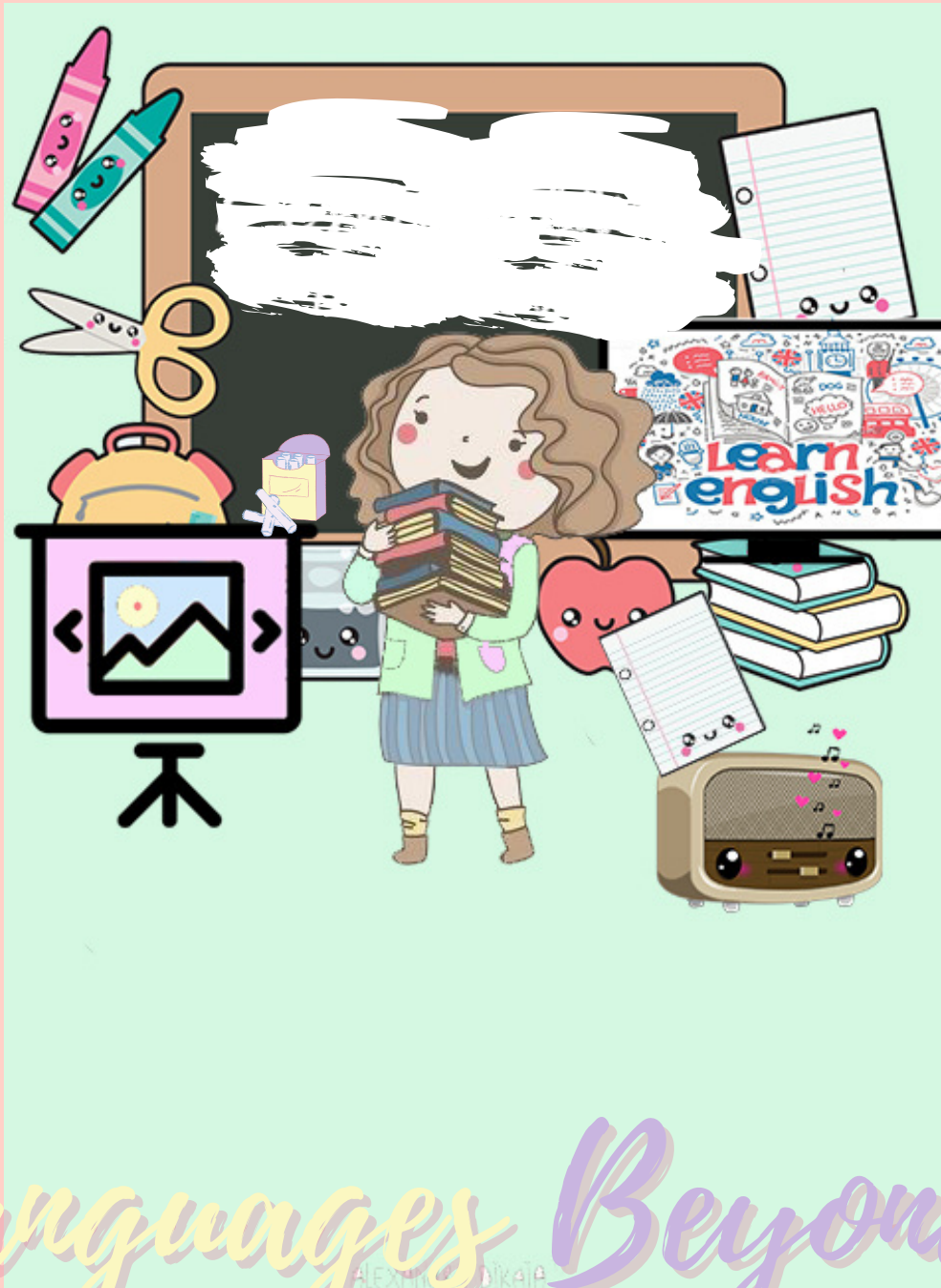




Portfolio





# Languages Beyond Materials



**UNIVERSIDAD DE NARIÑO**

**DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS**

**Carrera:** Licenciatura en Inglés – Francés

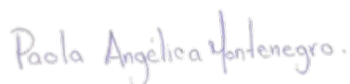
**NOTA DE RESPONSABILIDAD**

Paola Angélica Montenegro Guzmán y Nathalia Sofía Chamorro Coral

**DECLARAMOS QUE:**

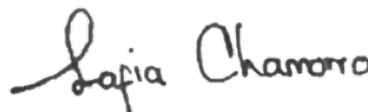
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**San Juan de Pasto, 12 de abril de 2021**



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**Paola Angélica Montenegro Guzmán**



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**Nathalia Sofía Chamorro Coral**



## NOTA DE ACEPTACIÓN

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**Firma del Presidente de  
Jurado**

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**Helda Alicia Hidalgo  
Dávila**

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**Erika Silvana Paredes  
Castillo**

**San Juan de Pasto, 24 de mayo de 2021**







## **Resumen**

Las lecciones requieren variedad para involucrar a los aprendices y garantizar un proceso de aprendizaje significativo. Esa variedad es proporcionada por los maestros en forma de materiales. Los materiales son todo lo que facilita el aprendizaje, por lo tanto, deben ser innovadores, diversos y ajustarse a lo que se enseña. Dada la importancia que tienen los materiales en el proceso de aprendizaje de idiomas, hemos decidido hacer una compilación de ellos, que incluyen materiales auténticos y no auténticos adaptados para los estudiantes de nivel intermedio de Inglés. Debido a que cada uno aprende de una manera diferente, diseñamos y adaptamos diferentes materiales que se ajustan al plan de estudios, teniendo en cuenta el desarrollo y la mejora de las cuatro habilidades lingüísticas. Por ejemplo, utilizamos diapositivas, canciones, trailers de películas, videos, objetos/imagenes, audios, lecturas y computadoras/aplicaciones; estos materiales fueron creados con el propósito de ofrecer variedad a las lecciones de Ingles como segunda lengua y para fomentar la interacción en tal contexto el cual es necesario. El portafolio pretende animar a otros profesores a aprovechar sus conocimientos, crear y adaptar sus propios materiales, sabemos que este es un tiempo exigente, pero si creamos nuestros propios materiales o los adaptamos, el proceso de enseñanza-aprendizaje será más significativo tanto para los profesores como para los estudiantes. Se ha observado que los estudiantes de Ingles como lengua extranjera encuentran más atractivo aprender un segundo idioma cuando hay diferentes materiales que proporcionan diversas actividades que les permiten participar e interactuar activamente. Además, los materiales deben ser relevantes, entretenidos, útiles y desafiantes y lo más importante es hacer que el estudiante se sienta más cómodo usando el idioma. Por esta razón, estos planes de estudio se centran principalmente en el uso de



materiales de idiomas auténticos para facilitar el aprendizaje de idiomas y proporcionar un enfoque realista para el uso del Inglés.



## **Abstract**

Lessons require variety to engage learners and guarantee a meaningful learning process. That variety is provided by the teachers in the form of materials. Materials are anything that facilitates learning; therefore, they must be innovative, diverse, and go according to what is been taught. Given the importance materials play in the language learning process, we have decided to make a compilation of them, that include non-authentic and authentic materials adapted for intermediate English learners. As everyone learns in a different way, we designed and adapted different materials that fit the lesson planned, having in mind the development and improvement of the four language skills. For instance, we use slides, songs, movie trailers, videos, realia/pictures, audios, readings, and computers/apps; these materials were created with the purpose of offering variety to ESL lessons and to foster interaction in such context which is necessary. the portfolio intends to encourage other teachers to take advantage of their knowledge and create and adapt their own materials, we know that this is time demanding but if we created our own materials or adapt them, the teaching-learning process will be more meaningful for both teachers and students. it has been observed that EFL students find it more engaging to learn a second language when there are different materials that provide various activities that allow them to participate and interact actively. Also, materials should be relevant, entertain, useful and challenging and most importantly make the ss feel more comfortable using the target language. For this reason, these lesson plans are mainly focused on the use of authentic language materials to facilitate language learning and provide a realistic approach to the use of English.



## **Introduction**

Lessons require variety to engage learners and guarantee a meaningful learning process. That variety is provided by the teachers in the form of materials. Materials are aids that make the teaching/learning process for both teachers and students easier and engaging; therefore, they must be innovative, diverse and go according to what is being taught. During a long time, in ESL, the textbook was the most used and known material in this field. However, as time went by, the need for a new set of materials in ESL increased and many teachers looked for other alternatives, such as audios, videos, games, movies etc... to fulfill their students' needs. When these alternatives emerged, materials were classified into non-authentic, the ones specially designed to teach, and authentic, the ones not designed to teach, but adapted by the teacher to perform a specific task. While non-authentic materials such as textbooks provide a structure for the lesson, authentic materials give students a closer and realistic approach to the target language.

Given the importance materials play in the language learning process, we have decided to make a compilation of materials that include non-authentic and authentic materials adapted for intermediate English learners. As everyone learns in a different way, we designed and adapted different materials that fit the lesson planned having in mind the development and improvement of the four language skills. For instance, we use slides, songs, movie trailers, videos, realia/pictures, audios, readings, and computers/apps; these materials were created with the purpose of offering variety to ESL lessons and to foster interaction in such context.

As this portfolio includes a variety of authentic and non-authentic materials, the portfolio intends to encourage other teachers to take advantage of their knowledge and



creativity to design their teaching materials. Nowadays, it is easy to find different kinds of designed materials on Internet and other sources; however, teachers may create their materials and adapt them to make their lessons more meaningful for both teachers and students. Teachers are always building a suitable environment where students develop self-confidence and self-worth by learning in their own pace and their own styles keeping an ideal atmosphere for students to feel motivated to continue learning. Using or adapting the materials provided in this portfolio, teachers can increase not only effective learning settings and outcomes, but also teachers' pedagogical performance.



## **Importance of Materials in English Language Learning**

All the teaching/learning processes require tools that help teachers to develop each lesson in the best possible way; these tools come in the form of teaching materials that must display creativity, variety, and coherence between the lesson and what is shown in the materials, in order to engage the students and create meaningful learning. In ESL teachers use a variety of material such as books, songs, videos, games etc...exposing students to foreign language. Using meaningful and effective materials is the key to make of the process an important experience for them and make his learning process successful. Omabe (2006) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher and effectiveness in lesson delivery. For instance, teachers may use technology to expose students to real situations where they are able to practice their communicative skills. According to Amadioha (2009), materials facilitate the teaching/learning process since they provide opportunities for learners to experience and try out what they have learnt. Therefore, students will feel motivated to participate more by creating a context of interaction where they are able to develop and enhance English fluency and accuracy.

Planning an English class is a complex process where teachers must consider different aspects inside the classroom. One of the most important aspects is the students' needs. As it is known, not all the students learn in the same way. As Cunningsworth (as cited in Seven & Engin, 2017) states

“Students particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner make up



such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity.” (p. 2)

### **Kinds of Materials**

In the past, textbooks were the first tool that came into mind when people talked about language learning materials, as they were frequently used in language lessons. With time, just relying on textbooks for the purpose of learning a language came short to cover all the students’ needs and the demands of the rising language learning field. In this sense, teachers have looked for other alternatives to make the learning process more engaging and fulfilling for their students. These alternatives made possible to identify two kinds of materials used in ELT. According to Richards (2011), in language learning, first there are created or non-authentic materials that refer to “Textbooks and other specially developed instructional resources that have been prepared to include examples of specific grammatical items discourse features.” (paras. 1- 2). These kinds of materials, such as textbooks, recordings, or worksheets have been used for many years, and they are quite helpful to build a structure for the lessons. As Richards stated, “Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed” (p. 1). Non-authentic materials are specifically designed for each language level; therefore, it is believed that students will learn easily with this material, but according to Febrina (2017), “As non-authentic materials are designed and simplified by teachers, it makes non-authentic materials seem unnatural. Textbooks and simplified learning materials are considered giving lack of exposure to the real English language use in daily life” (p.5). As it was mention before, this one is not the only type of material found in ELT; also, there is a group of materials known as Authentic. Nunan (1998) defines



authentic materials as the ones "Which have been produced for purposes other than to teach language" (p. 99); however, they are essential in this process, as they give learners a real approach to the target language and many cultural features that are important in giving a wider and closer exposure to the language. Authenticity plays a main role in ESL, as any material, authentic materials are tools that help to facilitate learning. According to Widdowson (as cited in Pinner, 2013), "Students need to authenticate the materials, which means undertaking a personal process of engagement" (p. 2). This personal process of engagement is reflected on real life contexts easily found in authentic materials, providing learners the opportunity to interact with others, discuss topics of interest, reflect their preferences on the materials used, increase their motivation towards the language and experience the language firsthand. Tomilson and Masuhara (2010) summarize this, stating that "Authentic materials are designed not to transmit declarative knowledge about the target language but rather to provide an experience of the language in use." (p. 400). Authentic materials that provide students with such experiences have been classified by Ahmed (2016) in four categories as follows:

- Audio visual: movies, cartoons, serial drama, sport, interview.
- Paper: picture, poster, photograph, calendar, cue cards, students' writing for error correction, newspaper and magazine items as reading texts.
- Realia: restaurant menu, brochure, air ticket, wedding card, coffee maker, camera, and receipt of purchase.
- Audio: news, interview, commentary, weather forecast and variety of short dialogues covering language functions and notions.



In this part, it is also important to include songs. As Lynch (2015) states “Songs can provide valuable speaking, listening and language practice in and out of the classroom.” (para. 1).

As it is stated by different authors, authentic materials in ESL are helpful for both teachers and students, providing variety for the lessons and many other advantages, but the role of these materials is arguable for some. The typical claim against the use of “authentic” materials is among others that authentic materials often contain difficult language. (Richards, 2011, para. 3) However, this claim could be easily debunked. While it can be true that authentic materials may contain difficult language for some learners, this is solved by adapting those materials, making them accessible to any learner. It is to notice that not only authentic materials require this treatment as many created or non-authentic materials could be also difficult to understand or do not cover all the students’ needs.

### **Materials Adaptation**

Adaptation of materials arises from the need to choose among the types of materials that best fits in a learning environment considering context, students’ needs, and even institutional needs. It is important to think about different learning situations. Although teachers can find plenty of authentic and non-authentic materials for students, it is important to consider some factors to make the material the best option. Nehal (2016) states “Using materials means making changes in them that matches to the level and needs of learners. Matching levels and needs means keeping in mind the variety in learning situations and the complexity of the teaching-learning context.” (p. 242). Teachers’ role falls onto reflection and creativity to identify specific situations inside the classroom, fulfill



all the requirements, and create an appropriate learning environment where students feel confident and secure.

Many teachers devote time to evaluate the type of materials they will use in a class. The purpose of selecting materials is to create a dynamic and ludic environment in context. According to Halim and Halim (2016), “English language classrooms are diverse places not only in terms of where they are situated but also in terms of the individual learners within each context” (p. 638). In order to analyze how the materials should be adapted, teachers have to be experienced and think about the language focus depending on the grammar point or skill to develop and on the level of proficiency of the students. Then it is important to understand what is failing with the materials teachers have used before and what can be modified or included to exploit the materials in their maximum essence.

It may be suggested that the following are some of the reasons for adapting materials:

- To include tasks that are missing
- To make it fun
- To increase communication
- To make it simpler or more difficult
- To meet the learners’ needs
- To fit the context
- To meet the learners’ interest
- To change the dynamic
- To make use of what you already have



There are certain guidelines that teachers should consider when adapting their materials.

Halis (2016) proposes five principles for adapt materials in the classroom:

- Adding. The idea of adding comes when students find a topic or activity difficult, so the teacher use extra material for making a better explanation.
- Deleting. Teachers tend to delete extra information, specially from textbooks, to keep a balance between content and students' context and needs. Deleting information allows teachers to focus on a specific situation without deviating from the main topic.
- Modifying / Rewriting. There are some materials that need to be modified or rewritten due to their different characteristics. For instance, they may be too short or too long, or they are more complex for some students. Teachers reorganize the content so that they fit within the program stablished considering a specific skill or grammar topic.
- Simplifying. This technique is mostly applied for texts that are too long or advanced for the purpose so that both teachers and students focus on specific requirements of the class.
- Reordering. Sometimes teachers find that textbooks do not fit their program. Many institutions require to follow a specific sequence, so teachers need to review and create a plan considering the content, the time and the students' level.



## **Materials Used And Adapted for the Portfolio**

### **Slides**

Slides are effective visually appealing learning tools, that allow gathering a variety of materials into one. According to Gallagher (1982) “The transfer from slides to reality is immediate. Students find themselves automatically verbalizing in the new language when they confront outside the classroom objects that they have seen illustrated on the screen.” (p.528-529). In addition, nowadays slides have become an essential tool for virtual classes as they have replaced the board and allow teachers to teach sentences structures, vocabulary, and a wide variety of topics and for students to make presentations that would not be possible without this material. Also, when designing them, it is important to take into account aspects, such as the font, if there is too much text, the colors etc... all of this to make sure that the material is fulfilling the Ss needs and if it is comprehensible for them. Finally, as Gallagher (1982) states that “Ideally, this technique will be only one element of a multi- faceted approach. Perceived in this way, it can become an invaluable aid to building second language skills.” (p. 531).

### **Songs**

According to Lynch, “Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for students; they can provide valuable speaking, listening and language practice in and out of the classroom.” (paras. 1-2). What better way to keep students engaged in the lesson than with a song? It is not just to listen and enjoy the rhythm. Through this material, a wide range of topics can be covered by the language teacher, and the four language skills can be developed depending on the



tasks and activities designed. For instance, songs could be used to teach grammar or to discuss with students the meaning of the lyrics. Take as an example the song Somebody to Love by Queen that could be easily used to teach indefinite pronouns or to ask a set of questions on the meaning and context in which the song takes place. According to Simpson (2015), “What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.” (para. 1).

### **Realia and pictures**

According to Budden (n.d), “‘Realia’ in EFL terms refers to any real objects we use in the classroom to bring the class to life.” The main advantage of using realia in the classroom is that it would make the learning experience more memorable, especially if the students are learning vocabulary, as they will be able to touch, smell or use the objects. Also, pictures are very appealing for visual learners and also help to use the target language creatively.

Games are usually associated with leisure and when used in the classroom some students may think that is about having a free hour. According to Wright et al. (1984),

Games... help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. (p. 2).

Thus, any online or traditional game can be adapted into language learning, they make this process more enjoyable and less like a routine without taking the meaning of the lesson.



Finally, depending on how they are used, students can further develop any of the four language skills.

### **Computers, Internet, Cellphones and Apps**

Computers and internet allow language learners to find hundreds of tools that let them interact with other language learners, native speakers etc... Lekawael (2017) states that “By using smartphone and internet, it is expected that either teacher or students become more active and creative to explore their knowledge through media” (p.261), as it provides them with resources, such as videos, language apps, videogames etc. to keep on learning outside the classroom. With the current situation, these materials have been key in guarantying the continuation of the teaching-learning process. Therefore, focusing on further developing and adapting them into language learning should be a priority.

### **Audios**

Audios help students engage in texts and gain exposure to more vocabulary. They may help improve listening skills. In addition, they are a great tool to approach real life situations using the target language. Audios are useful materials that expose students to authentic language. Students are able to identify the importance of real language communication activities. Audios allow students to be in real contact to the language in contexts that are familiar for them. The most suitable way for teachers to use audios is with poetry or short texts with which students are exposed to vocabulary. It is easy for students to make connections and store long-term information (British Council, 2020).



