO3ksvw4&amp;ab_channel=LearnEnglishwithKT">https://www.youtube.com/watch?v=KxNwO3ksvw4&amp;ab_channel=LearnEnglishwithKT</a></li> <li>Complete the table and then check the answers with your partners (Page 9, exercise 1a).</li> </ul>	Book		10 mins		
Closure	Assign homework. <b>Homework:</b> Listen to a conversation and answer questions about it (Page 9, Grammar focus 2). Say goodbye to students and solve doubts.	None		5 mins 5 mins		

**Potential problems and possible solutions:**

- - Students who do not attend the class → Teacher will record the class and upload it to Moodle.
  - Students do not have the book → Teacher will share the screen during the session.

<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga			
<b>Date:</b>	<b>Week #:</b> 2	<b>Lesson #:</b> 1			
<b>Objective(s):</b> The students will be able to talk about jobs and occupations.					
<b>Language Content:</b> <b>Structures:</b> Verb to Be (Positive / Negative) Am / Is / Are (not) Verb to Be (Short form) Be (Personal questions) Indefinite articles (a/an) <b>Vocabulary:</b> Jobs and occupations (Footballer, Lawyer, Shop assistant, Waiter, Musician, Police officer, Doctor, Businessman, Businesswoman, Engineer, Singer, Actor)	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
		x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Homework review</li> </ul>	Book		10 mins	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Review: Jobs and occupations - Matching activity</li> <li>Grammar: Indefinite articles. Ask students what do they know about the topic. View table (Page 10, Grammar focus 3).</li> <li>Fill in the gaps and check the answers with the audio (Page 10, exercise 1a).</li> <li>Practice: Each student will choose a job from a pool provided by the teacher. Students will play charades.</li> </ul>	Computer Internet Zoom TV Speakers Board Book		15 mins 10 mins 15 mins 30 mins	

	<ul style="list-style-type: none"> <li>• Grammar: Questions with Be. Make students see the grammar box and to notice the structure order (Page 11).</li> <li>• Listen to the audio about how to put stress in the questions and shoer answers (Page 11). Listen and practice intonation.</li> </ul>	Worksheet	10 mins
<b>Closure</b>	Assign homework. <b>Homework:</b> Task, exercises 1 and 2 (Page 12). Say goodbye to students and solve doubts.	None	15 mins 5 mins 5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga			
<b>Date:</b>	<b>Week #:</b> 2	<b>Lesson #:</b> 2			
<b>Objective(s):</b> The students will be able to talk about jobs and occupations.					
<b>Language Content:</b> <b>Structures:</b> Verb to Be (Positive / Negative) Am / Is / Are (not) Verb to Be (Short form) Be (Personal questions) Indefinite articles (a/an) <b>Vocabulary:</b> Jobs and occupations (Footballer, Lawyer, Shop assistant, Waiter, Musician, Police officer, Doctor, Businessman, Businesswoman, Engineer, Singer, Actor)	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
		x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Practice: The teacher will display different pics of famous people with different jobs and occupations. Students will mention which one is the correct answer.</li> </ul>	Computer Internet Zoom Video beam		10 mins	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Homework review</li> <li>Practice: Students will work in groups of three. Each student will search on the internet about famous people and write a short CV and share it with the partners.</li> </ul>	Computer Internet Zoom TV Speakers		10 mins 15 mins 15 mins	

	<ul style="list-style-type: none"> <li>● Practice: Students will read a worksheet about how to write a CV in which they will identify the main parts, tips, and structure.</li> <li>● Explanation: Micro project 1 Students will create a 'Job badge' with their personal information (Name, age, country, nationality, and job). Then, they will write their CV, and record a short video about it.</li> </ul>	Board Book Worksheet	
<b>Closure</b>	Assign homework. <b>Homework:</b> Micro-project 1 Say goodbye to students and solve doubts.	None	5 mins  5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>● Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>● Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 3	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to talk about belonging and everyday objects.		
<b>Language Content:</b>		L R S W

<b>Structures:</b> Demonstratives (this/that/these/those) Possessive `s Have got <b>Vocabulary:</b> Everyday objects (Bottle of water, Identity card, Mobile phone, Packet of chewing gum, Camera, Credit card, Dictionary, Memory stick, Wallet, Keys, Photos, Coins, Tissues, Glasses, Bag, Watch) - Extra (Car, Computer, TV, Dog, Cat)		<b>Skills:</b>			
		x	x	x	x
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>The teacher will display a grammar quiz to answer between all the class.  <a href="https://www.grammar.cl/Games/This_That_These_Those.htm">https://www.grammar.cl/Games/This_That_These_Those.htm</a> </li> </ul>	Computer Internet Zoom Video beam		15 mins	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Homework review</li> <li>Practice: Write 5 sentences using demonstrative pronouns.</li> <li>Practice: Read aloud the writing exercise.</li> <li>Grammar: Have got forms (Affirmative, negative, and question)</li> <li>Practice: Listen to the audio, look at the picture and fill the gaps (Page 18).</li> </ul>	Computer Internet Zoom TV Speakers Board Book		10 mins 5 mins 10 mins 10 mins 5 mins	
<b>Closure</b>	Assign homework. <b>Homework:</b> Complete the Practice section (Page 18). Say goodbye to students and solve doubts.	None		5 mins  5 mins	

**Potential problems and possible solutions:**

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  - Students do not have the book → Teacher will share the screen during the session.

<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros			<b>City:</b> Bucaramanga						
<b>Date:</b>	<b>Week #:</b> 4	<b>Lesson #:</b> 1		<b>Course:</b> English I						
<b>Objective(s):</b> The students will be able to talk about family connections.										
<b>Language Content:</b> <b>Structures:</b> Demonstratives (this/that/these/those) Possessive `s Have got <b>Vocabulary:</b> Everyday objects (Bottle of water, Identity card, Mobile phone, Packet of chewing gum, Camera, Credit card, Dictionary, Memory stick, Wallet, Keys, Photos, Coins, Tissues, Glasses, Bag, Watch) - Extra (Car, Computer, TV, Dog, Cat) Family (Father, Mother, Parents, Grandfather, Grandmother, Grandparents, Son, Daughter, Brother, Sister, Children, Grandson, Granddaughter, Grandchildren, Uncle, Aunt, Cousin, Niece, Nephew, Husband, Wife, Boyfriend, Girlfriend)						<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
							x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>			<b>MATERIALS</b>		<b>TIME</b>				
<b>Lesson opening</b>	Greet the class Call attendance.			Attendance format		5 mins				
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Practice-Review: Using a Wheel of names, students will ask each other about objects they have using 'Have you got...?' (<a href="https://wheelofnames.com">https://wheelofnames.com</a>).</li> </ul>			Computer Internet Zoom Video beam		15 mins				
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Homework review</li> <li>Watch a video about the Simpsons family members. <a href="https://www.youtube.com/watch?v=nbU8Xi0WFPg&amp;ab_channel=DickinsonIsidro">https://www.youtube.com/watch?v=nbU8Xi0WFPg&amp;ab_channel=DickinsonIsidro</a></li> </ul>			Computer Internet Zoom TV		15 mins 25 mins				