## **Videos**

Videos are almost the perfect tool to teach a second language. Most of them provide authentic material in a wide variety of topics that engage students in the lesson. According to Eggmore and Davies (2015), helping students realize they can understand video in English may encourage them to make this part of their routine at home. Finally, visual clues in video provide scaffolding for weaker students without reducing the challenge to be adapted to any grammatical or other topic for the lesson. In addition, this audiovisual material could help in the reinforcement of the four language skills depending on the task design.

## **Readings**

Reading just as listening, speaking, and writing is one of the main skills to develop with continuous practice in second language acquisition. Reading allows language learners to recognize structures and vocabulary. They also provide them with enough tools to develop comprehension and critical thinking in the target language. According to Kaya (2015), readings inside the classroom expose students to a self-discovery process. Readers also interact with written materials by investing both cognitive and metacognitive efforts to decompose new knowledge to make or infer meaning.



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# TEACHING PHILOSOPHY

Language is usually defined as a system that involves symbols, sounds, and structures combined to create meaning; however, language goes beyond that; languages are vehicles for communication that emerges from the need to express thoughts, demands, and mainly interact with others. In fact, this need appears in early stages in life when children begin to produce different sounds in order to get something or it can be acquired with time when we decide to learn a new language.

Therefore, this portfolio follows a mixed or multi-standard syllabus that combines elements of all syllabus types and allows putting emphasis on the four communicative skills through the use of different materials that give variety to each lesson. For the context in which this portfolio is made, the mixed type is the most suitable as it allows teachers to cover a wide range of students' needs in case other syllabus lacked it. For example, the structural-grammatical syllabus is the most commonly used in Pasto's educational context, but it is important to make more emphasis on other aspects, such as meaning, the real use of language, skills, etc. The mixed syllabus will provide these features without leaving out grammar and structures.

In the educational field, it has been observed that EFL students find more engaging learning a second language when there are different materials that provide a variety of activities in the different topics taught that allow them to participate and interact actively.

In this case, materials is anything that assists or makes the learning process more enjoyable directed to learn rather than to teach. Also, it should be relevant, entertain, useful and challenging in which each learner meets their needs and most importantly feels more comfortable using the target language. For this reason, these lesson plans are mainly focused on the use of authentic language materials to facilitate language learning.

Materials such as videos, flashcards, games, cellphones, audios, internet, realia, slides, and songs adapted to different activities, like debates, games, creative writing among others to actively engage learners in communication and exposure to authentic language.



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*Materials designed  
by*

*Ideas : Angelica Montenegro and Sofia  
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*Visual and Graphics : Angelica Montenegro*





A+

#Anything that we use to facilitate learning

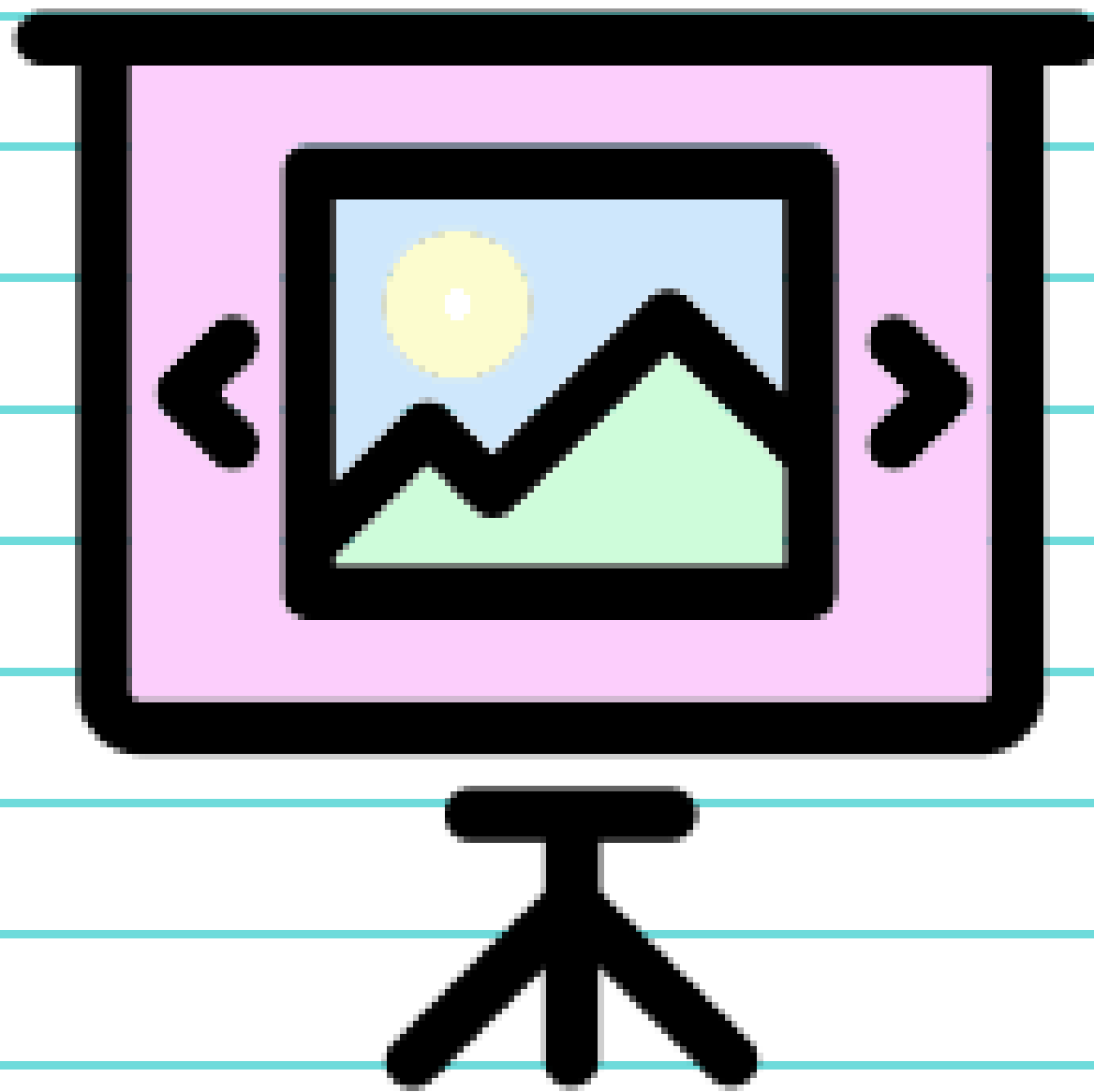
# MATERIALS



- Remember that materials should be for learning rather than for teaching as they should meet the students needs.
- Materials such as videos , slides, realia, worksheets, internet, pictures, songs, audios, games, movies are crucial to the success of student achievement in SLA.



# SLIDES



- slides are effective visually appealing learning tools , that allow gathering a variety of materials into one



# 1.Lesson plan Organization

# 1

School	Liceo Jose Felix Jimenez (morning session)	Teacher's name	
Length of lesson	50 minutes	♥ Ms. M	
Date	January 13 <sup>th</sup> ,2020		
Level	Intermediate		
Topic	Nationalities		
2. Class Profile	Class of 30 students, they like to participate in the class, work in groups, and develop role play activities. The majority of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers, the whole class feels more motivated when the teacher use them.		
3.Main lesson aims	By the end of this lesson students will be able to: ♥ Review countries vocabulary and introduce new vocabulary about nationalities to produce oral and written sentences using the new vocabulary given in class to predict information. ♥ Pronounce names of countries and nationalities properly		4. Evidence  ♥ Students will ask and answer simple questions about countries and nationalities in oral and written exercises ♥ Students will be able to match countries with the correspondent nationality.
5. Skills	♥ Listening and speaking ♥ Reading and writing		7. Class Organization ♥ Individual work ♥ Pair work ♥ Group work
6. Assumptions	♥ Ss know how to ask and answer wh questions ♥ Ss have some background knowledge on countries ♥ Ss are able to use the verb to be		
9.Personal goals	Improve time management		
10.Materials	♥ Songs ♥ Worksheets ♥ Slides ♥ pictures	Resources	
		♥ TV ♥ Board ♥ Computer	
11. Procedure			
Time	Activity		



1-5 minutes	<p><b>GREETING</b></p> <p><b>Warm up</b></p> <p><b>To set the context and engage the students</b></p> <p>Students listen to some song fragments from different countries and the teacher asks them to guess which country they come from</p> <ol style="list-style-type: none"> <li>1. Where do you think the first song is from? giving them hints if they guess wrong (“Warmer”/ “Colder”, “This country is <b>further South</b>” etc)</li> <li>2. Do you know any of the singers?</li> </ol> <p>The teacher writes the students answers in the board</p> <ul style="list-style-type: none"> <li>♥ With the answers the teacher begins the explanation of the topic to teach students about nationalities and how to correctly pronounce each vocabulary word.</li> </ul> <p>The first song is from Japan and the singer is Japanese (the same for the other two fragments)</p> <p>With the use of pictures, the teacher introduces some of the most common nationalities and gives Ss</p> <p>Some tips:</p> <ul style="list-style-type: none"> <li>♥ Nationalities in most Latin America countries end in ‘-an’: Mexican, Colombian, Peruvian</li> <li>♥ In some Asian countries they end in ‘-ese’: Chinese, Japanese, Vietnamese</li> <li>♥ Other Asian countries: Indian, Korean</li> <li>♥ And there are of course some that don’t seem to follow any rules:</li> <li>♥ Thailand – Thai</li> <li>♥ Israel – Israeli</li> <li>♥ Czech Republic – Czech</li> </ul> <p><b>Mention exceptions :</b> ‘I am Spanish’ or ‘I am a Spaniard’(both can be used)</p>		
6-16 minutes	<table border="1"> <tr> <td data-bbox="362 1161 1092 1635"> <p>Teacher asks ss to work in pairs on a worksheet where they are going to develop a matching activity.</p> <p>Students will match each country to the correct nationality</p> <p>The teacher will go around the class to see if the students have doubts about the activity or need help.</p> <p>When the work is done the teacher will solve the worksheet with the students in order to provide feedback and make corrections.</p> <p>After this short activity the teacher will give each pair a picture of a famous person. Students will have to give that person a nationality and create a life for that person. (this activity will be hand in)</p> </td><td data-bbox="1092 1161 1427 1635"> <p><b>Homework</b></p> <p>The teacher writes homework on the board while their students develop the worksheet:</p> <p><i><b>Choose a nationality and prepare a short presentation on interesting facts about it. You can use celebrities, food etc....</b></i></p> <p>Example: Brian Adams is a Canadian singer he is the author of one of the most famous romantic song...</p> </td></tr> </table>	<p>Teacher asks ss to work in pairs on a worksheet where they are going to develop a matching activity.</p> <p>Students will match each country to the correct nationality</p> <p>The teacher will go around the class to see if the students have doubts about the activity or need help.</p> <p>When the work is done the teacher will solve the worksheet with the students in order to provide feedback and make corrections.</p> <p>After this short activity the teacher will give each pair a picture of a famous person. Students will have to give that person a nationality and create a life for that person. (this activity will be hand in)</p>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while their students develop the worksheet:</p> <p><i><b>Choose a nationality and prepare a short presentation on interesting facts about it. You can use celebrities, food etc....</b></i></p> <p>Example: Brian Adams is a Canadian singer he is the author of one of the most famous romantic song...</p>
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17-30 minutes	<p>Students are asked to form 5 groups of 5 in order to develop the last activity</p> <p>The teacher will give Students a nationality word being practiced; they will have to name famous people or things that belong to that nationality.</p> <p><b>Example:</b></p> <p>-Teacher: the nationality is Australian</p> <p><b>Possible answers:</b> Hugh Jackman, kangaroos, koalas etc...</p> <p>After the teacher says the nationality each group will have 2 minutes to brainstorm ideas</p>		



	in order to be the team that can say more things than the others ( there will be more than 4 rounds) the team that manage to name more things will be the winner
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**12..Predicted problems:**

- the students have problems with the pronunciation of certain nationalities
- the students can confuse the country name as the nationality





Names: \_\_\_\_\_

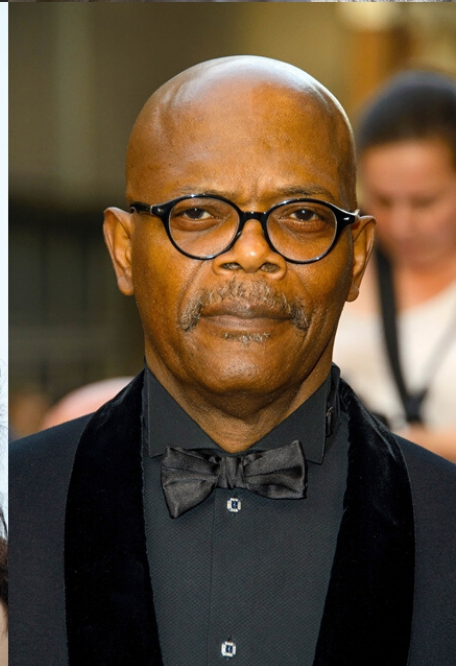
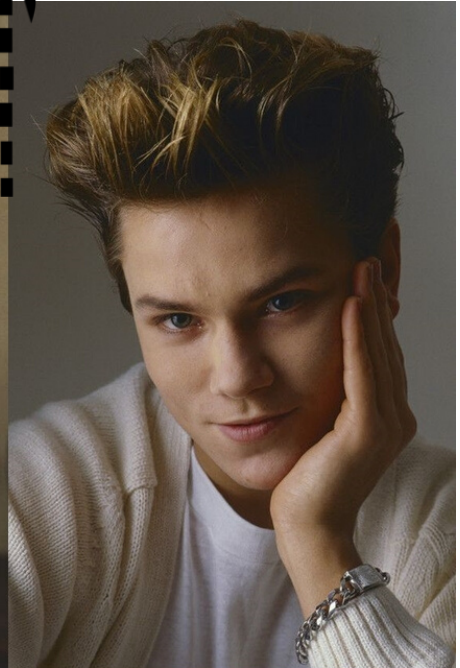
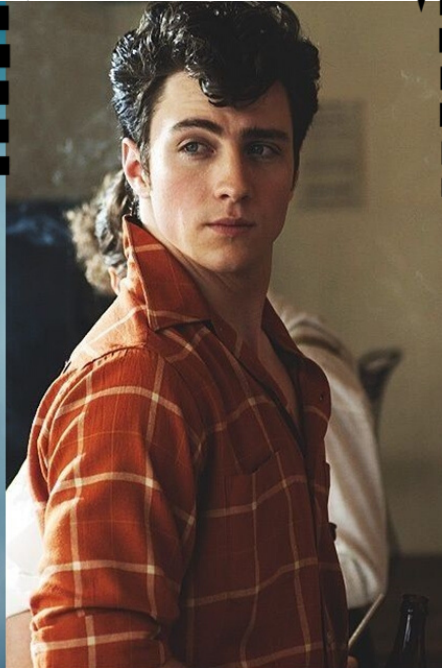
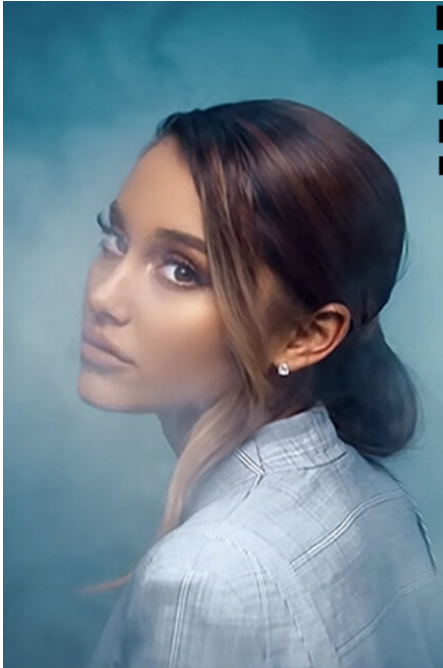
Grade \_\_\_\_\_

1. Match the country with the corresponding nationality.

Country	Nationality	Write a sentence with each nationality
A. Peru	French	
B. Russia	Indian	
C. China	Peruvian	
D. Argentina	Colombian	
E. France	English	
F. India	Russian	
G. England	Japanese	
H. Australia	Argentine	
I. Colombia	Australian	
J. Japan	Chinese	



The teacher gives each pair a picture of a famous person.  
Give the person of the picture a nationality and create a life  
for her/him



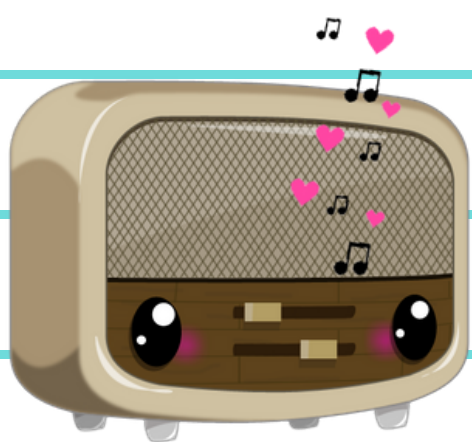


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# SONGS



- Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom. (Simpson, 2018)





1.Lesson plan Organization  #2		
<b>School</b>	Liceo Jose Felix Jimenez (morning session)	<b>Teacher's name</b> : Ms.M
<b>Length of lesson</b>	50 minutes	
<b>Date</b>	January 17 <sup>th</sup> ,2020	
<b>Level</b>	Intermediate	
<b>Topic</b>	Pronouns	Indefinite Pronouns
<b>2. Class Profile</b>	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers the whole class feels more motivated when the teacher use them.	
<b>3.Main lesson aims</b>	<p><b>By the end of this lesson students will be able to:</b></p> <ul style="list-style-type: none"> <li>♥ Clarify, review and practice Indefinite pronouns in listening and written exercises.</li> <li>♥ Make right use of the indefinite pronouns in their singular and plural form in oral and written exercises.</li> <li>♥ Make right use of the indefinite pronouns in their positive and negative forms in oral and written exercises.</li> </ul>	<p><b>4. Evidence</b></p> <ul style="list-style-type: none"> <li>♥ Students will be able to identify the indefinite pronouns in listening exercises.</li> <li>♥ Students will practice sentence building using indefinite pronouns, understanding that they do not refer to any specific person, thing or amount in oral, written and listening exercises.</li> </ul>
<b>5. Skills</b>	<ul style="list-style-type: none"> <li>♥ Listening and Speaking</li> <li>♥ Reading and writing</li> </ul>	<p><b>7. Class Organization</b></p> <p>Individual work</p> <p>Pair work</p>
<b>6. Assumptions</b>	<ul style="list-style-type: none"> <li>♥ Ss have some background knowledge on adverbs</li> <li>♥ Ss are able to use the verb to be, present simple and past simple.</li> <li>♥ Ss are able to make negative and interrogative sentences</li> </ul>	
		<p><b>8.Personal goals</b></p> <ul style="list-style-type: none"> <li>♥ Improve time management and give more clear</li> </ul>



		explanations
10.Materials	♥ Song ( <i>Somebody to love by Queen</i> ) ♥ Slides ♥ Worksheets ♥ Dictionary	Resources
		♥ T.V ♥ Computer ♥ Tape recorder
11. Procedure		
Time	Activity	
1-10 minutes	GREETING	
	Warm up  To set the context and engage the students  Teacher asks their students about their favorite band or singer and why they like it so much , which one is their favorite song or band member ( <u>remember to ask respect for others musical tastes</u> )  If it is not mentioned ask students if they have hear about <i>QUEEN</i> , the teacher will give some facts about the band  Examples: (Write the underlined words on the board)  ♥ <u>Little</u> is known about Freddie Mercury, Queen’s main singer, childhood as he lived in India. ♥ <u>Everyone</u> in Queen has a post graduate degree. <u>Someone</u> in Queen is an astrophysicist, <u>one</u> is a dentist, <u>another one</u> is an electronic engineer and <u>one</u> is a graphic designer. ♥ Queen is the only group in which <u>each</u> member wrote more than one #1 single. ♥ <u>Some</u> Queen’s members are still performing and going on world tours.  With this set the teacher moves to the main topic of this lesson	
10-25 minutes	Transition to the topic  Teacher asks her students to pay attention to the words she wrote on the board and tells	



them that these words are known as indefinite pronouns.