	<p>Then, they will answer a crossword about family members.</p> <ul style="list-style-type: none"> <li>• Listen carefully to the correct pronunciation of the family members (Page 19).</li> <li>• Practice: Read about Family connections and answer the questions (Page 19, exercises 1 and 3).</li> <li>• Review: Complete the table about family members (Page 19, exercise 2).</li> <li>• Students will take turns and ask one partner one of the questions about his/her family (Page 19, exercise 4).</li> </ul>	Speakers Board Book	5 mins 20 mins  10 mins 15 mins
<b>Closure</b>	<p>Assign homework. <b>Homework:</b> Listening task (Page 20, exercises 1 and 2). Say goodbye to students and solve doubts.</p>	None	5 mins  5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 4	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to talk about family connections..		
<b>Language Content:</b>		<b>L</b> <b>R</b> <b>S</b> <b>W</b>

<b>Structures:</b> Demonstratives (this/that/these/those) Possessive `s Have got <b>Vocabulary:</b> Family (Father, Mother, Parents, Grandfather, Grandmother, Grandparents, Son, Daughter, Brother, Sister, Children, Grandson, Granddaughter, Grandchildren, Uncle, Aunt, Cousin, Niece, Nephew, Husband, Wife, Boyfriend, Girlfriend)		<b>Skills:</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>		<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins		
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Homework review</li> </ul>			10 mins		
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Listen and answer the questions (Page 20).</li> <li>Practice: Students will choose a famous person or character. Then, they will look for information on the internet taking into account the questions from the Speaking task, and write the answers (Page 21, exercise 2). Finally, each student will talk about the person chosen and the rest of the class will try to guess who the person is.</li> <li>Explanation: Micro project 2</li> </ul>	Computer Internet Zoom TV Speakers Board Book	15 mins 20 mins			
	Students will create their own family tree and talk about their relationship and basic information in a short video. For this, they will use photos to make relationships in an image/poster.					
<b>Closure</b>	Assign homework. <b>Homework:</b> Micro-project 2 Say goodbye to students and solve doubts.	None		5 mins 5 mins		

**Potential problems and possible solutions:**

- Students who do not attend the class → Teacher will record the class and upload it to Moodle.
- Students do not have the book → Teacher will share the screen during the session.

<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga				
<b>Date:</b>	<b>Week #:</b> 5	<b>Lesson #:</b> 1	<b>Course:</b> English I			
<b>Objective(s):</b> The students will be able to test their knowledge regarding units 1 and 2.						
<b>Language Content:</b> <b>Structures:</b> Be (positive/negative)          am/is/are - not Be (short form) Be (personal questions) Articles with jobs (a/an) Demonstratives (this/that/these/those) Possessive `s Have got <b>Vocabulary:</b> Countries (Spain, China, USA, Brazil, Italy, Great Britain, Poland, Australia, Japan, Vietnam, Ireland, Russia) Nationalities (Spanish, Chinese, Brazilian, English, Polish, Australian, Japanese, Vietnamese, Irish, Russian) Jobs (Footballer, Lawyer, Shop assistant, Waiter, Musician, Police officer, Doctor, Businessman, Businesswoman, Engineer, Singer, Actor) Everyday objects (Bottle of water, Identity card, Mobile phone, Packet of chewing gum, Camera, Credit card, Dictionary, Memory stick, Wallet, Keys, Photos, Coins, Tissues, Glasses, Bag, Watch) - Extra (Car, Computer, TV, Dog, Cat) Family (Father, Mother, Parents, Grandfather, Grandmother, Grandparents, Son, Daughter, Brother, Sister, Children, Grandson, Granddaughter, Grandchildren, Uncle, Aunt, Cousin, Niece, Nephew, Husband, Wife, Boyfriend, Girlfriend)		<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
			x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>		<b>MATERIALS</b>		<b>TIME</b>	

<b>Lesson opening</b>	Greet the class Call attendance	Attendance format	5 mins
<b>Warm-up</b>	None	None	None
<b>Procedure</b>	<p><b>First exam - Implementation:</b></p> <ul style="list-style-type: none"> <li>● Each student will answer the first exam which will cover all the topics from Units 1 and 2.</li> <li>● The exam is individual.</li> <li>● The exam will assess the four main skills: listening, reading, writing, and speaking.</li> <li>● For the listening part, the audios will only be reproduced twice.</li> <li>● For the speaking part, students will take turns.</li> <li>● Grammatical and lexical content from Units 1 and 2 will be present during all the skills.</li> <li>● The time for each part will be: <ul style="list-style-type: none"> <li>○ Listening: 15 mins</li> <li>○ Speaking: 35 mins</li> </ul> </li> </ul> <p>Reading and writing: 1h ● No cellphones allowed.</p> <ul style="list-style-type: none"> <li>● Any indication of cheating will be reported and sanctioned.</li> </ul>	Computer Internet Speakers Board Exam #1	1h 50 mins
<b>Closure</b>	Say goodbye to students and solve doubts.	None	5 mins

**Potential problems and possible solutions:**

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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga				
<b>Date:</b>	<b>Week #:</b> 5	<b>Lesson #:</b> 2	<b>Course:</b> English I			
<b>Objective(s):</b> The students will be able to test their knowledge regarding units 1 and 2.						
<b>Language Content:</b> <b>Structures:</b> Be (positive/negative)          am/is/are - not Be (short form) Be (personal questions) Articles with jobs (a/an) Demonstratives (this/that/these/those) Possessive `s Have got <b>Vocabulary:</b> Countries (Spain, China, USA, Brazil, Italy, Great Britain, Poland, Australia, Japan, Vietnam, Ireland, Russia) Nationalities (Spanish, Chinese, Brazilian, English, Polish, Australian, Japanese, Vietnamese, Irish, Russian) Jobs (Footballer, Lawyer, Shop assistant, Waiter, Musician, Police officer, Doctor, Businessman, Businesswoman, Engineer, Singer, Actor) Everyday objects (Bottle of water, Identity card, Mobile phone, Packet of chewing gum, Camera, Credit card, Dictionary, Memory stick, Wallet, Keys, Photos, Coins, Tissues, Glasses, Bag, Watch) - Extra (Car, Computer, TV, Dog, Cat)		<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
			x	x	x	x

Family (Father, Mother, Parents, Grandfather, Grandmother, Grandparents, Son, Daughter, Brother, Sister, Children, Grandson, Granddaughter, Grandchildren, Uncle, Aunt, Cousin, Niece, Nephew, Husband, Wife, Boyfriend, Girlfriend)					
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME	
Lesson opening	Greet the class Call attendance.	Attendance form it		5 mins	
Warm-up	None	None		None	
Procedure	<b>First exam - Feedback:</b> <ul style="list-style-type: none"> <li>Each student will have a short feedback session regarding his/her performance during the first exam.</li> </ul>	Computer Internet Exams Grading docume it		1h 50 mins	
Closure	Say goodbye to students and solve doubts.	None		5 mins	

**Potential problems and possible solutions:**

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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 6	<b>Lesson #:</b> 1
<b>Objective(s):</b> The students will be able to tell the time and their daily routine.		

Language Content: <b>Structures:</b> Present simple (positive/negative) - I, You, We, they Present simple (questions/short answers) - I, You, We, They <b>Vocabulary:</b> Common verbs (Live, Go, Get up, Have, Study, Work) Telling the time (O'clock, Half pass, Pass, Quarter to) + Extra (Weekdays, Weekend, Breakfast, Lunch, Dinner, In the morning, In the afternoon, In the evening, At night, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)		Skills:	L	R	S	W
			x	x	x	x
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME		
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins		
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>The teacher will say a word and then call the first student on the list who will say a word starting with the final letter that the teacher said. Example: Japan → Nephew → Wife The purpose is to recall previous knowledge from units 1 and 2 but additionally words in English are allowed.</li> </ul>	None		15 mins		
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Read about Amrita's daily routine and answer the questions (Page 24, exercises 1 and 2).</li> <li>Practice: Listen and check the answers (Page 24, exercise 3).</li> <li>Grammar: Verb conjugation in present simple for I, you, we, they (Page 25, Grammar focus 1).</li> <li>Practice: Practice verb conjugation - Filling the gaps (Page 25, exercise 3).</li> <li>Practice: Each student will write six sentences conjugating verbs and will tell the class (Page 25, Practice, exercise 2a).</li> <li>Grammar: Telling the time (Page 26).</li> </ul>	Computer Internet Zoom TV Speakers Board Book Worksheet	15 mins 15 mins 10 mins 15 mins 15 mins 20 mins			

<b>Closure</b>	Say goodbye to students and solve doubts.	None	5 mins
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**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 6	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to tell the time.		
<b>Language Content:</b>		<b>L</b> <b>R</b> <b>S</b> <b>W</b>

<b>Structures:</b> Present simple (positive/negative) - I, You, We, They Present simple (questions/short answers) - I, You, we, They <b>Vocabulary:</b> Common verbs (Live, Go, Get up, Have, Study, Work) Telling the time (O'clock, Half pass, Pass, Quarter to) + Extra (Weekdays, Weekend, Breakfast, Lunch, Dinner, In the morning, In the afternoon, In the evening, At night, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) Places in a town (Beach, Park, Shopping centre, Street market, Restaurant, Block of flats, Supermarket, Small shops, Swimming pool, Cinema)		<b>Skills:</b>			
		x	x	x	x
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students will play a game about telling the time (<a href="https://www.youtube.com/watch?v=NhAwCo2wX38">Telling the Time - Mathsframe</a>). <a href="https://www.youtube.com/watch?v=NhAwCo2wX38">https://www.youtube.com/watch?v=NhAwCo2wX38</a></li> </ul>	Computer Internet Zoom		15 mins	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Students will fill the gaps about the correct time (Page 27).</li> </ul>	Computer Internet Zoom		10 mins 10 mins	
	<ul style="list-style-type: none"> <li>Practice: Each student will choose three countries, find on internet about what time is it there and share it with the class.</li> </ul>	TV Speakers Board Book Worksheet		10 mins	
<b>Closure</b>	Assign homework. <b>Homework:</b> Students will write four questions for one partner about his/her daily routine. Say goodbye to students and solve doubts. The activity will be in groups of two.	None		5 mins	

			5 mins
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**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 7	<b>Lesson #:</b> 1
<b>Objective(s):</b> The students will be able to talk about city places.		
<b>Language Content:</b>		<b>L</b> <b>R</b> <b>S</b> <b>W</b>

<b>Language Content:</b> <b>Structures:</b> Present simple (positive/negative) - I, You, We, They Present simple (questions/short answers) - I, You, we, They <b>Vocabulary:</b> Common verbs (Live, Go, Get up, Have, Study, Work) Telling the time (O'clock, Half pass, Pass, Quarter to) + Extra (Weekdays, Weekend, Breakfast, Lunch, Dinner, In the morning, In the afternoon, In the evening, At night, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) Places in a town (Beach, Park, Shopping centre, Street market, Restaurant, Block of flats, Supermarket, Small shops, Swimming pool, Cinema)		<b>Skills:</b>			
		x	x	x	x
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>● Homework review</li> <li style="padding-left: 20px;">Each member of the group will ask each other about their daily routine.</li> </ul>	None		15 mins	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Practice-Review: Flashcards about city places in Quizlet (<a href="https://quizlet.com/latest">https://quizlet.com/latest</a>).</li> <li>● Practice: City places - Matching activity (Page 28, exercise 1)</li> <li>● Practice: Students will play a Kahoot! about city places.</li> <li>● Practice: Listen about Sheena and answer the questions (Page 29, exercise 1 and 2).</li> </ul>	Computer	Internet	Zoom	25 mins
		TV	Speakers		15 mins