**Explanation:**

We use indefinite pronouns to refer to people, things or places without saying exactly who or what they are.

**People:** somebody / anybody / nobody / everybody

**Things:** something / anything / nothing / everything

**Places:** somewhere / anywhere / nowhere / everywhere

♥ We can use them at the beginning of a sentence as the subject or as the object of a sentence.

*Most indefinite pronouns are either singular or plural.*

**Examples:**

Singular

**2. Another (additional or different person or thing):**

♥ When Freddie Mercury was on the stage he felt like another person.

**3. Any (no matter how much or how many):**

♥ Roger Taylor practiced as hard as any other drummer.

**4. All (the whole quantity of something or of some things or people)**

♥ All has been said about Freddie's Mercury last days

**5. Anybody/anyone**

♥ Nowadays anybody can get Queen's songs in their phones.

♥ Freddie never let anyone else feed his cats.

**6. Anything (no matter what thing):**

**7. Each (every one of two or more people or things, seen separately):**

**8. Everybody/everyone (no matter what person) :**

**9. Everything (all things):**

**10. Somebody/Someone (an unspecified or unknown person):**

**11. One (an unidentified person)**

**12. Something (an unspecified or unknown thing)**

**13. little (a small amount)**

Plural

**1. Few (a small number of people or things):**

♥ Few disagree on how important Queen has been for the music industry

**2. Some (an unspecified quantity of something; an unspecified number of people or things):**

♥ Some have arrived to the conclusion that no one could ever sing as Freddie Mercury did.

**2. Others (other people; not us):**

♥ I'm sure that others have not achieved what Queen achieved.

**3. They (people in general):**

**5. None (not any; no person or people):**

**6. Several (more than two but not many):**

*Positive, negative and interrogative*



	<p>We use somebody / something / somewhere mainly in <b>positive sentences</b>.</p> <p><b>1. Some, somebody, someone, something</b></p> <ul style="list-style-type: none"> <li>♥ If you need <b>some</b> help playing the guitar – just ask Brian may.</li> <li>♥ I want to say <b>something</b>.</li> <li>♥ I need <b>someone</b> that understands my love for classical music.</li> </ul> <p>The ones in <b>negative and interrogative</b> sentences</p> <p><b>2. Any, anyone, anybody and anything</b></p> <ul style="list-style-type: none"> <li>♥ I <b>don't</b> need anyone.</li> <li>♥ <b>Do you</b> want anything to drink?</li> <li><b>Can anybody</b> find me somebody to love?</li> </ul> <p><i>Ask students to look for the missing examples using their dictionaries or cellphones they will have 5 minutes to do this task. Review the sentences (make corrections if necessary)</i></p>	
26-35minutes	<p><b>Transition to the first activity</b></p> <p>The teacher tells her students that one of her favorite Queen's song is "Somebody to love" that was written by Freddie Mercury someone who was always in the look for love until 1984 where he met the love of his life and end up getting a beautiful home and cats , many , many cats.</p> <p>With this set the teacher will ask her students to make pairs and to pay close attention to the song they are going to listen. To encourage active listening, have them write down:</p> <p><b>Phrases or words that they recognize.</b></p> <p>The teacher will start by playing the song once without showing students any of the words. Have them simply listen to try to understand as much as they can on their own. Then, discuss the song with her students and ask them what they understood and see what questions they have.</p> <p>After this they will be given a worksheet with the lyrics, with key words removed so that they will have to fill in the blanks. First the students will read and look for words or phrases that they do not understand</p> <p><b>Possible new words:</b></p> <ul style="list-style-type: none"> <li>♥ <b>Barely</b> : to say that something is only just true, only</li> </ul>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while their students develop the task:</p> <p><i>Write a short description of a celebrity you admire by using indefinite pronouns, your classmates will try to guess who you are talking about.</i></p> <p><b>Example:</b></p> <p><i>My favorite celebrity is <u>someone</u> that played an important role in the movie Justice league. <u>Some</u> say that he is the leader of the group, but <u>others</u> disagree. In real life this person loves <u>each</u> existing animal. <u>Everyone</u> I know thinks that <u>everything</u> about this person is pure perfection...etc...</i></p>



	<p>just the case or no more than what is needed.</p> <ul style="list-style-type: none"> <li>♥ <b>Relief:</b> a feeling of happiness that something unpleasant has not happened or has ended.</li> <li>♥ Ache: a continuous pain that is unpleasant but not very strong.</li> <li>♥ Earned: to receive money as payment for work that you do or to get something that you deserve.</li> <li>♥ Put me down: to make someone feel silly or not important by criticizing them.</li> <li>♥ Defeat: to win against someone in a fight, war, or com</li> </ul>	
36-50 minutes	<p>After explaining the vocabulary, the teacher will tell her students that they will listen to this song twice to fill in the gaps in the lyrics; many of the gaps correspond to the indefinite pronouns studied in class.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>♥ Can <u>anybody</u> find me <u>somebody</u> to love?</li> <li>♥ Ooh, <u>each</u> morning I get up I die a little</li> </ul> <p>See how many blanks they can fill in on their own, and then play the song so that they can check their work. Then have students practice these key words by ask them to write the answers on the board. (<i>remember to clean the board to continue with the final activity</i>)</p> <p>Finally, the students will play a short memory game they will listen the song one more time following the lyrics, then they are ask to put the song lyrics away, students will take turns saying one of the lines of the song or one of the indefinite pronouns present in the lyrics, each student needs to contribute a new lyric.</p> <p>The teacher will check off the lyrics as they name them to keep track of what has been said if all has been mentioned wrap up the class by remembering the homework for next , class if not give them clues on the lyrics.</p>	
12. Predicted Problems	<ul style="list-style-type: none"> <li>♥ The use of any, few and little</li> <li>♥ Listening comprehension</li> </ul>	



# Indefinite pronouns

NAME \_\_\_\_\_  
DATE \_\_\_\_\_  
LEVEL \_\_\_\_\_  
TEACHER \_\_\_\_\_



## 1. listen to the song and fill in the blanks

### *Somebody to love*

Can \_\_\_\_\_ find me \_\_\_\_\_ to love?  
Ooh, \_\_\_\_\_ morning I get up I die a little  
Can \_\_\_\_\_ stand on my feet  
(Take a look at yourself) Take a look in the mirror  
and cry (and cry)  
Lord, what you're doing to me (yeah yeah)  
I have spent \_\_\_\_\_ my years in believing \_\_\_\_  
But I just can't get no relief, Lord!  
Somebody (somebody) ooh \_\_\_\_\_ (somebody)  
Can \_\_\_\_\_ find me somebody to love?  
I work hard (he works hard) every day of my life  
I work 'til I ache in my bones  
At the end (at the end of the day)  
I take home my hard earned pay \_\_\_\_\_ on my own  
I get down (down) on my knees (knees)  
And I start to pray  
'Til the tears run down from my eyes  
Lord, somebody (somebody), ooh somebody  
(Please) can \_\_\_\_\_ find me somebody to love?  
Everyday (everyday) I try and I try and I try  
But everybody wants to put me down  
\_\_\_\_\_ say I'm going crazy  
\_\_\_\_\_ say I got a lot of water in my brain  
Ah, got no common sense  
I got \_\_\_\_\_ left to believe in  
Yeah yeah yeah yeah  
Oh, Lord  
Ooh somebody, ooh somebody  
Can anybody find me somebody to love?  
(Can anybody find me \_\_\_\_\_ to love)  
Got no feel, I got no rhythm  
I just keep losing my beat (you just keep

losing and losing)  
I'm OK, I'm alright (he's alright, he's alright)  
I ain't gonna face no defeat (yeah yeah)  
I just gotta get out of this prison \_\_\_\_\_  
One day (someday) I'm gonna be free, \_\_\_\_\_!  
Find me somebody to love  
Find me somebody to love  
Find me somebody to love  
Find me somebody to love  
Find me somebody to love  
Find me somebody to love  
Find me somebody to love  
Find me somebody to love love love  
Find me somebody to love  
Find me somebody to love  
Somebody somebody somebody somebody  
Somebody find me  
Somebody find me somebody to love  
Can \_\_\_\_\_ find me somebody to love?  
(Find me somebody to love)  
Ooh  
(Find me somebody to love)  
Find me somebody, somebody  
(find me somebody to love) somebody,  
somebody to love  
Find me, find me, find me, find me, find me  
Ooh, somebody to love  
(Find me somebody to love)  
Ooh (find me somebody to love)  
Find me, find me, find me somebody to love  
(find me somebody to love)  
Anybody \_\_\_\_\_, anybody find me somebody  
to love love love!  
Somebody find me, find me love



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# REALIA AND PICTURES



- The main advantage of using realia in the classroom is that it would make the learning experience more memorable specially if they are learning vocabulary as they were able to touch , smell or use the objects.
- pictures are very appealing for visual learners and also help to use the target language creatively.



### 1. Lesson plan Organization #3

1.Lesson plan Organization #3 			
School	Liceo Jose Felix Jimenez (morning session)		Teacher's name
Length of lesson	50 minutes		♥ Ms.M
Date	January 20 , 2020		
Level	Intermediate		
Topic	Pronouns	Relative Pronouns	
2. Class Profile	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers the whole class feels more motivated when the teacher use them.		
3.Main lesson aims	<b>By the end of this lesson students will be able to:</b>  ♥ To develop students' ability to use relative pronouns to link and produce oral and written sentences.  ♥ Understand what relative pronouns are and how to identify and use them in sentences to predict new information. (Written and oral practice).	<b>4. Evidence</b>  ♥ Students will be able to ask and answer simple questions to describe and guess people, places and objects by using relative pronouns in oral and written exercises.  ♥ Students will be able to give additional information on places, people, objects using relative pronouns in oral and written production.  ♥ Students will be able to use their creativity to create short stories by	



		using relative pronouns.
5. Skills	♥ Speaking and writing	7. Class Organization  ♥ Group work ♥ Full class interaction
6. Assumptions	♥ Ss have some background knowledge on adverbs and adjectives ♥ Ss are able to use the verb to be, present simple and past simple. ♥ Ss are able to make positive , negative and interrogative sentences	
9. Personal goals	Improve time management ,give more clear explanations	
10. Materials	♥ Realia ♥ Pictures	Resources
		♥ T.V ♥ Computer ♥ Board
11. Procedure		
Time	Activity	
1-10 minutes	GREETING  Warm up  To set the context and engage the students and review indefinite pronouns  Teacher asks their students about last class homework the one where they have to describe a person they admire by using indefinite pronouns and if they were able to	



	<p>guess the one she describes on the example</p> <p><b><u>Example:</u></b></p> <p>My favorite celebrity is <b><u>someone</u></b> that played an important role in the movie Justice league. <b><u>Some</u></b> say that he is the leader of the group, but <b><u>others</u></b> disagree. In real life this person loves <b><u>each</u></b> existing animal. <b><u>Everyone</u></b> I know thinks that <b><u>everything</u></b> about this person is pure perfection...etc...</p> <p>♥ Can <b><u>anybody</u></b> tell me <b><u>who</u></b> this person is? (<b><u>write this question on the board</u></b>)</p> <p>Students may give possible names, finally tell them who the person is making emphasis on this sentence:</p> <p>♥ This person is Henry Cavill the actor <b><u>who</u></b> plays superman. (<b><u>write this sentence on the board and underline WHO</u></b>)</p> <p>The teacher will ask her students to come to the front and describe the person they admire (<b><u>make corrections if necessary and give feedback on pronunciation and the use of indefinite pronouns</u></b>) and wait for the others to guess using as model the previous sentence (<b><u>write students answers on the board</u></b>):</p> <p>♥ This person is Scarlett Johansson the actress <b><u>who</u></b> plays black widow.  ♥ This person is Usain Bolt the athlete <b><u>who</u></b> won a golden medal.</p> <p>After the homework presentation is over, the teacher will ask their students if they know the meaning of the word <b><u>who</u></b> in the sentence.</p> <p><b><u>Finally, the teacher will tell them than in this case WHO is a relative pronoun</u></b></p> <p>With this set the teacher moves to the main topic of this lesson</p>
10-25 minutes	<p><b>Transition to the topic (this will be a simple explanation about how to use relative pronouns without getting into deep with relative clauses)</b></p> <p><b><u>Explanation:</u></b>  <b><u>What is a relative pronoun?</u></b>  A relative pronoun is one which is used to refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences.  The most common are which, that, whose, whoever, whomever, who, and whom. In some situations, the words what, when, and where can also function as relative pronouns.</p> <p>✓ <i>We also use relative clauses to give more information about a person, thing or situation:</i></p> <p>♥ Benedict Cumberbatch, <b><u>who is 46</u></b>, recently played Doctor Strange.</p> <p><b>Examples:</b></p> <p><b>1. Who (people and sometimes pet animals):</b></p> <p>♥ John Lennon was a successful musician <b><u>who</u></b> created The Beatles.</p>



	<p>♥ Uggie, the terrier <u>who</u> participated in ‘The Artist’, was given an award for his performance.</p> <p><b>2. Which (animals and things):</b></p> <p>♥ The turtle, <u>which</u> lives in the backyard, enjoys sunbathing on the patio.</p> <p>♥ After the initial problems <u>which</u> emerged with fame The Beatles broke up.</p> <p><b>3. That (people and things; informal):</b></p> <p>♥ Joker is the movie <u>that</u> won the Oscar this year.</p> <p>♥ The actor <u>that</u> is playing the villain is very good</p> <p><b>Explain that it exists some that have possessive meaning</b></p> <p><b>1. Whose (for people and animals usually; sometimes for things in formal situations):</b></p> <p>♥ Laura is the famous paparazzi <u>whose</u> camera was broken by Justin Bieber.</p> <p>♥ <u>Whose</u> dog is this?</p> <p>♥ Joaquin Phoenix is an actor <u>whose</u> real name was Leaf Bottom.</p> <p><b>2. Whom (people in formal styles or in writing; often with a preposition;rarely in conversation):</b></p> <p>○ The movie set was disrupted by the actor, <u>whom</u> many consider to be rude.</p> <p><b>3. Where (Places):</b></p> <p>♥ The box <u>where</u> the old toys are in the garage.</p> <p><b>4. When (time):</b></p> <p>Heidy still remembers the day <u>when</u> he proposed.</p> <p><b>Do not repeat the subject/object:</b></p> <p>♥ Marie Curie is the woman <u>who</u> <del>she</del> discovered radium. (<i>who is the subject of discovered, so we don't need she</i>)</p> <p>♥ This is the house <u>that</u> Jack built <del>it</del>. (<i>that is the object of built, so we don't need it</i>)</p> <p><b>Write some additional examples without the corresponding relative pronoun and ask students on the possible options to check if they have understood so far if may be necessary give further explanation:</b></p> <p>a) This is the boy <u>who</u> had an accident.</p> <p>b) Yesterday I saw a car <u>which</u> was really old.</p> <p>c) I haven't seen Frank, <u>whose</u> brother is five, for a long time now.</p> <p>d) She loves books <u>that</u> have happy endings.</p> <p>e) The man <u>whom</u> you met on Saturday is coming to dinner.</p>				
26-35minutes	<table border="1"> <tr> <th data-bbox="384 1732 1109 1780">Transition to the first activity</th><th data-bbox="1109 1732 1414 1780">Homework</th></tr> <tr> <td data-bbox="384 1780 1109 1892">The teacher will divide the class into two groups to play a game. In this game, students will give clues to an object as the class tries to guess which object it is the teacher will</td><td data-bbox="1109 1780 1414 1892">The teacher writes homework on the board while their students</td></tr> </table>	Transition to the first activity	Homework	The teacher will divide the class into two groups to play a game. In this game, students will give clues to an object as the class tries to guess which object it is the teacher will	The teacher writes homework on the board while their students
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	<p>have a set of random objects on the desk (<b><i>10 to 15, it can be the things the teacher has in her purse</i></b>) Have each team take individual turns mentally choosing an object on the desk to give clues about.</p> <p>The teacher will explain that each clue should start with, <b>“This is something that/which...”</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>♥ This is something <b><u>that</u></b> you can use to bring your books to the school. (bag pack)</li> <li>♥ This is something, <b><u>which</u></b> has an amazing smell (a perfume).</li> </ul> <p>After that each team will give three clues for its chosen object. If the other team is able to guess the object after just one clue, they score three points. If they need two clues to identify the object, they score two points. After three clues, they only score one point. Play until one team reaches the highest score or until there is no more objects on the desk.</p> <p>Finally, the teacher will make her students reorganize the desk to continue with the final activity.</p> <p><b><u>(it may be necessary to explain the homework before , in case students have doubts as it can be a tricky subject)</u></b></p>	<p>organize the desks:</p> <p><i>Write a short paragraph to hand in of a topic of your interest where you use as many relative pronouns as you can. (it can be a short biography)</i></p> <p><b><u>Example: (print this example and pass on your students so they can have an idea of what they have to do)</u></b></p> <p><i>River Phoenix, <b><u>who</u></b> was considered one of the best actors of his generation and <b><u>whose</u></b> friends included Keanu Reeves , was one of the first actors <b><u>that...</u></b></i></p>
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36-50 minutes	<p>After having the classroom arranged and explaining the homework the teacher will show their students a set of pictures with people, places, animals. all the class will work together to write a funny story using some of the relative pronouns, in this pass the paper activity having in mind the pictures they watched.</p> <p><b>Explanation:</b> The first person in the class start with a piece of paper that begins with the following: <b>It was the day that...</b></p> <p><b>Examples:</b></p> <p>♥ It was the day <u>that</u> a young boy <u>whose</u> mother was sick, meet the love of his live a girl <u>who loved</u> buying clothes...</p> <p>They will then complete the sentence, fold the paper, and then pass it to the next person. That person completes the previous sentence and so on. When all the class has finished their sentences, the teacher will have them hand in the paper, then will unfold the paper and read out loud the completed story. It may result in a funny activity.</p> <p><i>Wrap up the class by remembering the homework.</i></p>
<b>12. Predicted Problems</b>	General uses of which , that / who , whom



# Relative Pronouns

NAME:

DATE:

LEVEN/TEACHER

GRADE:

Write a short paragraph to hand in of a topic of your interest where you use as many relative pronouns as you can. (it could be a short biography or the plot of a movie )



## Example

River Phoenix, **who** was considered one of the best actors of his generation , and **whose** friends included Keanu Reeves, was one of the first actors that encouraged people to follow a strict vegan diet , **which** he started at the age of 8 **when** he lived in a farm **where** he develop a deep love for animals and nature. **Who** would have thought that his promising career will be cut short by his premature death in 1993?

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# Pass the paper activity.