	<ul style="list-style-type: none"> <li>Watch a video about city places. First without subtitles and ask what did they understand. Then, watch it for second time with subtitles and talk about what places do we have in our city. Ask for examples. <a href="https://www.youtube.com/watch?v=4eljnXnFWRs&amp;ab_channel=AbderrahimLait%3AEnglishMogador">https://www.youtube.com/watch?v=4eljnXnFWRs&amp;ab_channel=AbderrahimLait%3AEnglishMogador</a></li> <li>Homework: Answer the Quiz about India. Check your answers later on the internet.</li> </ul>	Board Book Worksheet	30 mins
<b>Closure</b>	Assign homework. Say goodbye to students and solve doubts.	None	5 mins 5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 7	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to...		
		<b>L</b>
		<b>R</b>
		<b>S</b>
		<b>W</b>



Escuela de Idiomas  
 Licenciatura en Lenguas Extranjeras con énfasis en Inglés Práctica  
 en Docencia

<b>Language Content:</b> <b>Structures:</b> Present simple (positive/negative) - I, You, We, They Present simple (questions/short answers) - I, You, we, They <b>Vocabulary:</b> Common verbs (Live, Go, Get up, Have, Study, Work) Telling the time (O'clock, Half pass, Pass, Quarter to) + Extra (Weekdays, Weekend, Breakfast, Lunch, Dinner, In the morning, In the afternoon, In the evening, At night, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) Places in a town (Beach, Park, Shopping centre, Street market, Restaurant, Block of flats, Supermarket, Small shops, Swimming pool, Cinema)		<b>Skills:</b>	x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>		
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance form it		5 mins		
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Homework review: Discuss about the quiz. How many answer did they have? Was it interesting? What data the didn't know?</li> </ul>			15 mi		

<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Look for the 'Useful Language' and write three sentence about our city and read them aloud (Page 31).</li> <li>Practice: Read short texts and answer the questions (Page 28-29, exercises 3 and 4).</li> <li>Explanation: Micro project 3 Students will record a short video/reel/TikTok about their daily routine. It must include the time, activities and city places.</li> </ul>	Computer Internet Zoom TV Speakers Board Book Worksheet	15 mi is is 15 mi
<b>Closure</b>	Assign homework. <b>Homework:</b> Micro-project 3 Say goodbye to students and solve doubts.	None	5 mins s 5 min

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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	<ul style="list-style-type: none"> <li>Practice: Each student will talk about two activity he/she likes (Page 34). They can ask the teacher for vocabulary or search on the internet. It must be complete sentences.</li> <li>Practice: Listen to the podcast and answer the questions (Page 35, Listening activities 1 and 2).</li> <li>Practice: Students will search on the internet about their favourite artist and write about their biography following the example about Adele (Page 35, exercise 2).</li> </ul>		20 mins
			20 mins
			20 mins
<b>Closure</b>	Assign homework. <b>Homework:</b> Students will answer a short worksheet about likes and dislikes. Say goodbye to students and solve doubts.	None	5 mins 5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 8	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to...		
<b>Language Content:</b>		<b>L</b> <b>R</b> <b>S</b> <b>W</b>

<b>Structures:</b> Present simple (positive/negative) - He, she, It Present simple (questions/short answers) - He, She, It <b>Vocabulary:</b> Activities (Going for walks, Dancing, Cycling, Reading, Cooking, Spending time with friends, Playing computer games, Watching sports, Spending time on the internet, Swimming) + Extra (Sailing, Preparing dinner, Playing music, Taking a photograph)		<b>Skills:</b>	x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>		<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins		
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Homework review</li> </ul>	Worksheet		10 mins		
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Students will play Pictionary using Skribbl (<a href="#">Skribbl</a>). Students will review activities vocabulary from previous class.</li> <li>Practice: Students will write three sentences, Two truths, and one lie. Each of them will read them aloud and their partners will try to guess which is the false.</li> </ul>	Computer Internet Zoom		20 mins		
		TV Speakers Board Book Worksheet		20 mins		
<b>Closure</b>	Say goodbye to students and solve doubts.	None		5 mins		

**Potential problems and possible solutions:**

- Students who do not attend the class → Teacher will record the class and upload it to Moodle.

- Students do not have the book → Teacher will share the screen during the session.

<b>Headteacher:</b>		<b>Practitioner:</b> Jean Carlos Ramírez Aceros		<b>City:</b> Bucaramanga			
<b>Date:</b>		<b>Week #:</b> 9	<b>Lesson #:</b> 1		<b>Course:</b> English I		
<b>Objective(s):</b> The students will be able to talk about likes and dislikes.							
<b>Language Content:</b>			<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
<b>Structures:</b> Present simple (positive/negative) - He, she, It Present simple (questions/short answers) - He, She, It				<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>Vocabulary:</b> Activities (Going for walks, Dancing, Cycling, Reading, Cooking, Spending time with friends, Playing computer games, Watching sports, Spending time on the internet, Swimming) + Extra (Sailing, Preparing dinner, Playing music, Taking a photograph) Phrases for time and frequency (Always, Often, Sometimes, Usually, Not often, Never)							
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>		<b>MATERIALS</b>		<b>TIME</b>		
<b>Lesson opening</b>	Greet the class Call attendance.		Attendance format		5 mins		
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Read the text and match the pictures (Page 36, exercise 1).</li> </ul>		Book		15 mins		
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Grammar: After reading the article, students will fill the gaps with the correct article (Page 36, exercise 2). Then teacher and students will analyze the text to check the answers. Discuss about the uses of articles. Explanation about which article work for each situation and why.</li> <li>Watch a video about what is an adverb of frequency and how they works. <a href="https://www.youtube.com/watch?v=VAWo65QwP2c&amp;ab_channel=7ESLLearningEnglish">https://www.youtube.com/watch?v=VAWo65QwP2c&amp;ab_channel=7ESLLearningEnglish</a></li> </ul>		Computer Internet Zoom TV Speakers Board Book Worksheet		20 mins       20 mins		

	<p>Students will provide examples of what activities they do according to each adverb while the video is reproduced and stopped.</p> <p>The video will be reproduced and stopped in each adverb. Then, each students will provide an example of each adverb.</p> <ul style="list-style-type: none"> <li>• Grammar: Adverbs of frequency (Page 36, exercise 3 and 4) Explanation of percentage of frequency. Complete the sentences with the correct adverb of frequency. Then, students will read them aloud.</li> <li>• Practice: Listen to four people and take notes about their likes and dislikes (Page 39, exercise 3). Discuss about their likes and dislike, What was the audios about?</li> <li>• Read about four holiday courses (Page 38, exercise 1 and 2). Then, the class will discuss about exercises 1 and 2.</li> </ul>		15 mins
			15 mins
			20 mins
<b>Closure</b>	<p>Assign homework.</p> <p><b>Homework:</b> Read about Denis Lewis and answer the practice exercises (Page 37, Grammar focus 2, exercises 1 and 2).</p> <p>Say goodbye to students and solve doubts.</p>	None	5 mins
			5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>			
<b>Headteacher:</b>	<b>Practitioner:</b>	Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 9	<b>Lesson #:</b> 2	<b>Course:</b> English I
<b>Objective(s):</b> The students will be able to likes and dislikes.			

Language Content: Language Content: Structures: Present simple (positive/negative) - He, she, It Present simple (questions/short answers) - He, She, It Vocabulary: Activities (Going for walks, Dancing, Cycling, Reading, Cooking, Spending time with friends, Playing computer games, Watching sports, Spending time on the internet, Swimming) + Extra (Sailing, Preparing dinner, Playing music, Taking a photograph) Phrases for time and frequency (Always, Often, Sometimes, Usually, Not often, Never)		Skills:	L	R	S	W
			x	x	x	x
Stages and Interaction patterns	ACTIVITY	MATERIALS		TIME		
Lesson opening	Greet the class Call attendance.	Attendance format		5 mins		
Warm-up	• Homework review	Book		15 mins		
Procedure	<a href="https://wheelofnames.com">https://wheelofnames.com</a> <a href="http://www.hangmanwords.com/">http://www.hangmanwords.com/</a>	Computer Internet Zoom TV		15 mins		
		Speakers Board		15 mins		

	<p><a href="https://www.hangmanwords.com/play/custom?g=bGlzdGVuaW5nJTIwdG8lMjBtdXNpYyUwQWRhbmNpbmclMEFhbHdheXMIMEFzb21ldGltZXMlMjAIMEFuZXZlciUwQXN3aW1taW5nJTBBY29va2luZyUyMCUwQXJlYWRpbmclMEFjeWNsaW5nJTBBcmFyZWx5">https://www.hangmanwords.com/play/custom?g=bGlzdGVuaW5nJTIwdG8lMjBtdXNpYyUwQWRhbmNpbmclMEFhbHdheXMIMEFzb21ldGltZXMlMjAIMEFuZXZlciUwQXN3aW1taW5nJTBBY29va2luZyUyMCUwQXJlYWRpbmclMEFjeWNsaW5nJTBBcmFyZWx5</a></p> <ol style="list-style-type: none"> <li>1. Practice: Students will continue the story of Denis Lewis. The class will work together to answer the questions (Page 37, Practice 1 and 2).</li> <li>2. Practice: Watch the video about Meeting People and answer the exercises of True or False, and the correct word (Page 40, exercises 2 and 3). Repeat the video if it is necessary.</li> <li>3. Explanation: Micro project 4 Students will plan their next holidays with a friend. Each group of two students will choose a place and talk about the activities to do there. For this, group will record a short video using Zoom to simulate a videocall.</li> </ol>	Book Worksheet	
<b>Closure</b>	Assign homework. <b>Homework:</b> Micro-Project 4 Say goodbye to students and solve doubts.	None	5 mins  5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul> <p>listening to music dancing always sometimes</p>
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never swimming cooking reading cycling rarely

<b>Headteacher:</b>		<b>Practitioner:</b> Jean Carlos Ramírez Aceros		<b>City:</b> Bucaramanga			
<b>Date:</b>		<b>Week #:</b> 10	<b>Lesson #:</b> 1		<b>Course:</b> English I		
<b>Objective(s):</b> The students will be able to test their knowledge regarding units 3 and 4.							
<b>Language Content:</b> <b>Structures:</b> Present simple (positive/negative) Present simple (questions/short answers) <b>Vocabulary:</b> Common verbs (Live, Go, Get up, Have, Study, Work) Telling the time (O'clock, Half pass, Pass, Quarter to) + Extra (Weekdays, Weekend, Breakfast, Lunch, Dinner, In the morning, In the afternoon, In the evening, At night, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) Places in a town (Beach, Park, Shopping centre, Street market, Restaurant, Block of flats, Supermarket, Small shops, Swimming pool, Cinema) Activities (Going for walks, Dancing, Cycling, Reading, Cooking, Spending time with friends, Playing computer games, Watching sports, Spending time on the internet, Swimming) + Extra (Sailing, Preparing dinner, Playing music, Taking a photograph) Phrases for time and frequency (Always, Often, Sometimes, Usually, Not often, Never)			<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
				<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>			<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance			Attendance format		5 mins	
<b>Warm-up</b>	None			None		None	
<b>Procedure</b>	<b>Second exam - Implementation:</b>			Computer Internet		1h 50 mins	

	<ul style="list-style-type: none"> <li>• Each student will answer the first exam which will cover all the topics from Units 3 and 4.</li> </ul>	Speakers	
	<ul style="list-style-type: none"> <li>• The exam is individual.</li> <li>• The exam will assess the four main skills: listening, reading, writing, and speaking.</li> <li>• For the listening part, the audios will only be reproduced twice.</li> <li>• For the speaking part, students will take turns.</li> <li>• Grammatical and lexical content from Units 3 and 4 will be present during all the skills.</li> <li>• The time for each part will be:                             <ul style="list-style-type: none"> <li>◦ Listening: 15 mins</li> <li>◦ Speaking: 35 mins</li> <li>◦ Reading and writing: 1h</li> </ul> </li> <li>• No cellphones allowed.</li> <li>• Any indication of cheating will be reported and sanctioned.</li> </ul>	Board Exam #2	
<b>Closure</b>	Say goodbye to students and solve doubts.	None	5 mins

**Potential problems and possible solutions:**

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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 10	<b>Lesson #:</b> 2
<b>Course:</b> English I		
<b>Objective(s):</b> The students will be able to test their knowledge regarding units 3 and 4..		