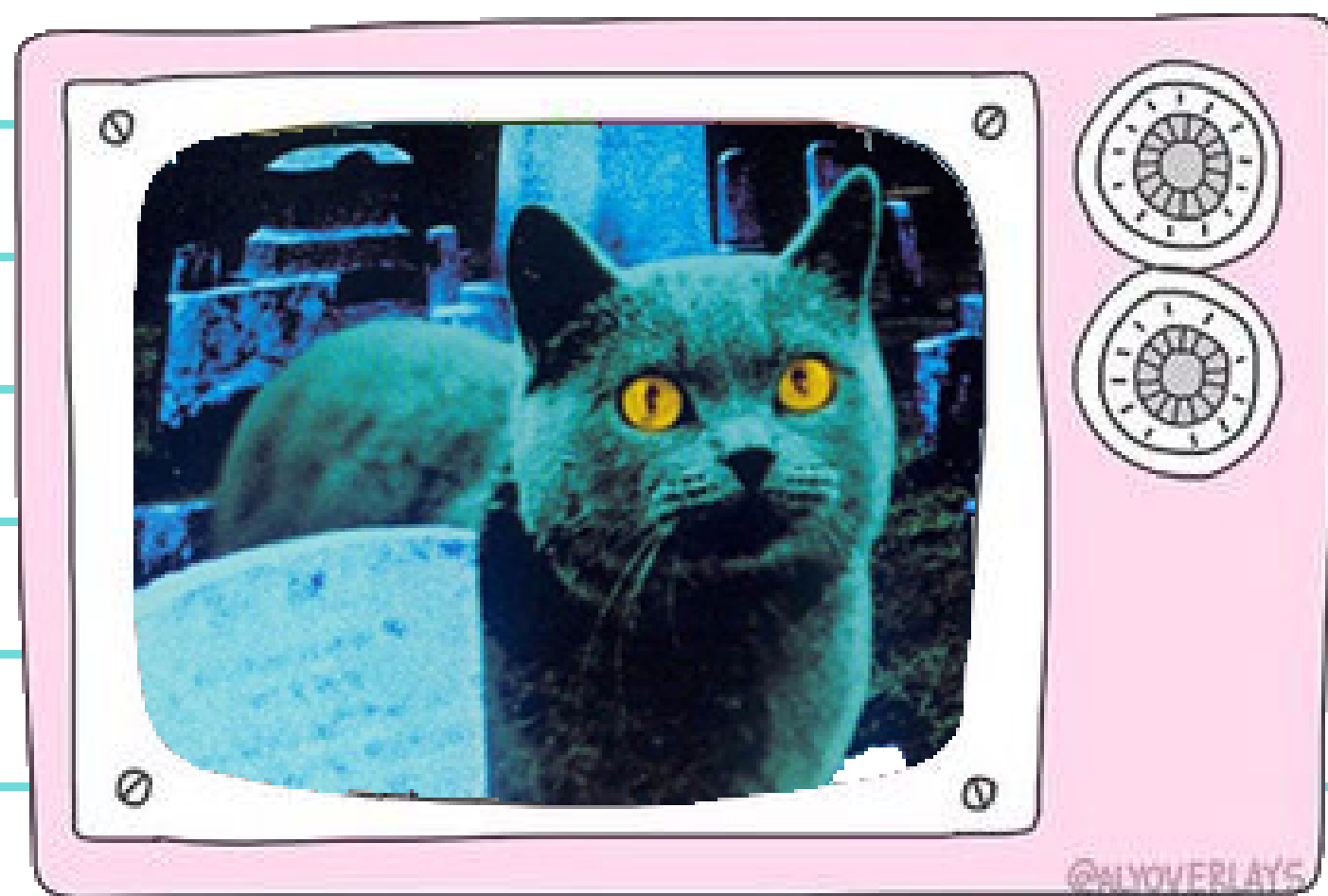
the teacher will show her students a set of pictures with people, places, animals, things. All the class will work together to write a funny story using some of the relative pronouns, having in mind the pictures this pictures.





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# MOVIE TRAILERS



- English movie trailers are entertaining ways to approach authentic language while learning about cultural aspects display in this audiovisual material



### 1.Lesson plan Organization #4

School	Liceo Jose Felix Jimenez (morning session)		Teacher's name
Length of lesson	50 minutes		♥ Ms.M
Date	January 24 <sup>th</sup> ,2020		
Level	Intermediate		
Topic	Adjectives	Comparatives and superlatives	
2. Class Profile	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers the whole class feels more motivated when the teacher use them.		
3.Main lesson aims	<b>By the end of this lesson students will be able to:</b>  ♥ Review background knowledge on adjectives and apply it into the new lesson.  ♥ Use the adjectives in their comparative and superlative forms by practicing through the description and comparison of people and places by watching two movie trailers.  ♥ Make the right use of comparatives and superlatives in oral and written form.	<b>4. Evidence</b>  ♥ Students will make simple comparisons between places or people in oral and written exercises  ♥ Students will be able to	
5. Skills	♥ Listening and Speaking	<b>7. Class Organization</b>  ♥ Individual Work ♥ Group work	
6. Assumptions	♥ Ss know how to describe people and places by using different adjectives  ♥ Ss are able to use the verb to be , (present and past simple )		
9.Personal	Improve time management ,give more clear explanations		



<b>goals</b>		
<b>10.Materials</b>	♥ <b>Movie trailers (The shinning , Pet sematary)</b>	<b>Resources</b> ♥ T.V ♥ Board ♥ computer
<b>11. Procedure</b>		
<b>Time</b>	<b>Activity</b>	
<b>1-10 minutes</b>	<p><b>GREETING</b></p> <p><b>Warm up</b></p> <p><b>To set the context and engage the students</b></p> <p>The teacher starts talking about a movie she recently watched and how it was based on the novel The Shinning by Stephen King, and how this movie is very different from its source material. She shows a video with the trailer of the movie and pictures on how the characters and places are supposed to look according to the book, and how they actually look in the movie. The teacher asks the Ss to give a short description.</p> <p><b>For example :</b></p> <ul style="list-style-type: none"> <li>• In the book Wendy is <b>blond</b>.</li> <li>• In the movie Wendy is <b>brunet</b>.</li> <li>• In the book Wendy is <b>beautiful</b>.</li> <li>• In the movie Wendy is <b>ugly</b>.</li> <li>• In the book Jack is <b>young</b>.</li> <li>• In the movie Jack is <b>old</b>.</li> </ul> <p><b><u>The teacher writes these examples on the board</u></b></p> <p><b>This to review some of the adjectives and vocabulary they studied last class. With this set the teacher moves to the main topic of this lesson.</b></p>	



10-25  
minutes

### Transition to the topic (comparatives and superlatives)

The teacher tells her students that she thinks that **books are always better than movies** (write this sentence on the board) and she makes a short comparison between them

- In the book Jack **was younger than** in the movie / in the movie Jack **was older than** in the book
- In the book the hotel **was smaller than** in the movie / in the movie the hotel was bigger than in the movie
- In the book Wendy **was more beautiful than** in the movie.
- Jack's alcoholism **was worse** in the movie **than** in the book.
- Wendy was **the worst** portrayed character.

With this set the teacher will start explaining the comparatives and superlatives by highlighting the previous examples, showing the structures, rules, uses etc... **(have in mind that it could be necessary to explain the irregular comparatives and superlatives in a different lesson)**

We use comparatives to compare two things or two people.

♥ She is taller than her husband.

Superlatives are used, however, to show the difference between more than two things or more than two people.

♥ Paris is the biggest city in France.

To form comparatives and superlatives you need to know the number of the syllables in the adjective. Syllables are like "sound beats".

For instance:

"find" contains one syllable,

but "finding" contains two — find and ing.

The rules to form comparatives and superlatives:

1. One syllable adjective ending in a silent 'e' — nice

Comparative — add 'r' — nicer

Superlative — add 'st' — nicest

2. One syllable adjective ending in one vowel and one consonant — big

Comparative — the consonant is doubled and 'er' is added — bigger

Superlative — the consonant is doubled and 'est' is added — biggest



3. One syllable adjective ending in more than one consonant or more than a vowel (or long vowels) — high, cheap, soft.

Comparative — 'er' is added — higher, cheaper, softer.

Superlative — 'est' is added — highest, cheapest, and softest.

4. A two syllable adjective ending in 'y' — happy

Comparative — 'y' becomes 'i' and 'er' is added — happier

Superlative — 'y' becomes 'i' and 'est' is added — happiest

5. Two syllable or more adjectives without 'y' at the end — exciting

Comparative — more + the adjective + than — more exciting than

Superlative — more + the adjective + than — the most exciting

Examples:

- ♥ The Nile River is longer and more famous than the Thames.
- ♥ Egypt is much hotter than Sweden.
- ♥ Everest is the highest mountain in the world.
- ♥ This is one of the most exciting films I have ever seen.

### **Irregular**

Adjectives	Comparatives	Superlatives
bad	worse	worst
far(distance)	farther	farthest
far(extent)	further	furthest
good	better	best
little	less	least
many	more	most
much	more	most



<p>26- 35minutes</p>	<p>The teacher tell her students that there are going to do a short debate on movies and books using comparatives and superlatives :</p> <p>-Lots of amazing books have been turned into movies, and lots of great movies started life as books, so now it's time to decide, which is better, the books or the movies?</p> <p>Before the students answer the teacher may give them some phrases that may help them expressing their opinions</p> <p>Examples:</p> <p>Teacher asks her students opinions:</p> <ul style="list-style-type: none"> <li>• <b>For you which one is better, the movies or the books? Why?</b></li> </ul> <p><b>Possible Examples:</b></p> <ul style="list-style-type: none"> <li>• I think the movies are better than the books because they are shorter than movies.</li> <li>• I believe the books are better than the movies because they develop your imagination.</li> <li>• I believe movies are the worst thing that could happen to books.</li> </ul> <p><u>(Wait for someone to participate if not ask students that do not usually participate)</u></p> <p><b>Do you know of any movie that is adapted from a book?</b></p> <p><b>Possible Examples:</b></p> <ul style="list-style-type: none"> <li>♥ Charlie and the Chocolate Factory</li> <li>♥ The Chronicles of Narnia</li> <li>♥ It</li> </ul> <p><b>The teacher gave her own example to introduce the last activity</b></p> <p>One of the movies that is considered as extremely closed to the book is the 1989 movie adaptation of PET SEMATARY by Stephen King that last year had a <b>remake</b></p>
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36-50 minutes	<p>Students are asked to form 6 groups of 5 students to develop the final activity.</p> <p><b>Explanation of the activity</b> (Spot the difference)</p> <p>Ss are going to watch a video where there is a comparison or the two Pet Sematary trailers of the movie adaptations the 1989 and the 2019, they will need to pay close attention to the similarities and differences between them, after the video stops Ss will have 5 minutes to discuss with the group and organize their ideas (<b>ask if they need to watch the trailer a second time</b>),</p> <p>Examples :</p> <ul style="list-style-type: none"> <li>♥ In the second trailer the cat has yellow eyes and in the first trailer it has brown eyes.</li> <li>♥ In the second trailer the house is white while in first it is brown.</li> <li>♥ In the both trailers the two actresses have short hair.</li> <li>♥ In the two trailers a truck appears.</li> <li>♥ In both trailers the baby has a striped romper.</li> <li>♥ In the first trailer there are some children with masks and in the first trailer no.</li> </ul>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while her students brainstorm their ideas:</p> <p><i>By using the comparatives and superlatives think on which past decades you would have liked to live on, make a comparison with the one you currently live , and decide which aspects were / are better or worse</i></p> <p><b><u>Example:</u></b></p> <p><i>I would have liked to live on the 70's or 80's because the tv shows and music <b><u>were greater than</u></b> what we have now.</i></p> <p><i>I believe that 80's fashion <b><u>was the best</u></b> but the hair styles <b><u>were the worst thing</u></b></i></p> <p><i>I think that 70's people was <b><u>the nicest</u></b>, but the clothes they used <b><u>was the ugliest</u></b></i></p>
	<p>Finally, the teacher will ask their students to give their answers and she will write them on the board the group who has more similarities and differences will win a little price.</p> <p>To wrap up the lesson the teacher will remind students to do the homework.</p>	
12. Predicted Problems	Identifying short and long adjectives by syllabus	



# GAMES



- Any online or traditional game can be adapted into language learning , they make this process more enjoyable and less like a routine



## 1. Lesson plan Organization #1 🎮

1.Lesson plan Organization #1🎮		
School	Liceo Jose Felix Jimenez (morning session)	Teacher's name
Length of lesson	50 minutes	♥ Ms.M
Date	January 27 <sup>th</sup> ,2020	
Level	Intermediate	
Topic	Gerund and infinitive	
2. Class Profile	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V, tape recorders and computers the whole class feels more motivated when the teacher use them.	
3.Main lesson aims	<b>By the end of this lesson students will be able to:</b>  ♥ Be aware of the differences between gerund and infinitive form. ♥ Use gerund and infinitive in oral and written form. ♥ Talk about people habits (likes, dislikes, hobbies...)	<b>4. Evidence</b>  ♥ Students will match phrases in order to make complete sentences. ♥ Students will create a text using the correct form of the verbs.
5. Skills	♥ Listening and speaking  ♥ Reading and writing	<b>7. Class Organization</b>  ♥ Group work ♥ Pair work
6. Assumptions	♥ Students know the structure of simple sentences.  ♥ Students have some background knowledge on this topic  ♥ Students know the verbs and basic rules.	



<b>9. Personal goals</b>	Improve time management, give more clear explanations	
<b>10. Materials</b>	♥ Games	♥ <b>Resources</b> Board ♥ Pictures ♥ Cards ♥ Wheel
<b>11. Procedure</b>		
<b>Time</b>	<b>Activity</b>	
<b>1-10 minutes</b>	<p><b>GREETING</b></p> <p><b>Warm up</b></p> <p><b>To set the context and engage the students</b></p> <p>The teacher starts the class by showing her students some pictures of activities that people enjoy or love to do in order to relax. Then she asks the students to what they see in the pictures. For example:</p> <ul style="list-style-type: none"> <li>♥ She likes to go shopping</li> <li>♥ He likes drinking tea.</li> <li>♥ She loves to play piano.</li> <li>♥ They enjoy walking on the country side.</li> </ul> <p>The teacher writes the students answer on the board highlighting the difference between gerunds and infinitives</p> <p><i>With this set, the teacher moves to the main topic of this lesson</i></p>	
<b>10-25 minutes</b>	<p><b>Transition to the topic</b></p> <p>The teacher starts the explanation talking about gerunds and infinitives. She gives a short description of each term.</p> <p><b>Gerund and infinitives</b></p> <p>A <b>gerund</b> is a noun made from a verb by adding "-ing."</p> <p><b>Infinitives</b> are the "to" form of the verb.</p>	



	<p>It can be tricky to remember which verbs are followed by the infinitive (the to form) of the verb and which are followed by the gerund (the ing form) of the verb.          Try to remember that:  <b>Gerunds</b> are often used when actions are real, fixed, or completed. "I <i>enjoy</i> cooking."  <b>Infinitives</b> are often used when actions are unreal, abstract, or future: "He <i>wants</i> to swim."          Sometimes the use of a gerund or an infinitive can change the meaning of a sentence.</p> <p><b>Can you explain the difference between these two sentences?</b></p> <p>We use gerunds (verb + ing):</p> <p>After certain verbs - I enjoy singing          After prepositions - I drank a cup of coffee before leaving          As the subject or object of a sentence - Swimming is good exercise</p> <p>We use 'to' + infinitive:</p> <p>After certain verbs - We decided to leave          After many adjectives - It's difficult to get up early          - I came to London to study English</p> <p>We use the bare infinitive (the infinitive without 'to'):</p> <p>After modal verbs - I can meet you at six o'clock</p> <p>After 'let', 'make' and (sometimes) 'help' - The teacher let us leave early          After some verbs of perception (see, watch, hear, notice, feel, sense) - I watched her walk away          After expressions with 'why' - why go out the night before an exam?</p>	
26-35minutes	<p>For the first activity, the teacher asks the students to make 6 groups of 5 students. Then the teacher explains the rules:          Students have to create sentences with words and phrases that are followed by a gerund or infinitive (with or without 'to'). Each group has a set of cards A and B.          Each player receives six cards, three from each set. The players take it in turns to make sentences with gerunds or infinitives by combining a set A card and a set B card from the cards in their hand. Each time a player makes a sentence, they place the two cards. If a player successfully makes a sentence, the player puts the two cards aside and replaces the cards by taking one from each pile. If not, the player takes the cards back. If a player cannot make a sentence, they use their turn to change one of their cards. The game continues until all the cards have been matched. The student with the most pairs of cards at the end of the game wins.</p>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while the students develop the game:</p> <p><i>Prepare for a quiz</i></p>

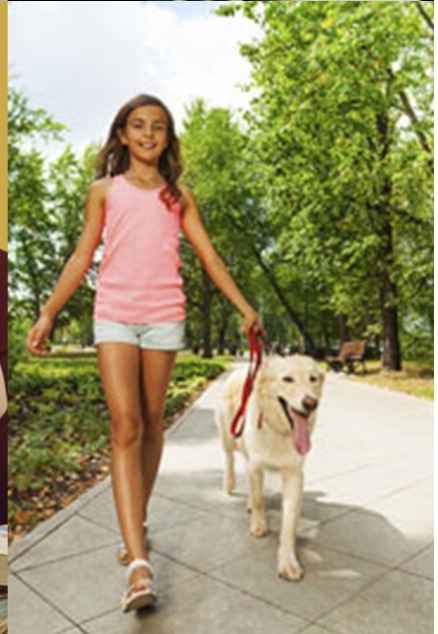
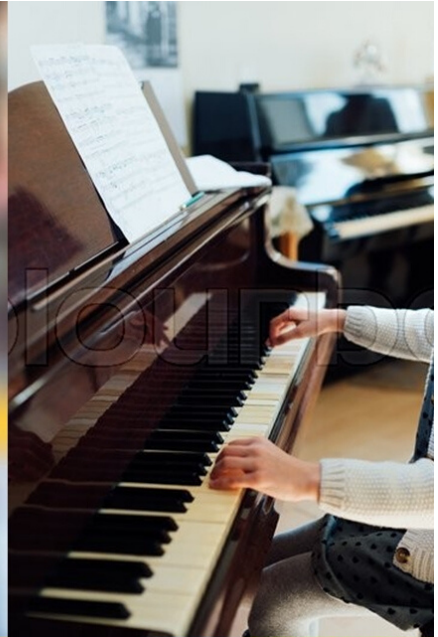


	<p><b>Example:</b></p> <p><b>Card A:</b> Maria loves</p> <p><b>Card B:</b> traveling around the world</p> <p>The teacher walks around the class to check the students work and pronunciation and answer doubts about the game. Also, the teacher goes through each group to check the winner.</p> <p>Once the game is over, the teacher provides feedback and solves general doubts about the sentences matched.</p>	
36-50 minutes	<p>For the last activity, the teacher divides the class in 2 groups. Then the teacher asks the students to tell verbs followed by gerunds first, and then verbs followed by the “to” infinitive in order to put them in a wheel. The teacher writes on the board the beginning of the story. A student from the group 1 spins the wheel and continuous the story using the verb. If the verb is correct, the group gets a point. If not, the groups 2 can correct the sentence and get the point. The teacher continuous the games until all the students have spun the wheel. Then the teacher counts the points of each group to define a winner.</p> <p><b>Example:</b></p> <p><b>Teacher:</b> Ana was in her first year of university. She was rather a lazy student and she tended to avoid <b>working</b>.</p> <p><b>Students 1:</b> in the middle of the semester, the history teacher gives out an assignment. Ana intended <b>to do</b> the assignment, but she postponed it all the time.</p> <p>The teacher corrects mistakes and solves doubts during the game for a better understanding during the game.</p>	
<b>12. Predicted Problems</b>	Oral production, when to use gerund or infinite	



# Gerund and infinitive

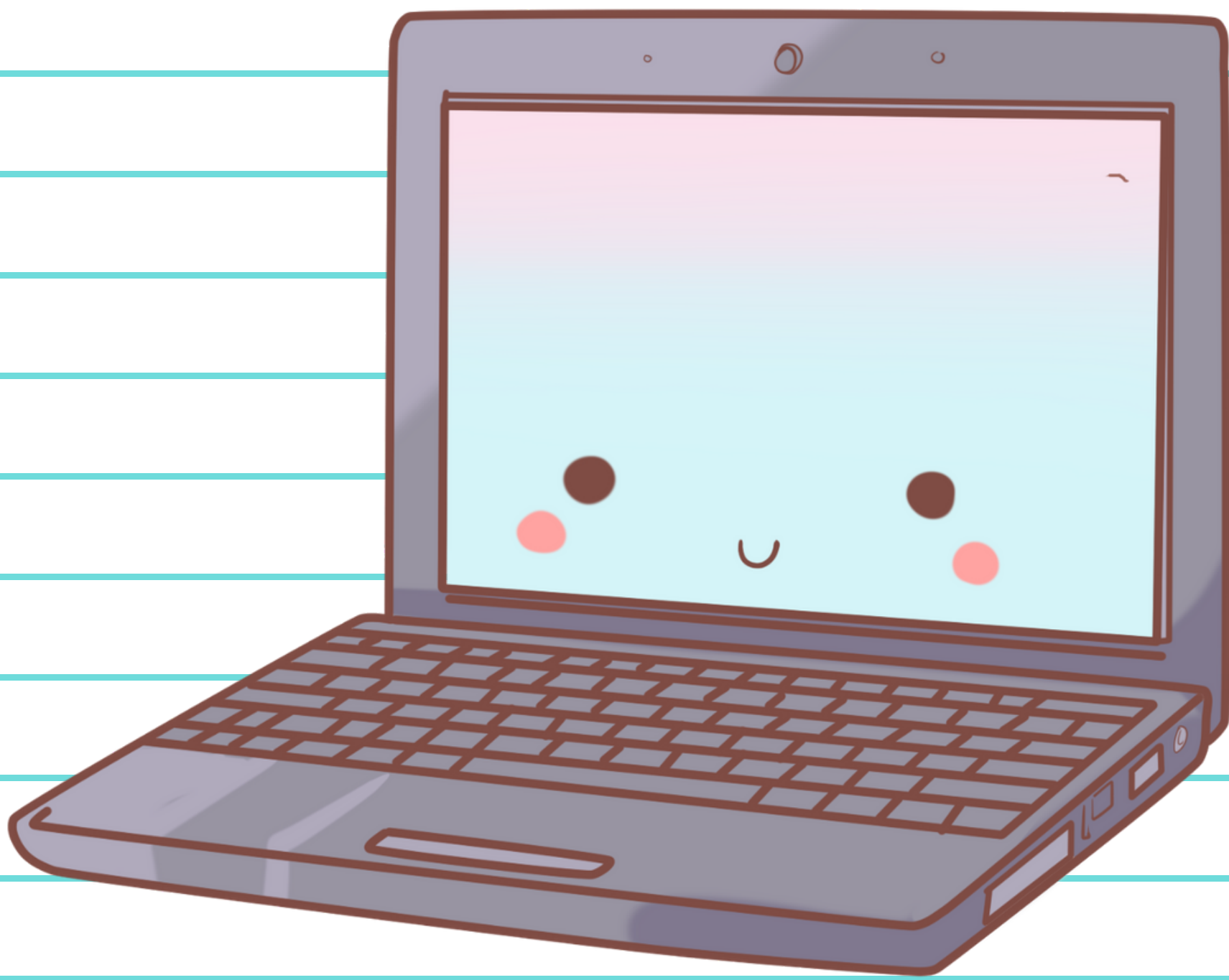
## SET OF PICTURES FOR THE WARMUP ACTIVITY






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# COMPUTERS INTERNET CELLPHONES AND APPS



- Computers and internet allow language learners to find hundreds of tools that let them interact with other language learners , native speakers...also, it provides them the resources, such as videos , language apps, videogames etc... to keep on learning outside the classroom.



1.Lesson plan Organization # 			
School	Liceo Jose Felix Jimenez (morning session)		Teacher's name  ♥ Ms.M
Length of lesson	50 minutes		
Date	January 31 <sup>st</sup> ,2020		
Level	Intermediate		
Topic	Past simple	Regular and irregular verbs	
2. Class Profile	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers the whole class feels more motivated when the teacher use them.		
3.Main lesson aims	<b>By the end of this lesson students will be able to:</b>  ♥ Have a clear understanding of the use of past simple verb forms by producing oral and written sentences  ♥ Use past simple tense, be familiar with the formation and word order in negative sentences and questions to narrate past events.  ♥ Practice the pronunciation of regular and irregular verbs in past simple.	<b>4. Evidence</b>  ♥ Students will ask and answer simple questions about their and other people's past.  ♥ Students will be able to form past sentences on their own following the conjugation for regular and irregular verbs	
5. Skills	♥ Listening and Speaking  ♥ Writing	<b>7. Class Organization</b>  Pair work  Group work  Individual work	
6. Assumptions	♥ Ss know how to use the verb to be in present simple  ♥ SS know how to answer yes and no questions.		



	♥ Ss have some background knowledge on past simple	
9. Personal goals	Improve time management ,give more clear explanations	
10. Materials	♥ Internet (take worksheets just in case the computers do not work )	Resources
		♥ T.V ♥ Computers (to work in pairs) ♥ Board
11. Procedure		
Time	Activity	
1-10 minutes	<p><b>GREETING</b></p> <p><b>Warm up (this lesson will take place on the computers room ask students to keep the computers turn off)</b></p> <p><b>To set the context and engage the students</b></p> <p>The teacher tells her students a little story about her childhood and how she loved reading horror books as well as watching horror movies.</p> <p><b>Examples:</b></p> <p>When I <u>was</u> a child I <u>loved</u> horror books and movies, especially the ones with monsters like Freddy Krueger. My uncle <u>had</u> many books in his room many of them <u>were</u> horror related, I <u>used</u> to read them hidden later on my life I <u>bought</u> my own. (write the underline words on the board)</p> <p>Now tell me:</p> <p>♥ What special memory <u>did</u> you remember form your childhood? (write this sentence on the board)</p> <p><u><b>Have in mind that some students may answer using the correct past simple verb forms as it was mention before they are expected to have some background</b></u></p>	



	<p><b><u>knowledge in this topic but not a total mastery on it.</u></b></p> <p>The teacher writes on the board the activities that her students mention</p> <ul style="list-style-type: none"> <li>♥ Travel</li> <li>♥ Ride bike</li> <li>♥ Watch cartoons</li> <li>♥ Run</li> <li>♥ Write stories</li> <li>♥ Scape</li> </ul> <p>With this set the teacher moves to the main topic of this lesson</p>
10-25 minutes	<p><b>Transition to the topic</b></p> <p><b><i>Explanation:</i></b>  <b>Use of the past simple</b></p> <p>When talking about the following actions, we use the past simple:</p> <ol style="list-style-type: none"> <li>1. A completed action that has no connection to the present. <ul style="list-style-type: none"> <li>♥ I <b><u>watched</u></b> cartoons every day when I <b><u>was</u></b> a child</li> </ul> </li> <li>2. Repeated actions in the past. <p>When she <b><u>was</u></b> a child she <b><u>finished</u></b> school, <b><u>walked</u></b> home, and <b><u>watched</u></b> T.V.</p> <p>In stories, or when talking about historical events.</p> <ul style="list-style-type: none"> <li>♥ When they <b><u>were</u></b> children, they <b><u>had</u></b> a beautiful dog; he <b><u>died</u></b> when they entered high school.</li> <li>♥ World War II <b><u>was</u></b> a global war that <b><u>lasted</u></b> from 1939 to 1945.</li> </ul> </li> </ol> <p><b>Additional examples:</b></p> <ul style="list-style-type: none"> <li>♥ I <b><u>watched</u></b> cartoons every day when I <b><u>was</u></b> a child.</li> <li>♥ My family <b><u>went</u></b> to Cali for their holidays.</li> <li>♥ He <b><u>wrote</u></b> many stories when he <b><u>was</u></b> a child.</li> </ul> <p><b>The past simple in English is:</b></p> <p><b><u>Affirmative</u></b></p> <p><b><u>Regular verbs:</u></b> form the past simple by adding the ending –ed</p> <p>Structure : subject + verb ending in -ed</p>



*I* *worked* at home.  
*Subject verb ending in-ed*

*The teacher gives the students a short list of the most common regular verbs*

**Examples:**

- ♥ We **visited** Sue yesterday
- ♥ I **lived** abroad for 3 years.
- ♥ She **enjoyed** being a dancer.

**Irregular verbs:** they have no fixed rule and you have to study their past in each case and learn it by heart.

*The teacher gives her students a short list of the most common irregular verbs*

**Examples:**

- Wendy **met** her husband in 2010.
- We **spent** a lot of money this month.
- Martha **got** home very late last night.

**Negative and interrogative.**

We use **did** to make questions with the past simple:

**Examples:**

- ♥ **Did** she play football when she was younger?
- ♥ When **did** you meet your friend?
- ♥ **Did** they have a dog when they were children?

We use didn't (did not) to make negatives with the past simple:

**Examples:**

- They **didn't** go to Japan this year.
- We **didn't** get home until very late last night.

*We often use reference words with the Past Simple tense.*

**1. Ago**

- ♥ Five years **ago** I **broke** my leg.  
Also “a week ago”, “two weeks ago”, but not “a day ago” – instead, use “yesterday”.



	<p><b>2.Last</b></p> <ul style="list-style-type: none"> <li>♥ <u>Last</u> week I <b>went</b> to London.</li> <li>♥ <u>Last</u> year I <b>visited</b> that comic book store, it <b>was</b> amazing.</li> </ul> <p><b>3. Also last month and “in the last century.</b></p> <p><b>4. In</b></p> <ul style="list-style-type: none"> <li>♥ Elizabeth Olsen <b>was</b> born <u>in</u> the last century.</li> <li>♥ <u>In</u> the 1970s the Bee gees <b>was</b> a very popular disco music band.</li> <li>♥ <u>In</u> those days, there <b>weren’t</b> many cars on the roads.</li> </ul>	
26-35minutes	<p><b>Transition to the first activity</b></p> <p>The teacher asks her students to turn on the computers and play a video that is in the computers desktop; this is a short clip taken from the Stephen King’s illustrated biography. Students are asked to watch the video twice, paying close attention to the verbs mentioned in the video and take notes if necessary (most of the verbs are in past simple).</p> <p><b>Examples :</b></p> <ul style="list-style-type: none"> <li>♥ Although his childhood <b>was</b> not a scary tale, the difficulties he <b>went</b> through <b>did</b> inspire his work.</li> <li>♥ David and Stephen <b>spent</b> hours reading horror stories and comics.</li> <li>♥ After several years of moving, the family finally <b>settled</b> in Portland.</li> <li>♥ There he <b>lived</b> through one of the most traumatic events of his life.</li> <li>♥ He <b>witnessed</b> one of his friends get caught on tracks and <b>killed</b> by the train.</li> </ul> <p>After watching the video the students are asked to enter the following page: <a href="http://app.classkick.com">app.classkick.com</a> with this code : <b><u>login/29ZN8O</u></b></p> <p>The teacher explains that in the page there is an activity related to the video they watched, were they have to fill in the blanks with the right past simple verb form.</p>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while her students watch the video:</p> <p><i>1. Create a set of memory cards that will help you remembering the past simple of the verbs.</i></p> <p><i>Try to be as creative possible and use a minimum of 20 verbs for each type (irregular and regular)</i></p> <p><b>Example:</b> on one side of the memory card you can have the verb on its based form and on the other the past (if you want you can add the meaning)</p> <p><i>2. For next class please download on your cellphones the app Kahoot.</i></p>



	<p>This page allows the teacher to check in real time the work that her students are developing, in this way she can give feedback instantly.</p>	
36-50 minutes	<p>For the last activity, students remain on the same web page where they will play BINGO in pairs, with irregular and irregular verbs.</p> <p><b>Explanation:</b> There are 5 different bingo cards with a set of 45 random verbs</p> <p>The teacher calls out the base form of the verb, if the card has it the students raise their hands and say the past simple form before marking it on their card...</p> <p>Example:</p> <p>The teacher shouts ‘‘buy’’</p> <p>One couple raise their hands and say ‘‘bought’’ as the answer is correct they mark the verb buy on the card.</p> <p>The teacher will give feedback on pronunciation and conjugation of the verbs</p> <p>As soon as one couple marked all the verbs and shout Bingo! They will win price.</p> <p>Wrap up the class by remembering the homework.</p>	
	<p><b>12. Predicted Problems</b></p>	<p>Irregular verbs (memorization)</p> <p>Regular verbs pronunciation</p>







# PAST SIMPLE

NAME \_\_\_\_\_

LEVEL \_\_\_\_\_

TEACHER \_\_\_\_\_



1. Watch the video and complete with the correct verb form in past

## STEPHEN KING /DRAW MY LIFE VIDEO

He's one of the most popular writers of the last few decades. He has \_\_\_\_\_ more than 350 million books, \_\_\_\_\_ more than 60 novels, many of them taken to the cinema, even directed a film. And his name is the best synonym for terror. Of course, we're talking about the legendary Stephen King.

Although his childhood \_\_\_\_\_ a scary tale, the difficulties he \_\_\_\_\_ through did inspire his work. Many of them are set in Maine, in the northeastern United States, where he \_\_\_\_\_ born on September 21, 1941. At that time it \_\_\_\_\_ one of the poorest areas of the country. His father Donald King \_\_\_\_\_ a modest vacuum cleaner salesman, who also left the family when Stephen \_\_\_\_\_ only two years old. His mother Ruth Pillsbury \_\_\_\_\_ to take care of him and his adopted older brother David. She often \_\_\_\_\_ to combine two or three jobs to support the family, and leave her children home alone because she (can not ) afford a babysitter. David and Stephen \_\_\_\_\_ hours reading horror stories and comics. That's probably where their obsession \_\_\_\_\_ born, and among their favorites \_\_\_\_\_ the stories from "Tales from the Crypt" and "Dracula" by BramStoker.

After several years of moving, the family finally settled in Portland when Stephen \_\_\_\_\_ eleven. There he \_\_\_\_\_ through one of the most traumatic events of his life. While they \_\_\_\_\_ playing, he witnessed one of his friends get \_\_\_\_\_ on tracks and killed by the train. But he always says he doesn't remember anything about it. As a teenager he always \_\_\_\_\_ to everyone that he \_\_\_\_\_ afraid of anything. He \_\_\_\_\_ reading all the scary books that \_\_\_\_\_ into his hands, and when he \_\_\_\_\_ some money he always \_\_\_\_\_ went to the movies to watch horror and science fiction B movies. At the age of thirteen, digging through his attic, he \_\_\_\_\_ a life-changing discovery. When he \_\_\_\_\_ some manuscripts of his father he \_\_\_\_\_ out that he had tried to become a writer, but nothing was ever published. Stephen set out to achieve what his father had failed to achieve. And after many rejections, at the age of 18, he \_\_\_\_\_ to publish his first story, "I Was a Teenage Grave Robber". He \_\_\_\_\_ the story of a boy who stole corpses for a mad scientist, and was inspired by his own experience, occasionally working as an undertaker at the local cemetery. He also \_\_\_\_\_ other jobs as a janitor or laundry clerk, necessary to be able to pay for his studies. But he eventually \_\_\_\_\_ to attend the University of Maine where he \_\_\_\_\_ English-language arts.

Worksheet in case the internet does not work



# Past Simple

This is how the activities will look on the web page

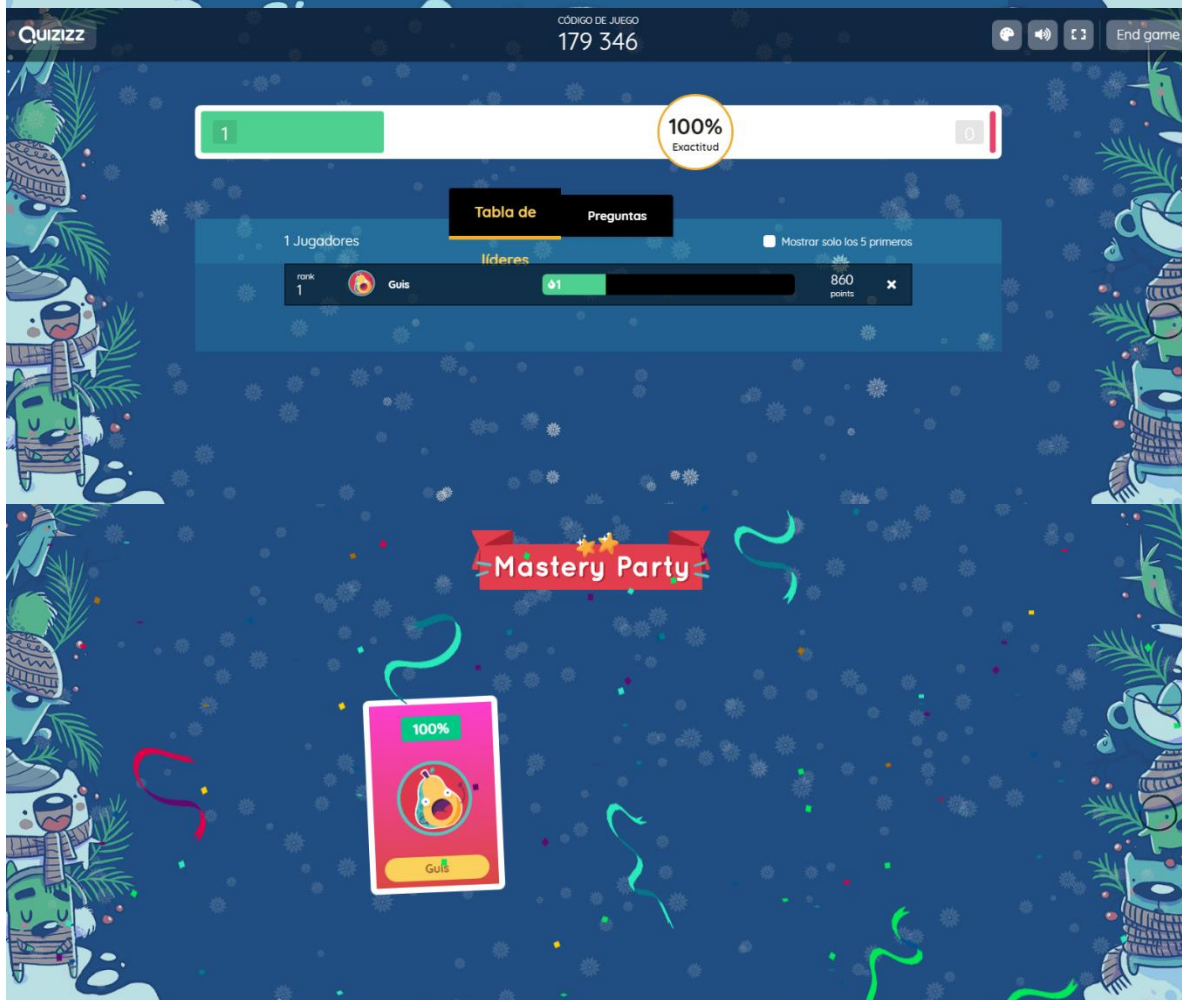
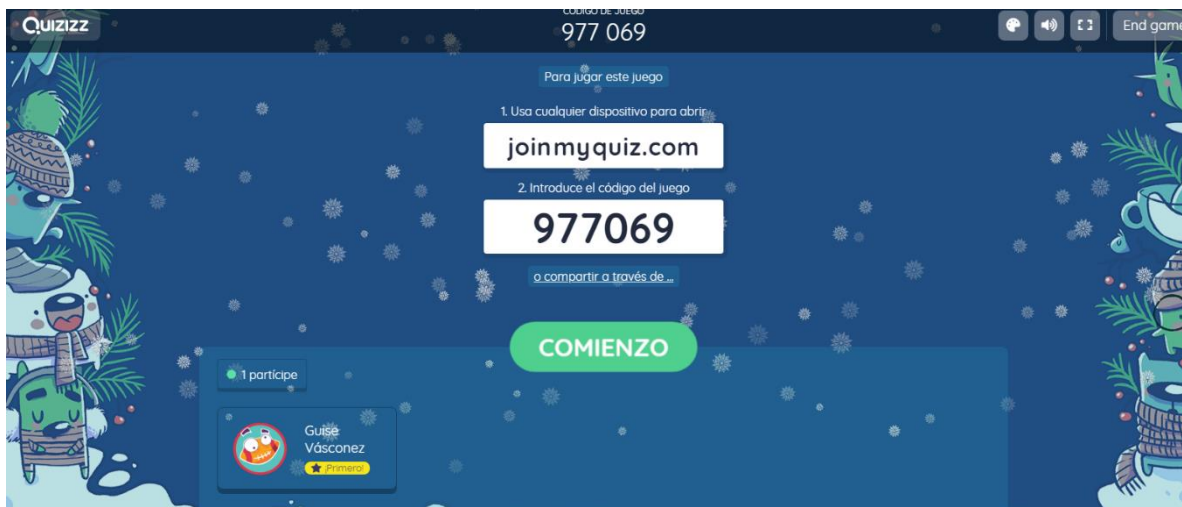
Teacher's Computer