<b>Language Content:</b> <b>Structures:</b> Present simple (positive/negative) Present simple (questions/short answers) <b>Vocabulary:</b> Common verbs (Live, Go, Get up, Have, Study, Work) Telling the time (O'clock, Half pass, Pass, Quarter to) + Extra (Weekdays, Weekend, Breakfast, Lunch, Dinner, In the morning, In the afternoon, In the evening, At night, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) Places in a town (Beach, Park, Shopping centre, Street market, Restaurant, Block of flats, Supermarket, Small shops, Swimming pool, Cinema) Activities (Going for walks, Dancing, Cycling, Reading, Cooking, Spending time with friends, Playing computer games, Watching sports, Spending time on the internet, Swimming) + Extra (Sailing, Preparing dinner, Playing music, Taking a photograph) Phrases for time and frequency (Always, Often, Sometimes, Usually, Not often, Never)		<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
			<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>		
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins		
<b>Warm-up</b>	None	None		None		
<b>Procedure</b>	<b>Second exam - Feedback:</b>	Computer Internet Exams		1h 50 mins		
	<ul style="list-style-type: none"> <li>Each student will have a short feedback session regarding his/her performance during the second exam.</li> </ul>	Grading document				

<b>Closure</b>	Say goodbye to students and solve doubts.	None	5 mins
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**Potential problems and possible solutions:**

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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga			
<b>Date:</b>	<b>Week #:</b> 11	<b>Lesson #:</b> 1			
<b>Objective(s):</b> The students will be able to talk about means of transport					
<b>Language Content:</b> <b>Structures:</b> Possibility and ability - Can/Can't Articles a/an Article the No article <b>Vocabulary:</b> Transport (Car, Plane, Bus, Taxi, Train, Scooter, Tram, Ferry, Bicycle, Motorbike, Underground train) + Extra (Drive, Ride, Take, Get in, Get out, Get off, To, For, In) Travelling (Security, Fly, Board, Book a ticket, Check-in, Luggage, Delay, Departure lounge, Boarding pass, Destination, Immigration control, Flight, Gate number, Rush hour, Speed limit)	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
		x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Practice: Look at the pictures and match them with the correct words (Page 42, exercises 1, 2, and 3).</li> </ul>	Computer Internet Zoom Book		15 mins	

<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Read the article and fill the gaps with your knowledge. Then, listen and check (Page 43).</li> </ul>	Computer Internet Zoom	20 mins
	<p>Students will take turns to read each paragraph and will give the answer from exercise 4. Once all the text has the answers by the students, they will listen to the audio in order to check the answers.</p> <ul style="list-style-type: none"> <li>Practice: Students will answer the correct word used for each means of transport (Page 43, exercise 5). Then will check the answer by listening to the audio.</li> <li>Practice: Students will watch a video about means of transport. <a href="https://www.youtube.com/watch?v=2BVNPxM8ZeA">https://www.youtube.com/watch?v=2BVNPxM8ZeA</a> then, students will discuss their experiences travelling (Page 44, exercises 1 and 2).</li> <li>Practice: Students will play Who wants to be a millionaire about travelling process using SuperteachersTools (<a href="https://www.superteachertools.us/millionaire/">https://www.superteachertools.us/millionaire/</a>).</li> </ul>	TV Speakers Board Book Worksheet  <a href="https://www.superteachertools.us/millionaire/millionaire.php?gamefile=362571">https://www.superteachertools.us/millionaire/millionaire.php?gamefile=362571</a>  <a href="#">Transportation Around the World Grade 6</a>	20 mins  20 mins  30 mins
<ul style="list-style-type: none"> <li>Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>Students do not have the book → Teacher will share the screen during the session.</li> </ul>			

<b>Closure</b>	Assign homework. <b>Homework:</b> Students will answer a worksheet about means of transport. Say goodbye to students and solve doubts.	None	5 mins  5 mins
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**Potential problems and possible solutions:**

<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga								
<b>Date:</b>	<b>Week #:</b> 11	<b>Lesson #:</b> 2								
<b>Objective(s):</b> The students will be able to talk about travelling.										
<b>Language Content:</b> <b>Structures:</b> Possibility and ability - Can/Can't Articles a/an Article the No article <b>Vocabulary:</b> Transport (Car, Plane, Bus, Taxi, Train, Scooter, Tram, Ferry, Bicycle, Motorbike, Underground train) + Extra (Drive, Ride, Take, Get in, Get out, Get off, To, For, In) Travelling (Security, Fly, Board, Book a ticket, Check-in, Luggage, Delay, Departure lounge, Boarding pass, Destination, Immigration control, Flight, Gate number, Rush hour, Speed limit)	<b>Skills:</b>	<table border="1"> <thead> <tr> <th>L</th> <th>R</th> <th>S</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>	L	R	S	W	x	x	x	x
L	R	S	W							
x	x	x	x							
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>								
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format								
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Review: Students will play a Memory game about means of transport. <a href="https://wordwall.net/es/resource/5956214/means-of-transport">https://wordwall.net/es/resource/5956214/means-of-transport</a></li> </ul>	Computer Internet Zoom								
<b>Procedure</b>		Computer								
		<b>TIME</b>								
		5 mins								
		10 mins								

	<ul style="list-style-type: none"> <li>• Practice: The class will organize the process of travelling (Page 44, exercise 2b).</li> <li>• Practice: Read the Travel Forum and compare the answers in the previous exercise (Page 44).</li> <li>• Practice: Listen to Mei Ling about things you can and can't do in Hong Kong. Answer the questions (Page 45, exercise 2).</li> </ul>	Internet Zoom TV Speakers Board Book Worksheet	10 mins  15 mins  10 mins
<b>Closure</b>	Assign homework. <b>Homework:</b> Think about what things do you usually do when you have to have a long time for a bus, train, or plane (Page 44, Grammar focu1, exercise 1). Say goodbye to students and solve doubts.	None	5 mins  5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 12	<b>Lesson #:</b> 1
<b>Objective(s):</b> The students will be able to talk about means of transport.		
<b>Language Content:</b>		L R S W

<b>Structures:</b> Possibility and ability - Can/Can't Articles a/an Article the No article <b>Vocabulary:</b> Transport (Car, Plane, Bus, Taxi, Train, Scooter, Tram, Ferry, Bicycle, Motorbike, Underground train) + Extra (Drive, Ride, Take, Get in, Get out, Get off, To, For, In) Travelling (Security, Fly, Board, Book a ticket, Check-in, Luggage, Delay, Departure lounge, Boarding pass, Destination, Immigration control, Flight, Gate number, Rush hour, Speed limit)		<b>Skills:</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>		<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins		
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Homework review Students will take turns to read the article and give their answers and opinions.</li> </ul>	Computer Internet Zoom Book		15 mins		
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Students will participate in a poll about the most common means of transport in the country using PollMaker. (<a href="https://www.poll-maker.com/">https://www.poll-maker.com/</a> ).</li> </ul>	Computer Internet Zoom		15 mins		