The screenshot shows the Quizizz Teacher's Computer interface. At the top, there's a navigation bar with 'Menú', 'Quizizz', a search bar, and a 'Crear un nuevo cuestionario' button. Below this, the user's profile 'Guise Vásquez' is visible. The main area displays a quiz titled 'What did you do....?' (4 Qs) with a 'Jugado 1 veces' status and a '11th grado' tag. A sidebar on the left contains navigation options like 'Crear un nuevo cuestionario', 'Encontrar un...', 'Mis pruebas', 'Informes', 'Las clases', 'Colecciones', 'Memes', 'Perfil', 'Ajustes', 'Cerrar sesión', and 'Recomendar un amigo'. On the right, there's a 'Colecciones' section with 'Todas mis pruebas', 'Creado por mí', 'Cuestionarios gustados', and a 'Crear una colección' button.

This screenshot shows the Quizizz Teacher's Computer interface with a quiz titled 'What did you do....?' (4 Qs) displayed. The quiz is set for '11th grado' and 'English'. Below the quiz title, there are buttons for 'Organizar un juego' (Juego en vivo, Deberes) and 'Solo practica' (Práctica). The quiz content shows a question: 'Q. What did they do last month?' with a 30-second timer. The interface includes the same navigation bar and sidebar as the previous screenshot.

This screenshot shows the Quizizz Teacher's Computer interface with a quiz titled 'What did you do....?' (4 preguntas) displayed. The quiz is set for 'Juego de acogida'. Below the quiz title, there are buttons for 'Equipo', 'Clásico' (selected), and 'Prueba'. The interface includes the same navigation bar and sidebar as the previous screenshots.







QUIZZZ

Find a quiz

Q

Casa

Actividad

Teacher Dashboard

977069

JOIN

Asignado

4 Qs

What did you do...?

By Guise Vasconez

100% accuracy

See all

Mathematics

See more

English quiz

4 preguntas

Por : guiselavasconez\_57426

Tu nombre de Quizizz es...

Guis

Empezar juego

Configuraciones de juego

Música

Efectos de sonido

Memes

Leer en voz alta

Temas

Aleatorio


Classic

Winter


Space

Jungle


Spooky



Esperando a que comience el juego ...

 Guis





What did they do yesterday?

1

The last year , they taked a photo.

2

The last weekend , they went to the concert.

3

Yesterday, they go to the karaoke.

Yesterday , They went to a party.

4/4

21000pts


1st

2650

+600

+330


+100



what did she do last year?

The last year , she participated in the olympic games

Game Summary



Guix

Points 3680

Final Rank 1/1

Share

100%

Accuracy

Performance Stats

4

Correct

0

Incorrect

0

Unattempted

7.5 s

Avg. Time / Question

4


Longest Streak

Preguntas de revisión

Haga clic en las preguntas para ver las respuestas.

Study Flashcards

NEW



1. What did he do the last weekend?



## Activity 2 : Past Simple Activity

## Teacher's Computer

Hello, Miss Vásconez!

- Assignments**
- Rosters
- Notifications
- Profile
- Upgrade to Classkick Pro
- Latest Features

## Assignments

Name	Last Modified
Bingo #5	01/20/2020
Bingo #4	01/20/2020
Bingo #3	01/20/2020
Bingo #2	01/20/2020
Bingo #1	01/20/2020
Past Simple : Activity	01/20/2020

Learn how to [import your existing lessons](#) into Classkick

Past Simple : Activity

Edit Assign Assignment

Assign View Work

Name

Subjects

Grades

Access

Description

Slides

10 Pts

0 Pts

0 Pts

0 Pts

Add or edit slides, then assign a roster

Edit Assignment: Past Simple : Activity

Background

0 Pts

< 1/4 >



< Edit Assignment: Past Simple : Activity

2/4

Fill in the blanks with the given words in parenthesis.

1. My sister and I \_\_\_\_\_ (help) our mother yesterday.
2. \_\_\_\_\_ (sell) orange juice.
3. I \_\_\_\_\_ (clean) my house last weekend.
4. My brother \_\_\_\_\_ (not /wash) his car last week
5. She \_\_\_\_\_ (answer) some emails.
6. We \_\_\_\_\_ (play) football last Saturday.
7. They \_\_\_\_\_ (not/watch) TV last night.
8. The children \_\_\_\_\_ (read) a book in dormitory yesterday.
9. He \_\_\_\_\_ (write) a letter.
10. She \_\_\_\_\_ (not /study) French last night.
11. Andres \_\_\_\_\_ (drink) an apple juice at lunch yesterday.

< Edit Assignment: Past Simple : Activity

3/4

Transfrom the sentences to simple past tense.

1. They watched a good film two days ago.  
\_\_\_\_\_ (-)
2. She didn't eat her sandwich two hours ago.  
\_\_\_\_\_ (+)
3. I didn't play basketball yesterday because it was cold  
\_\_\_\_\_ (+)
4. Did he finish his homework?  
\_\_\_\_\_ (+)
5. The children wrote a letter last week.  
\_\_\_\_\_ (?)

< Edit Assignment: Past Simple : Activity

4/4

Fill in the blanks below with one of the 15 irregular past tense verbs below.

ate	came	went	took	read
drank	did	got	swam	ran
made	gave	rode	saw	met

1. He \_\_\_\_\_ his homework before he went to school.
2. It was cold so we \_\_\_\_\_ some hot chocolate.
3. I \_\_\_\_\_ a sandcastle when I went to beach.
4. It was a hot day so she \_\_\_\_\_ in the lake yesterday.
5. His car had a flat tire so he \_\_\_\_\_ the bus to work.
6. I \_\_\_\_\_ a horse last summer when I went to my uncle's farm.
7. I was late for class so I \_\_\_\_\_ to school.
8. I \_\_\_\_\_ two hamburgers so I am full.
9. I \_\_\_\_\_ a good book before I went to bed.
10. She \_\_\_\_\_ a lion went she sent to zoo.
11. A letter \_\_\_\_\_ in the mail today.
12. They \_\_\_\_\_ for hiking yesterday.
13. I \_\_\_\_\_ my brother a game for his birthday.
14. She \_\_\_\_\_ a good report card so her mom was happy.
15. I \_\_\_\_\_ my friends when we went to the park.



Edit Assignment: STEPHEN KING | Draw My Life

1/2

# STEPHEN KING | Draw My Life

Fill in the blanks with the given words in parenthesis.



He's one of the most popular writers of the last few decades. He has \_\_\_\_\_ (sell) more than 350 million books, \_\_\_\_\_ (publish) more than 60 novels, many of them taken to the cinema, even directed a film. And his name is the best synonym for terror. Of course, we're talking about the legendary Stephen King. Although his childhood \_\_\_\_\_ (not be ) a scary tale, the difficulties he \_\_\_\_\_ (go) through did inspire his work. Many of them are set in Maine, in the northeastern United States, where he \_\_\_\_\_ (be) born on September 21, 1941. At that time it \_\_\_\_\_ (be) one of the poorest areas of the country. His father Donald King \_\_\_\_\_ (be) a modest vacuum cleaner salesman, who also left the family when Stephen \_\_\_\_\_ (be) only two years old. His mother Ruth Pillsbury \_\_\_\_\_ (have) to take care of him and his adopted older brother David. She often \_\_\_\_\_ (have) to combine two or three jobs to support the family, and leave her children home alone because she \_\_\_\_\_ (can not ) afford a babysitter. David and Stephen \_\_\_\_\_ (spend) hours reading horror stories and comics. That's probably where their obsession \_\_\_\_\_ (be) born, and among their favorites \_\_\_\_\_ (be) the stories from "Tales from the Crypt" and "Dracula" by Bram Stoker. After several years of moving, the family finally settled in Portland when Stephen \_\_\_\_\_ (be) eleven. There he \_\_\_\_\_ (live) through one of the most traumatic events of his life. While they \_\_\_\_\_ (be) playing, he witnessed one of his friends get \_\_\_\_\_ (catch) on tracks and \_\_\_\_\_ (kill) by the train. But he always says he doesn't remember anything about it. As a teenager he always \_\_\_\_\_ (brag) to everyone that he \_\_\_\_\_ (not be) afraid of anything. He \_\_\_\_\_ (keep) reading all the scary books that \_\_\_\_\_ (fall) into his hands, and when he \_\_\_\_\_ (have) some money he always \_\_\_\_\_ (go) went to the movies to watch horror and science fiction B movies. At the age of thirteen, digging through his attic, he \_\_\_\_\_ (make) a life-changing discovery. When he \_\_\_\_\_ (find) some manuscripts of his father he \_\_\_\_\_ (find) out that he had tried to become a writer, but nothing was ever published. Stephen set out to achieve what his father had failed to achieve. And after many rejections, at the age of 18, he \_\_\_\_\_ (manage) to publish his first story, "I Was a Teenage Grave Robber". He \_\_\_\_\_ (tell) the story of a boy who stole corpses for a mad scientist, and was inspired by his own experience, occasionally working as an undertaker at the local cemetery. He also \_\_\_\_\_ (have) other jobs as a janitor or laundry clerk, necessary to be able to pay for his studies. But he eventually \_\_\_\_\_ (manage) to attend the University of Maine where he \_\_\_\_\_ (study) English-language arts.

Activity 3 : Bingo!



## Teacher Computer

app.classkick.com/#/account/assignments

classkick

Hello, Miss Vásconez!

Assignments

Rosters

Notifications

Profile

Upgrade to Classkick Pro

Latest Features

### Assignments

Name	Last Modified
Bingo #5	01/20/2020
Bingo #4	01/20/2020
Bingo #3	01/20/2020
Bingo #2	01/20/2020
Bingo #1	01/20/2020
Past Simple : Activity	01/20/2020

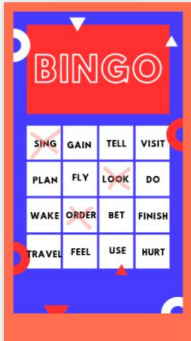
Learn how to [import your existing lessons](#) into Classkick

## Student Computer #1

Bingo #1

ZMC FGT

1/3




A 5x5 bingo grid with a red header 'BINGO'. The grid contains the following words: SING, GAIN, TELL, VISIT, PLAN, FLY, LOOK, DO, WAKE, ORDER, BET, FINISH, TRAVEL, FEEL, USE, HURT.

## Student Computer #2

Bingo #2

P2K ZCX

1/3



A 5x5 bingo grid with a red header 'BINGO'. The grid contains the following words: MOVE, COME, KISS, MAKE, BRING, ASK, HURT, ORDER, SEARCH, DRINK, RAIN, HAVE, GROW, WISH, FIND, TRY.

## Student Computer #3

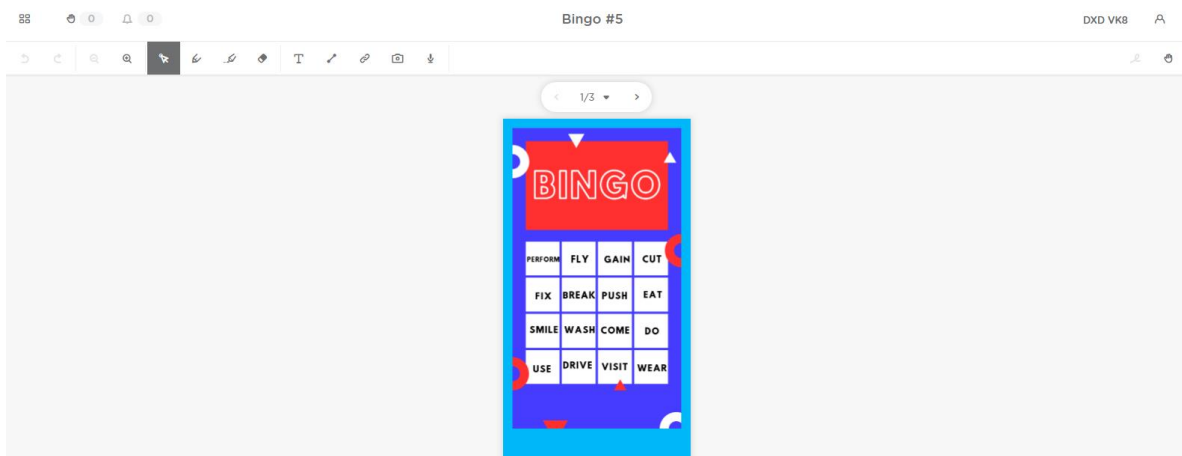




Student Computer#4



Student Computer#5





1.Lesson plan Organization #7		
<b>School</b>	Liceo Jose Felix Jimenez (morning session)	
<b>Teacher's name</b>	♥ Ms.M	
<b>Length of lesson</b>	50 minutes	
<b>Date</b>	February 3 <sup>rd</sup> ,2020	
<b>Level</b>	Intermediate	
<b>Topic</b>	Future Tense	Simple future tense
<b>2. Class Profile</b>	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers the whole class feels more motivated when the teacher use them.	
<b>3.Main lesson aims</b>	<b>By the end of this lesson students will be able to:</b> <ul style="list-style-type: none"> <li>♥ Have a clear understanding of the use of future simple by making future Oral and written predictions based on listening exercises.</li> <li>♥ Get a deeper understanding of the use of the future with 'will' and 'going to' to state instant decisions or future plans in oral, written and listening exercises.</li> <li>♥ Talk about they expect to happen in the future for their personal lives or in the world in oral and written exercises.</li> </ul>	<b>4. Evidence</b> <ul style="list-style-type: none"> <li>♥ Students will be able to create predictions (for the society, the world, their lives, other people's lives) by asking and answering simple questions making a creative use of the target language.</li> <li>♥ Students will be able to express what they have already planned to do in a near future.</li> </ul>
<b>5. Skills</b>	<ul style="list-style-type: none"> <li>♥ Listening and Speaking</li> <li>♥ Reading and writing</li> </ul>	<b>7. Class Organization</b>  Individual work  Pair work
<b>6. Assumptions</b>	<ul style="list-style-type: none"> <li>♥ Ss have some background knowledge on future tense (will)</li> <li>♥ Ss know how to use the verb to be in present simple.</li> <li>♥ Ss have background knowledge on past simple.</li> </ul>	



9. Personal goals	Improve time management ,give more clear explanations	
10. Materials	♥ Cellphones ♥ Internet ♥ Videos	Resources
		♥ Cellphones  ♥ TV
11. Procedure		
Time	Activity	
1-10 minutes	<p><b>GREETING</b></p> <p><b>Warm up</b></p> <p><b>To set the context and engage the students</b></p> <p>The teacher starts the lesson by asking her students some questions with will and going to</p> <p>Examples:</p> <ul style="list-style-type: none"><li>♥ What technologies <b><u>will</u></b> be used in the future?</li><li>♥ How technology <b><u>will</u></b> affect the society?</li><li>♥ What are you <b><u>going to</u></b> do after school today?</li></ul> <p>The teacher will ask her students to answer this questions and later reflect on them to check if they can identify the structures used and why they are used</p> <p><b>SS:</b></p> <ul style="list-style-type: none"><li>♥ There will be flying cars</li><li>♥ There will be less interaction between families</li><li>♥ I'm going to study for a test</li></ul> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"><li>♥ Will and going to are used to talk about the future</li><li>♥ Will is used to talk about instant decisions and going to talk about plans.</li></ul> <p><b><u>Have in mind that some students may answer correctly to this question as it was mention before they are expected to have some background knowledge in this topic but not a total mastery on it</u></b></p> <p><b><u>It may be necessary to elicit questions from the students.</u></b></p>	



Then, the teacher asks them to open Kahoot! the app they were asked to download last class, she explains that they will have to enter this code 6115656 were they are going to find a fill in the blanks activity for each sentence they will have to choose between will and going to depending on the situation. *(this activity to check if they can differentiate between WILL and Going to and to elicit students' questions on how to use them properly)*

**Examples:**

- ♥ John will study (study) English in the future.
- ♥ Look at Paul! He is going to get (get) on the bus.

Once the exercise is done and the answers check with the correspondent feedback (*and maybe some questions from the students*) from the teacher the lesson moves to the main explanation of the topic.

*Note :print worksheets of the exercises in case the internet does not work*

**Transition to the topic**

With this set the teacher will start explaining the future simple, showing structures, rules, uses etc....

**Explanation**

The simple future is a verb tense that's used to talk about things that haven't happened yet.

This year, Juisela will arrive early to all her classes. It will be hard, but she's determined to do it.

- ♥ The teacher hopes that they will read the article. (It is not mentioned at what time)
- ♥ Alejandra will travel to States. (Not specified when)
- ♥ Angelica will buy a new hat. (It is not known at what time)

**How to Form the Simple Future?**

The formula for the simple future is

- ♥ will + [root form of verb].

**Examples:**

- ♥ I will learn a new language.
- ♥ Rocketman will be in theaters sooner or later.
- ♥ My dogs will sleep till noon if no one wakes them up.



**Note:** It doesn't matter if the subject is singular or plural; the formula for the simple future doesn't change.

**But...**

Unlike the future with will, where an instant decision is made, once you've made a decision, and it constitutes a plan, you use the future with going to express it.

It follows the formula

[am/is/are] + going to + [root form verb].

- ♥ I **am going to learn** a new language.
- ♥ Rocketman **is going to be** in theaters.
- ♥ My dogs **are going to sleep** till noon if no one wakes them up.

The "going to" construction is common in speech and casual writing. Keep in mind though that it's on the informal side, so it's a good idea to stick to the will + [root form] construction in formal writing.

#### ***How to Make the Simple Future Negative?***

- ✓ To make the simple future negative, the formula is **will + not + [root form]**.
- ♥ Sofy **will not quit** before she travels to Korea.
- ♥ Luis, make sure you arrive on time tomorrow because the bus **will not wait** for you.
- ♥ We **will not finish** our portfolio on time for class.
  
- ✓ Using the "going to" construction, the formula is **[am/is/are] + not + going to + [root form]**.
- ♥ Daniela is not going to get married in December.
- ♥ We are not going to study all night.

#### ***How to Ask a Question?***

To ask a question in the simple future, the formula is

**will + [subject] + [root form].**

- ♥ Will they finish their portfolio on time?
- ♥ Will I have the discipline to study French every day?
- ♥ What will you buy with the money you found?

- ✓ The formula for the "going to" construction is **[am/is/are] + [subject] + going to + [root form]**.
- ♥ Is Angelica going to finish the portfolio on time?
- ♥ Am I going to have the discipline to study French every day?
- ♥ What are you going to buy with the money you found?



<p>26-35minutes</p>	<p>The teacher tells her students that they are going to watch a video called</p> <p>“ <i>10 things that Back to the future got right</i>” In this movie there are many predictions about the future we currently live in.</p> <p>Students work in pairs to watch the video, take notes of the predictions mention and construct sentences using will (with different subjects and verbs).</p> <p><b>Example:</b></p> <p>Back to the Future predicts Giant flat TVs</p> <ul style="list-style-type: none"> <li>♥ In the future there <u>will be</u> Giant flat TVs Hands-free video games</li> <li>♥ In the future we <u>will play</u> hands free-video games</li> </ul> <p>After checking the sentences, the teacher asks to open the app again and take a small quiz on the video they will have to mark the predictions.</p> <p><b>Note: print worksheets of the exercises in case the internet does not work</b></p> <p>Then students will be asked to take 5 minutes and create some predictions for the future (society, wars, technology, other people’s lives ...)</p> <ul style="list-style-type: none"> <li>♥ In the future we <u>will have</u> space tourism.</li> <li>♥ We <u>will conquer</u> other planets.</li> <li>♥ Pollution in our planet will be unbearable.</li> <li>♥ Many animals <u>will get</u> extinct.</li> <li>♥ Trump <u>will start</u> a world war III.</li> <li>♥ My classmates <u>will all have</u> happy and prosper lives.</li> <li>♥ Laura <u>will become</u> a successful writer.</li> </ul> <p><b>Some predictions are shared with the rest of the class and feedback is given by the teacher.</b></p>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while their students write the predictions:</p> <p><b>Write a letter to yourself</b></p> <p><i>think on all the things you will like to do in the future . Imagine you are 80 years old, you were able to achieve everything you wanted in life and you are given the opportunity to write a letter encouraging your younger self (use will and going to) be ready to read your letter in front of the class and hand it to the teacher. try to be as creative as possible.</i></p> <p><b>Example</b></p> <p><i>Dear young ____, you will be able to achieve many wonderful things in life. Be sure that you are going to become in an incredible artist, you will travel around the world and you are going to inspire people everywhere you go...</i></p> <p><i>You will have a beautiful country house you are going to love it ...</i></p>
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36-50 minutes	<p>For this final activity students will play a game</p> <p>The teacher arranges students in a circle, and gives one person an empty bag.</p> <p>That student must look into the bag and think of an object that would fit inside it. He then asks the person to his right, <b><u>“Why do you have a _____ in your bag?”</u></b> (write this question on the board) That person then answers using be <b><u>going to</u></b> and his plan for the object.</p> <p><b><u>Examples:</u></b></p> <ul style="list-style-type: none"> <li>♥ Ss 1: “Why do you have a puppy in your bag?”</li> <li>♥ Ss 2: “I am going to give it to my lonely teacher.</li> <li>♥ “Why do you have a sandwich in your bag?”</li> <li>♥ “I am going to sell it to a rich person”</li> </ul> <p>If a student cannot answer a question appropriately or cannot think of a use for the object, he is out of the game and must leave the circle. Continue going around the circle until only one person, the winner, remains.</p> <p><i>Wrap up the class by remembering the homework.</i></p>
<b>12. Predicted Problems</b>	Difference the use of will and going to



Future Simple (app)

Computer

Kahoot! Home Discover Kahoots Reports Upgrade now Create

My Kahoots

Jose Felix Jimenez

Favorites

Shared with me

My drafts **New!**

Access team space

Upgrade to Pro

Search...

My Kahoots

Sort by: Most recent

Kahoots (1) [Create new](#) [Organize into folders](#)

Activity 1

GuiseVasconez

Created 1 minute ago • 0 plays

9 Questions

Visible to everyone

Play Challenge

Kahoot! Home Discover Kahoots Reports Upgrade now Create

Activity 1

Play Challenge

A public kahoot

0 favorites 0 plays 0 players

GuiseVasconez

Created 2 minutes ago

Copy and share this playable link

<https://kahoot.it/kahoot/52b7e5c7-104c-7f82-e18d-4a46-8b3c-95946a2b7f82>

Questions (9)

Show answers

1 - Quiz  
John \_\_\_\_ (study) English in the future.

2 - Quiz  
Look at Paul! He \_\_\_\_ (get) on the bus.

3 - Quiz  
What a dark cloud! It \_\_\_\_ (rain).

4 - Quiz  
I think I \_\_\_\_ (call) her tomorrow.

5 - Quiz  
I \_\_\_\_ (travel) to London next Monday.

6 - Quiz  
The baby \_\_\_\_ (fall) down. He doesn't walk very well.

7 - Quiz  
It's very hot here! I \_\_\_\_ (open) the door!

Join at **www.kahoot.it** or with the **Kahoot! app**  
with Game PIN:

**3093703**

1  
Player

Kahoot!

Start

Guise



1 of 9

Quiz

John \_\_\_\_ (study) English in the future.

John \_\_\_\_ (study) English in the future.

✓ 1

000

Show media

Next

End game

▲ will study ✓	◆ studied
● going to study	■ is studying

Activity 1

Guise

Ka

hoo  
7167  
7 out of 9

t!

Cellphones

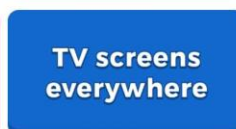




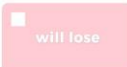
Watch the video and  
answer (CLIC CONTINUE)



According to the movie ,  
in the future there will be



The Cubs \_\_\_\_ the world  
series



human reporters \_\_\_\_





# SIMPLE FUTURE



Name:

level

Date:

teacher

## BACK TO THE FUTURE

Watch the video and choose the correct answer

**1. According to the movie , in the future there will be...**

- a. flying dogs
- b. TV screens everywhere
- c. Robots
- d. Nano tech

**2. There will be restaurants with robot waiters**

- a. True
- b. False

**3. The 80's...**

- a. Are going to be back
- b. Will be back
- c. Will comeback
- d. Will not be back

**4. There will be hands-free video games**

- a. True
- b. False

**5. The Cubs \_\_\_\_\_ the World Series**

- a. are going to win
- b. will lose
- c. will not miss
- d. will win

Worksheet in case the internet does not work





# SIMPLE FUTURE



Name:

level

Date:

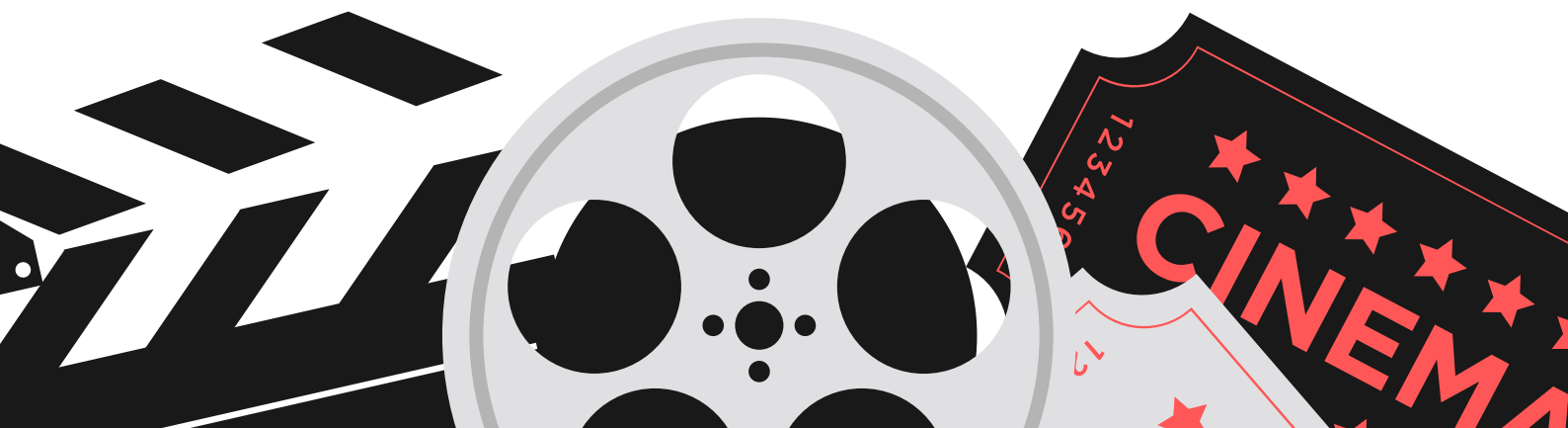
teacher

## WARM UP ACTIVITY

Write the correct form of the verb in future (will /going to)

1. John \_\_\_\_ (study) English in the future.
2. Look at Paul! He \_\_\_\_ (get) on the bus.
3. What a dark cloud! It \_\_\_\_ (rain).
4. I think I \_\_\_\_ (call) her tomorrow.
5. \_\_\_\_ (travel) to London next Monday.
6. The baby
7. \_\_\_\_ (fall) down. He doesn't walk very well.
8. It's very hot here! I \_\_\_\_ (open) the door!
9. They \_\_\_\_ (buy) a new car next month.
10. Tom \_\_\_\_ (get) home about ten o'clock.

Worksheet in case the internet does not work





# AUDIOS



- Audios help students engage in text and gain exposure to more words, they off course help improving listening skills but also comprehension skills. in addition, are a great tool to approach real life situations using the target language.



1.Lesson plan Organization #8		
School	Liceo Jose Felix Jimenez (morning session)	
Teacher's name	♥ Ms.M	
Length of lesson	50 minutes	
Date	January ,2020	
Level	Intermediate	
Topic	Modal verbs	Introduction to modal verbs
2. Class Profile	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V, tape recorders and computers the whole class feels more motivated when the teacher use them.	
3.Main lesson aims	By the end of this lesson students will be able to:  ♥ Identify and use modal verbs in oral and written exercises. ♥ Identify the use of modal verbs in listening exercises ♥ Provide suggestions in different contexts by using the modals in oral practice. ♥ Have listening practice in hearing others using modal verbs to express, abilities, possibilities, suggestions or lack of them	4. Evidence  ♥ Students will answer simple comprehension questions about the audio they heard in class. ♥ Students will be able to identify the modal verbs in a set of audios to produce oral sentences.
5. Skills	♥ Listening and speaking	7. Class Organization  ♥ Individual work ♥ Group work ♥ Full class
6. Assumptions	♥ Ss have some background knowledge on verbs and grammar structure. ♥ Students know how to answers questions	
9.Personal goals	Improve time management, give more clear explanations	
10.Materials	♥ Audios ♥ E-mail	Resources  ♥ Tape recorder



11. Procedure	
Time	Activity
1-10 minutes	<p><b>GREETING</b></p> <p><b>Warm up</b></p> <p><b>To set the context and engage the students</b></p> <p>The teacher starts the class by telling her students that she received an e-mail from a friend who recently adopted a pet and may need suggestions on names, food and other aspects of having a pet, the bad thing is that her friend forget to tell her what kind of pet she adopted. The teacher hands in a copy of this e-mail to the class and asks them to read it out loud.</p> <p>Then she asks for help into guessing which pet it is and suggestions for her friend:</p> <p>Here are some sentences from the e-mail:</p> <ul style="list-style-type: none"> <li>♥ You <b><u>must</u></b> not let it get wet.</li> <li>♥ It <b><u>can't</u></b> be in contact with direct sunlight.</li> <li>♥ You <b><u>should</u></b> avoid feeding it after midnight.</li> </ul> <p>After reading the e-mail the teacher says ‘</p> <p><b>I think it <u>might</u> be a hamster</b></p> <p>Then she asks her students:</p> <p><b><u>Can</u> you guess what kind of pet my friend has?</b></p> <p>Possible answers: <b><u>(write them on the board)</u></b></p> <p>I think it might be a bat/dog/mouse/parrot</p> <p>I think my friend <b><u>should</u></b> buy a bed for his pet, what do you guys think?</p> <p>SS: He <b><u>should</u></b> let it sleep with her.</p> <p>I believe that cupcake <b><u>could</u></b> be a good name for it,</p> <p><b><u>Could</u></b> you give more ideas?</p> <p>Ss : Pepper <b><u>could</u></b> be a nice name for it.</p> <p>The teacher writes the sentences on the board highlighting the modal verbs (can, could, may, might, must, will, would, shall, should...) and shows them a picture of her friends pet. She tell them that all the highlighted words are known as modal verbs.</p>



	<p><i>With this set, the teacher moves to the main topic of this lesson</i></p>
10-25 minutes	<p><b>Transition to the topic</b></p> <p>The teacher starts by giving the definition and the uses of modal verbs (modal verbs are used to talk about abilities, possibilities, suggestions or lack of them). For the first lesson, students will focus on some modal verbs: can, should, would, will, have to and must.</p> <p><b>MODAL VERBS</b></p> <p>Modal verbs are auxiliary verbs (also called helping verbs) some of them are can, should, would, will, have to and must. Modal verbs add meaning to the main verb in a sentence by expressing possibility, ability, permission, or obligation.</p> <p>Modals are different from normal verbs:</p> <p>1: <i>They don't use a's' for the third person singular.</i></p> <p>♥ He <del>shoulds</del> let it sleep with her: he <b>should</b> let it sleep with her 2:</p> <p>They make questions by inversion</p> <p>♥ She can go' becomes 'can she go?</p> <p><b>Probability:</b></p> <p>First, they can be used when we want to say how sure we are that something happened / is happening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'.</p> <p><b>Examples:</b></p> <p>♥ It's snowing, so it must be very cold outside.</p> <p>♥ I don't know where John is. He could have missed the train.</p> <p><b>Ability</b></p> <p>We use 'can' and 'could' to talk about a skill or ability.</p> <p><b>Example:</b></p> <p>♥ It <b>can't</b> be in contact with direct sunlight.</p> <p>♥ I was wondering if you <b>could</b> give any ideas.</p> <p>We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.</p>



	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>♥ You must not let it get wet</li> <li>♥ Andy should avoid feeding it after midnight</li> <li>♥ He has to feed it before midnight</li> </ul> <p><b>Permission</b></p> <p>We can use verbs such as 'can', 'could' and 'may' to ask for and give permission. We also use modal verbs to say something is not allowed.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>♥ Could I leave early today, please?</li> <li>♥ You may not use the car tonight.</li> <li>♥ Can we swim in the lake?</li> </ul>	
26-35minutes	<p><b><i>For this first activity the teacher asks her students to make a round table.</i></b></p> <ul style="list-style-type: none"> <li>♥ The teacher tells her students that they will go for a listening walk; the students will listen to a conversation between two people It contains a great variety of modal verbs.</li> <li>♥ Students get up from their sits and walk around the classroom while the audio is playing. As they walk, have them make notes about what they hear. Then come back together and work with a partner. Have students discuss what they heard. Did their partner hear the same things that they did? Make them compare the modals they manage to hear.</li> </ul> <p>After this, students are ask to work individually, they will listen to a conversation again (twice or more if necessary) and be prepared to answer the teacher’s questions using modal verbs.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What does Carol think about Jake’s brother? She thinks Jake should be worried for his brother.</li> <li>• What should George do? He must talk about his problem with the family</li> </ul>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while the students listen to the audio:</p> <p><i>Work in groups of 4 and create a dialogue using modal verbs to act in class (you can use any situation that you want).</i></p>



36-50 minutes	<p>For the last activity will play dancing chairs, but with a little twist.</p> <p>Students should then take turns to play</p> <p><b>Rules to be explained:</b></p> <p>Walk around the chairs when the music starts. Find a chair to sit in when you hear a modal verb in the lyrics. ...Leave the game if you're left without a chair Remove one more chair, the ones that remained seated will have to say the verb they hear and make up a sentence if they do not manage to do it, they will have to give their chair to one of their partners missing. Continue playing rounds until there is one person left.</p> <p>Wrap up the class by remembering the homework for next class</p>
<b>12. Predicted Problems</b>	<p>Oral production</p> <p>listening</p>



# Modal verbs

## Introduction

### E-mail

From: andy22

Subject: New pet

Level:

Teacher

**Dear Angelica,**

Sorry that I haven't written for ages, but I've been very busy working. I'm writing because I need to tell you something incredible.

I have recently adopted a pet. It is a small fury beauty, it has big ears and a tiny cute face, but I don't have any clue on which name will suit it better, I was wondering if you could give any ideas. Also, Shall I buy it a bed or let it sleep with me? I DON'T KNOW WHAT TO DO

Finally, the vet gave me a set of rules I MUST follow to take proper care of it, but I believe it is kind of weird or my pet must be from an exotic species:

- You must not let it get wet
- It can't be in contact with direct sunlight
- You should avoid feeding it after midnight

Would you tell me what you think? ... Can you think of anything that would help me to take proper care of it?

Would you help me please? Write back as soon as you can.

**Love,  
Andy.**





# Modal verbs



## Introduction

Angelica  
Montenegro

## Conversation

Level:

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Teacher

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Listen to Jake and Carol talking about Jake's brother, George and identify the modal verbs

Carol: Jake, I want to talk with you about George

Jake: what did he do now?

Carol: I'm worried about him. We must do something. He's been depressed for months.

Jake: Oh you know George. He's changeable like the weather. He could be laughing next week.

Carol: Jake, he's your brother and you should be worried about him. Aren't you?

Jake: Yes, I am, but you know how independent he is. We can't help him if he doesn't want it, can we?

Carol: Well, I feel guilty. He is family after all. We must not ignore problems in the family or they will just get bigger. I know that from my own family.

Jake: do you want to encourage him?

Carol: No, you don't have to do that, but he should talk about things with other people that he knows.

Jake: yes, he should, he keeps things too much. He is very unhappy

Carol: Of course. You know, if you take George out, he might meet somebody.