	<ul style="list-style-type: none"> <li>• <a href="https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/definite-article">https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/definite-article</a> Then, they will discuss what is their favourite means of transport.</li> <li>• Practice: One student will read about Ignacio and express their thoughts about his life.</li> <li>• Grammar: Indefinite articles and no article. From the previous activity make students look at the articles in the text. Complete the rule chart (Page 46, Grammar focus 2). Finally, answer the questions about Ignacio (Page, Grammar focus 2, exercise 1) •</li> <li>• Practice: Read the Mexico Quiz and answer the questions.</li> <li>• Practice: Listen and check the answers - Discrimination exercise (Page 48).</li> </ul>	TV Speakers Board Book Worksheet	15 mins 20 mins  20 mins 20 mins
<b>Closure</b>	Assign homework. <b>Homework:</b> Page, 47, Practice 1. Say goodbye to students and solve doubts.	None	5 mins  5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga										
<b>Date:</b>	<b>Week #:</b> 12	<b>Lesson #:</b> 2										
<b>Objective(s):</b> The students will be able to talk about means of transport.												
<b>Language Content:</b> <b>Structures:</b> Possibility and ability - Can/Can't Articles a/an Article the No article <b>Vocabulary:</b> Transport (Car, Plane, Bus, Taxi, Train, Scooter, Tram, Ferry, Bicycle, Motorbike, Underground train) + Extra (Drive, Ride, Take, Get in, Get out, Get off, To, For, In) Travelling (Security, Fly, Board, Book a ticket, Check-in, Luggage, Delay, Departure lounge, Boarding pass, Destination, Immigration control, Flight, Gate number, Rush hour, Speed limit)		<table border="1"> <tr> <td><b>Skills:</b></td> <td><b>L</b></td> <td><b>R</b></td> <td><b>S</b></td> <td><b>W</b></td> </tr> <tr> <td></td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>		x	x	x	x
<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>								
	x	x	x	x								
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>	<b>TIME</b>									
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format	5 mins									
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Homework review Students will justify their answers in Practice, exercise 1. (Page 47).</li> </ul>		15 mins									
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Answer a short survey and share the answers with the class (Page 49). Then, the class will discuss the answers. <a href="https://wordwall.net/es/resource/5956214/means-of-transport">https://wordwall.net/es/resource/5956214/means-of-transport</a></li> </ul>	Computer Internet Zoom TV	30 mins									

	<p>Finally, students will write two sentences about how long does a journey take. They must use expressions from Useful language (Page 49). Example: From home to the university. From a mall to a friend's house.</p> <ul style="list-style-type: none"> <li>• Explanation: Micro project Students will carry out a short Google Form survey about means of transportation. Each student will apply the survey to at least 10 people and will present the findings.</li> </ul>	<p>Speakers Board Book Worksheet</p>	
<b>Closure</b>	<p>Assign homework. <b>Homework:</b> Micro-Project 5. Say goodbye to students and solve doubts.</p>	None	<p>5 mins 5 mins</p>

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga			
<b>Date:</b>	<b>Week #:</b> 13	<b>Lesson #:</b> 1			
<b>Objective(s):</b> The students will be able to about countable and uncountable nouns.					
<b>Language Content:</b> <b>Structures:</b> There is/There are Some/Any <b>Vocabulary:</b> Food: Countable and uncountable nouns (Grapes, Banana, Olive oil, Apple, Eggs, Salad, Water, Cheese, Biscuits, Bread, Tomatoes, Orange juice, Chicken, Sandwich, Fruit)	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
		x	x	x	x

Stages and Interaction patterns	ACTIVITY	MATERIALS	TIME
Lesson opening	Greet the class Call attendance.	Attendance format	5 mins
Warm-up	<ul style="list-style-type: none"> <li>Practice: Food - Matching activity (Page 52). Recall previous knowledge. Ask students for more examples about food.</li> </ul>	Book	15 mins
Procedure	<ul style="list-style-type: none"> <li>Practice: Classify food into countable and uncountable and check the answer listening to the audio (Page 52). Ask students why do they think their classification is correct. Listen to the audio and check the answers</li> </ul>	Computer Internet Zoom TV Speakers	20 mins
	<ul style="list-style-type: none"> <li>Students will watch a video about countable and uncountable nouns. <a href="https://www.youtube.com/watch?v=1SbJ1B1MTQg&amp;ab_channel=7ESLLearningEnglish">https://www.youtube.com/watch?v=1SbJ1B1MTQg&amp;ab_channel=7ESLLearningEnglish</a> Ask students for more examples using countable and uncountable nouns.</li> </ul>	Board Book	10 mins
	<ul style="list-style-type: none"> <li>Watch a video about the uses of 'There is' and 'There are' <a href="https://www.youtube.com/watch?v=buj0TVeyj7k&amp;ab_channel=EnglishTonight">https://www.youtube.com/watch?v=buj0TVeyj7k&amp;ab_channel=EnglishTonight</a></li> </ul>	Worksheet	10 mins
	<ul style="list-style-type: none"> <li>Grammar: There is/are, some, any (Page 53). Check the grammar rules and solve doubts.</li> </ul>		10 mins
	<ul style="list-style-type: none"> <li>Practice: Students will watch a video quiz about countable and uncountable nouns. <a href="https://www.youtube.com/watch?v=YpgQYFitGGk&amp;ab_channel=Games4esl">https://www.youtube.com/watch?v=YpgQYFitGGk&amp;ab_channel=Games4esl</a> The teacher will pause the video in each exercise and ask students for the answers.</li> </ul>		10 mins
	<ul style="list-style-type: none"> <li>Practice: Students will play a game about countable and uncountable nouns using Wordwall (<a href="https://wordwall.net/es/resource/17780514/countable-or-uncountable">https://wordwall.net/es/resource/17780514/countable-or-uncountable</a> )..</li> </ul> <a href="https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/countable-uncountable-nouns">https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/countable-uncountable-nouns</a>		30 mins
Closure	Assign homework.	None	5 mins
	<b>Homework:</b> Read the article 'Healthy diets in the world' and match the sentences with the correct diet (Page 54) Say goodbye to students and solve doubts.		5 mins

**Potential problems and possible solutions:**

- Students who do not attend the class → Teacher will record the class and upload it to Moodle.
- Students do not have the book → Teacher will share the screen during the session.

<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga			
<b>Date:</b>	<b>Week #:</b> 13	<b>Lesson #:</b> 2			
<b>Objective(s):</b> The students will be able to talk about countable and uncountable nouns.					
<b>Language Content:</b> <b>Structures:</b> There is/There are Some/Any How much/How many <b>Vocabulary:</b> Food: Countable and uncountable nouns (Grapes, Banana, Olive oil, Apple, Eggs, Salad, Water, Cheese, Biscuits, Bread, Tomatoes, Orange juice, Chicken, Sandwich, Fruit) Food pairs (Fish, Vegetarian food, Herbs, Sweet, Salt, Tea, Food, Chips, Butter, Coffe, Sour, Spices, Pepper, Fork, Knife, Drink, Vegetables)	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
		<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Practice: Students will see an image with twelve items and try to remember all of them (Page 135). Volunteers will try to remember all the objects and quantities.</li> </ul>	Book		10 mins	

<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Practice: Food pairs - Matching activity (Page 55).</li> <li>● Practice: Listen to the correct answer of the Food pairs - Matching activity. Making emphasis in the order (Page 55).</li> <li>● Practice: Students will watch a video about how to use 'How much' and 'How many'. <a href="https://www.youtube.com/watch?v=va4RiItIbew&amp;ab_channel=TalkEnglish">https://www.youtube.com/watch?v=va4RiItIbew&amp;ab_channel=TalkEnglish</a></li> </ul>	Computer Internet Zoom TV Speakers Board Book	10 mins 5 mins 10 mins
	<p>The video will recall knowledge from the previous class and explain their relation with 'How much' and 'How many'.</p> <ul style="list-style-type: none"> <li>● Practice: Complete the questions with how much or how may (Page 55).</li> </ul>	Worksheet	10 mins
<b>Closure</b>	<p>Assign homework. <b>Homework:</b> Students will answer a worksheet about countable and uncountable nouns. Say goodbye to students and solve doubts.</p>	None	5 mins 5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>● Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>● Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga			
<b>Date:</b>	<b>Week #:</b> 14	<b>Lesson #:</b> 1			
<b>Objective(s):</b> The students will be able to order food and drinks.					
<b>Language Content:</b> <b>Structures:</b> There is/There are Some/Any How much/How many <b>Vocabulary:</b> Food: Countable and uncountable nouns (Grapes, Banana, Olive oil, Apple, Eggs, Salad, Water, Cheese, Biscuits, Bread, Tomatoes, Orange juice, Chicken, Sandwich, Fruit) Food pairs (Fish, Vegetarian food, Herbs, Sweet, Salt, Tea, Food, Chips, Butter, Coffe, Sour, Spices, Pepper, Fork, Knife, Drink, Vegetables)	<b>Skills:</b>	<b>L</b>	<b>R</b>	<b>S</b>	<b>W</b>
		x	x	x	x
<b>Stages and Interaction patterns</b>	<b>ACTIVITY</b>	<b>MATERIALS</b>		<b>TIME</b>	
<b>Lesson opening</b>	Greet the class Call attendance.	Attendance format		5 mins	
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Homework review Students will express their doubts about countable and uncountable nouns.</li> </ul>			15 mins	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>Practice: Listen to three people talking about their favourite place to eat and answer the questions (Page 56, exercise 2).</li> <li>Practice: Students will write a short text about their favourite food using the Useful Language and read it aloud (Page 57).</li> <li>Practice: Students will read information about a restaurant and complete a table about it (Page 58, exercises 1 and 2). Check the answers.</li> </ul>	Computer Internet Zoom TV Speakers Board Book		15 mins 20 mins 15 mins	

	<ul style="list-style-type: none"> <li>Practice: Students will complete a dialogue about ordering food and drink (Page 59). Ask students about their answers. Watch the video to check the answers.</li> <li>Practice: Some students will take roles to order food and drinks in a short conversation (Page 59).</li> </ul> <p><a href="https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/countable-uncountable-nouns">https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/countable-uncountable-nouns</a></p>	Worksheet	20 mins
			25 mins
<b>Closure</b>	Assign homework. <b>Homework:</b> Students will visit their favourite restaurant in the city and recreate the table from Page 58, exercise 1b. Say goodbye to students and solve doubts.	None	5 mins
			5 mins

**Potential problems and possible solutions:**

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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 14	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to order food and drinks.		
<b>Language Content:</b>		L R S W



	do there, and typical food. This will be supported with a tourist brochure design by the students.		
<b>Closure</b>	Assign homework. <b>Homework:</b> Macro-project Say goodbye to students and solve doubts.	None	5 mins 5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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<b>Headteacher:</b>	<b>Practitioner:</b> Jean Carlos Ramírez Aceros	<b>City:</b> Bucaramanga
<b>Date:</b>	<b>Week #:</b> 14	<b>Lesson #:</b> 2
<b>Objective(s):</b> The students will be able to order food and drinks.		
<b>Language Content:</b>		<b>L</b> <b>R</b> <b>S</b> <b>W</b>



	<p><a href="https://www.gamestolearnenglish.com/past-tense-game/">https://www.gamestolearnenglish.com/past-tense-game/</a></p> <p>Pay attention and write down the key phrases for ordering food and drinks. Ask students about the key phrases and which ones they like the most.</p> <ul style="list-style-type: none"> <li>• Practice: Students will watch a short video about an ordering food situation without subtitles (until minute 2:27). Ask students about what was the situation about? what was the most strange order? Then, reproduce the video since the minute 2:18(subtitled) to check their answers.</li> <li>• Explanation: Macro project Students will select a country, and talk as one of its citizens about your personal information, nationality, job, language, places, means of transportation, things you like to do there, and typical food. This will be supported with a tourist brochure design by the students.</li> </ul>	Worksheet	
<b>Closure</b>	<p>Assign homework. <b>Homework:</b> Macro-project Say goodbye to students and solve doubts.</p>	None	5 mins  5 mins

**Potential problems and possible solutions:**

<ul style="list-style-type: none"> <li>• Students who do not attend the class → Teacher will record the class and upload it to Moodle.</li> <li>• Students do not have the book → Teacher will share the screen during the session.</li> </ul>
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