Jake: you think

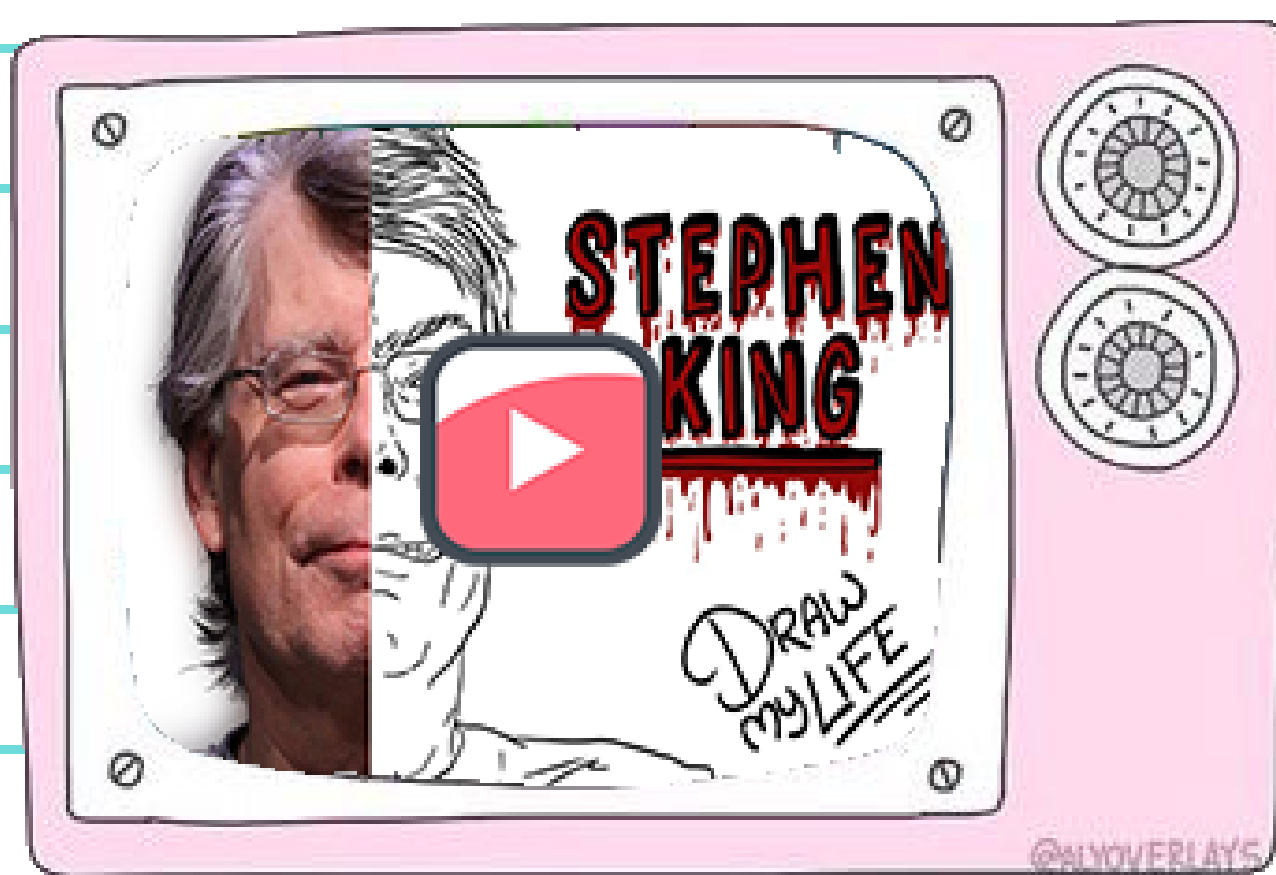
Carol: Well, he can't meet anybody new in his terrible apartment, can he? Watching baseball 24 hours a day.

Jake: basketball?

Carol: please Jake, I hate to hear someone like that "do something next week", "keep it doing something new"




# VIDEOS



- Videos are almost the perfect tools to teach a second language, most of them provide authentic language in a wide variety of topics that engage students. If they focus on the topic of the video it would be easier for them to take part in the activities planned, either if you want to teach grammatical points or vocabulary. In addition, they can be used in different activities, from fill in the blanks to comprehension activities



# 1.Lesson plan Organization #9

1.Lesson plan Organization #9 			
School	Liceo Jose Felix Jimenez (morning session)		Teacher's name
Length of lesson	50 minutes		♥ Ms.M
Date	February 10 <sup>th</sup> ,2020		
Level	Intermediate		
Topic	Modal Verbs	Obligation , prohibition	
2. Class Profile	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers the whole class feels more motivated when the teacher use them.		
3.Main lesson aims	By the end of this lesson students will be able to:  ♥ Review the modal verbs of possibility by practicing asking and answering questions about the future using the previous knowledge  ♥ Express obligation and things they and other people should do in specific situations in oral and written form  ♥ to express something is forbidden for them and for other people in specific situations in oral and written form		4. Evidence  ♥ Students will answer simple questions about things they and other people should and shouldn't do in their daily lives in oral and written exercises  ♥ Students will be able to identify the rules they and other people should follow in different situations
5. Skills	♥ Speaking and Writing		7. Class Organization  Pair work  Group work
6. Assumptions	♥ Ss know how to use modal verbs of possibility ♥ Ss have some background knowledge on modal verbs ♥ Ss are able to use the verb to		



	be , present and past simple	
9.Personal goals	Improve time management ,give more clear explanations	
10.Materials	♥ T.V /videos ♥ Board ♥ Worksheets	<b>Resources</b>
		♥ T.V ♥ Tape recorders ♥ Computers (to work in pairs)
11. Procedure		
Time	Activity	
1-10 minutes	<b>GREETING</b>  <b>Warm up</b>  <b>To set the context and engage the students</b>  The teacher starts talking about a time when he had to leave an important event earlier, and the many reasons why people do these kinds of things using as an example a short clip from the series Sherlock where the main character decides to leave his best friend wedding earlier.  Then students are ask to give possible options on why Sherlock decided to leave his best friend’s wedding earlier  <b>For example:</b> <ul style="list-style-type: none"><li>● He must have things to do at home</li><li>● He might be tired</li><li>● He couldn’t dance, so he left</li><li>● He may forget something important at home</li></ul> <b>This to review the modal verbs of possibility they studied last class.</b> With this set the	



	teacher moves to the main topic of this lesson
10-25 minutes	<p><b>Transition to the topic (modal verbs of obligation and prohibition)</b></p> <p>Teacher asks students to make pairs and explain that they are going to watch a video</p> <p>The lesson starts with a video in a cinema to set the context for rules (obligation and prohibition). The teacher will elicit answers from students about what rules the cinema has and he will write the answers given by each pair on the board.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• People cannot use their cellphones</li> <li>• People must be quiet</li> </ul> <p>With this set the teacher will start explaining the modal verbs of obligation and prohibition, showing structures, rules, uses etc.... having as an example the context given on the video telling students that we all have obligations and prohibitions in different situations of our lives and we can use these types of verbs to express it.</p> <p><b>Obligation</b></p> <p>We can use have to + infinitive, must + infinitive and should + infinitive to express obligation (something you have to do).</p> <p>♥ •<b>Have to and must</b> are both used to express obligation. <i>There is a slight difference</i> in the way that they are both used.</p> <p>'<b>Have to</b>' shows that the obligation comes from someone else, not the speaker. This is usually referring to a rule or law. (<b>I have no choice</b>)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• At the cinema people have to turn off or put on vibration mode their cellphones.</li> <li>• At the cinema we have to be on time before the movie starts</li> </ul> <p>'<b>Must</b>' shows us that the obligation comes from the speaker. (It's my decision)</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>♥ I must go to the bathroom before enter to the theater.</li> <li>♥ This movie is going to be really long, I must call my parents.</li> <li>♥ We must buy the tickets in advanced.</li> </ul> <p><u><b>In this part the teacher may need use other context to give more examples</b></u></p> <p>We use '<b>don't have to</b>' to show that there is no obligation. That means you don't need to</p>



do something, but its fine if you want to do it.

**Example:**

- ♥ I don't have to get up early at the weekend (of course, if I want to get up early, that are fine, but I can stay in bed if I want).

**Should / shouldn't** to show mild obligation or advice.

**Examples:**

Do not go to the cinema you should save money for college.

**PROHIBITION**

We can use 'Can't', 'must not' and 'May not' to show that something is prohibited (not allowed) or create rules.

**Can't** is the most common way to prohibit something in English. It is not as formal as must not or may not, but it is the most common.

**Examples:**

- ♥ You can't talk to anyone during the movie
- ♥ You can't leave your weird outside food all over the theater floor

'**Must not**' is usually used to prohibit an action or make a rule against something. Usually it is the speaker who is setting the rule and its strongest way to prohibit something.

**Examples:**

- ♥ You must not record the movie during the broadcast. (*it may be necessary to explain the meaning of BROADCAST*)
- ♥ You must not put your feet in the front chairs

**May not** is the formal way to prohibit something. It's usually to see it in writing.

**Examples:**

- ♥ You may not enter with food from outside.
- ♥ You may not watch this movie if you are not an adult.



26-35minutes	<p>Students are asked to remain in pairs to develop a worksheet where they have to match a person with their correspondent obligations and prohibitions in their jobs</p> <p>Also they will have to complete and write some sentences with the given professions</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>♥ A doctor <u>cannot smoke in the hospital.</u></li><li>♥ Firefighters <u>have to wear uniforms at work.</u></li><li>♥ Veterinarians <u>have to be kind with all the animals.</u></li><li>♥ A policeman <u>mustn't use force against women.</u></li></ul> <p><u>The teacher will be willing to provide help on spelling and the meaning of some words.</u></p> <p>After asking students if they finished the worksheet the teacher will solve the exercises with the students to provide feedback and corrections (<i>if necessary</i>) on structures, spelling and pronunciation.</p>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while their students develop the worksheet:</p> <p><i>Think on what you want to study at the university and a short presentation on the obligations and prohibitions you will have on your future job.</i></p> <p><b><u>Example:</u></b></p> <p><i>I want to become an English teacher. As a teacher I have to be punctual to my classes. I cannot scream to my students. As a teacher I must be creative and energetic...</i></p>
36-50 minutes	<p>Students are asked to form 6 groups of 5 students to develop the final activity.</p> <p>The teacher will explain that they will have to choose at random from a set of pieces of paper three different situations, such as:</p> <ul style="list-style-type: none"><li>♥ In the restaurant</li><li>♥ At school</li><li>♥ At the airport</li><li>♥ In a hospital,</li><li>♥ In the pool etc. ...</li></ul> <p>and they will have to think on what things they can and cannot do in each one</p> <p><b>Examples</b></p> <p><b><i>-In the pool.</i></b></p> <p>*You must not run around the pool</p> <p>*You should wear a swim suit</p> <p><b><i>-In a restaurant.</i></b></p> <p>*You have to leave some tips for the service</p>	



	<p>*You must not leave without paying the bill</p> <p><b><i>-At the airport</i></b></p> <p>*You must show their passport before boarding a plane</p> <p>*You cannot bring guns in your luggage</p> <p><b><i>-In a hospital</i></b></p> <p>*You should hear your doctor when he is speaking to you</p> <p>*You can go to the hospital if you are ill or suffered an accident</p> <p><b><i>-At school</i></b></p> <p>*You must do your classwork and homework</p> <p>*You cannot take guns to the school</p> <p>They will have 5 minutes to brainstorm ideas write sentences and share them with the class, the group with more correct sentences will win a price (it could be candy)</p> <p>To wrap up the lesson the teacher will remind students to do the homework.</p>
<b>12. Predicted Problems</b>	<p>Oral production</p> <p>The use of may and might</p>



Name:

Date:

Level:

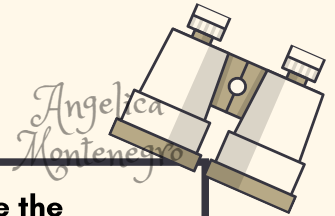
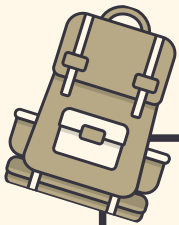
Teacher:



# Modal Verbs



OBLIGATION , PROHIBITION



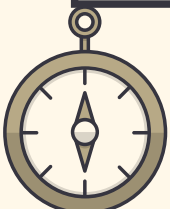
## 1. Match each profession with the correct statement and re write the sentences

- A doctor ( )
- Firefighters ( )
- Veterinarians ( )
- A policeman ( )
- Teachers ( )
- Nurses ( )
- Lawyers ( )

1. cannot smoke in the hospital
2. must use proper language in their work.
3. mustn't use force against women.
4. have to wear special uniforms at work.
5. have to seek for justice.
6. have to be kind with all the animals.

## 2. Complete the sentences with "must" or "have to"

- A. We \_\_\_\_\_ eat in the classroom
- B. I \_\_\_\_\_ do my homework every day.
- C. Students \_\_\_\_\_ bring their mobile phones to school.
- D. You \_\_\_\_\_ use your books in an exam.
- E. You \_\_\_\_\_ wash your hands before eating.
- F. You \_\_\_\_\_ eat too much fast food.





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# READINGS



- Reading just as listening, speaking and writing is one of the main skills to develop with continuous practice in second language acquisition. Reading allows language learners to recognize structures, vocabulary, but also provides them with enough tools to develop comprehension and critical thinking in the target language



### 1.Lesson plan Organization #10

1.Lesson plan Organization #10			
School	Liceo Jose Felix Jimenez (morning session)		Teacher's name
Length of lesson	50 minutes		♥ Ms.M
Date	February 14 <sup>th</sup> ,2020		
Level	Intermediate		
Topic	Express opinions, Reading comprehension	Adverbs (prepositional phrases)	
2. Class Profile	A 11 <sup>th</sup> grade class with 30 students, they like to participate in the class, work in groups, develop role play activities and watching videos. Most of them understand the target language without any problem. But, two of them present difficulties regarding second language acquisition. As in the school there are many materials like T.V , tape recorders and computers the whole class feels more motivated when the teacher use them.		
3.Main lesson aims	By the end of this lesson students will be able to:  ♥ Read and Comprehend a text of a social problematic given in class ♥ Express their opinions on the topic by using the target language in oral and written form. ♥ Develop critical thinking on the target language.		4. Evidence  ♥ Students will answer simple comprehension questions about the text given in class. ♥ Exchange oral and written information about the topic of interest using adverbs.
5. Skills	♥ Reading and writing ♥ Speaking		7. Class Organization  ♥ Pair work ♥ Group work ♥ Full class interaction
6. Assumptions	♥ Ss have some background knowledge on adjectives ♥ Ss are able to use the verb to be , (present and past simple)		
9.Personal goals	Improve time management ,give more clear explanations		
10.Materi	♥ Reading ( <i>Are true the Effects of Television's Violence on</i>	Resources	



als	People?) ♥ Worksheets	
11. Procedure		
Time	Activity	
1-10 minutes	<p><b>GREETING</b></p> <p><b>Warm up</b></p> <p><b>To set the context and engage the students</b></p> <p>The teacher starts telling their students about an article she read where the media was trying to censor the movie Joker because of the high violence content and how this may trigger acts such as mass shootings, copycats of the acts portrayed on the movie etc.... Also, she asks their students if they know of any case in which movies and television have been blamed for acts of violence. <b>Summarize their answers on the board.</b> (<i>If necessary, correct any obvious misinformation IF other students do not correct it.</i>) . <i>finally, the teacher gives her opinion on the topic</i></p> <p><b>For example :</b></p> <ul style="list-style-type: none"> <li>♥ <b><i><u>I really think</u></i></b> that everyone is responsible for their acts, we cannot blame television.</li> <li>♥ <b><i><u>I strongly believe</u></i></b> that there is a huge amount on violence display on TV shows and movies, but this does not mean that people's actions are only influence by the media</li> <li>♥ <b><i><u>In my honest opinion,</u></i></b> television has nothing to do with how we behave.</li> </ul> <p><i>With this set the teacher moves to the main topic of this lesson</i></p>	
10-25 minutes	<p><b>Transition to the topic (Adverbs to express opinion , agree and disagree)</b></p> <p>Having in mind the previous examples the teacher starts explaining their students how they can express their opinions using adverbs or prepositional phrases</p> <p>Explanation</p> <p>Opinion adverbs are placed at the beginning of the sentence or, less frequently, at the end. They almost always separate from the rest of the sentence by a comma.</p> <p><b>Expressing your opinion</b></p> <p>You can start a debate or discussion by sharing your opinion, or you can give people your opinion within a conversation.</p>	



♥ In my opinion...

This is the easiest way to talk about your opinion.

♥ Frankly, I think...

To be "frank" is to be honest. "Frankly" means the same thing as "honestly". People often say this when they want to give the impression they are expressing an opinion they wouldn't always express.

♥ Personally, I think that...

This phrase is used to make the point that you are sharing your opinion alone, and that you do not necessarily expect others will agree with you.

♥ If you ask me, I think that...

People use this phrase even though they have not been asked for their opinion. You can use it if you've been asked for your opinion, but it is redundant, or repetitive.

♥ As far as I'm concerned...

This is sometimes used to express an opinion you know that will be unpopular, so it is used to say that the opinion is yours alone, or that it only affects you.

### **Statements of Agreement**

♥ I agree. (with you , with her , with them)

This is a very simple way to express your position, though it does not offer much more room for conversation.

♥ Definitely.

This is a statement that shows you agree strongly with someone's opinion. You could also say something else about why you agree so strongly.

♥ I think so too...

♥ I couldn't agree more because ...

Though this phrase starts with a negative, it's actually expressing agreement. This phrase actually means "I agree as much as it is possible to", but no one says that.

### **Statements of Disagreement**

♥ I disagree. (with you , with her , with them)

Plain and simple, this is a very easy way to disagree with what someone says. However, it can come off as cold or argumentative, so use it carefully.



	<p>♥ I'm not sure about that...</p> <p>This is a way to disagree that sounds more gentle, you might use it when you think someone is expressing something that is factually untrue.</p> <p>♥ Yes, but...</p> <p>♥ That's a good point but...</p> <p>While both of these may sound like someone is agreeing, they are both a non-confrontational way of disagreeing. You are pretending that you agree with what someone says, and then immediately disagreeing with them.</p> <p>♥ I think we're going to have to agree to disagree.</p> <p>If you feel that you are at an impasse or an argument where no solution is possible, you might just say this phrase to end the conversation.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• I definitely agree that television shows encourage violence.</li> <li>• That's a good point but not all television shows are bad</li> <li>• I could not agree more that most violence is influenced by television</li> </ul>	
26-35minutes	<p>Students are asked to make pairs. Pass out “ <i>Are true the Effects of Television’s Violence on People?</i> ” the teacher will ask their students to read the document and find the vocabulary that they do not understand</p> <p><b>Possible words or phrases :</b></p> <p><b>Case scenarios:</b> A case scenario is an invented situation or a real-life problem to discuss and predict how a given situation could turn out in the real world.</p> <p><b>Tape (recording tape):</b> A recording tape is a sound recording and reproduction device that records and plays back sounds.</p> <p><b>Prejudices:</b> A prejudice is an unfair opinion or feeling, especially when formed without enough thought or knowledge.</p> <p>After asking students if they finished looking for the vocabulary, the teacher will request to read the text out loud to provide feedback and corrections (<i>if necessary</i>) on pronunciation. Students will remain in pairs to develop a worksheet with text related questions and to create a short</p>	<p><b>Homework</b></p> <p>The teacher writes homework on the board while their students develop the worksheet:</p> <p><i>Prepare a short presentation (5 minutes) in which you express your opinion on a topic of your interest.</i></p> <p><b><u>Examples:</u></b></p> <p><i>1. I really think that animal abuse is one of the worst things in the world because it takes the most innocent beings in the world and deprive them of their rights, like food, freedom etc...</i></p> <p><i>2. I strongly believe that superhero movies are the best; they are full of</i></p>



	<p>mind map on the reading (this mind map will be to hand in).</p> <p>The teacher asks their students if they finished the task, to share the answers of the reading comprehension questions.</p> <p>Provide feedback and corrections</p>	<p><i>special effects, action and very interesting story's...</i></p>
36-50 minutes	<p>Students are asked to raise their hands if they agree with the fact that violence on television influence people's behavior, the ones that do not raise their hands will be asked if they disagree on this statement. Having these two postures on the classroom the teacher will dive the class in two. It will be explained that for this last activity students will brainstorm ideas on how they can defend their opinions (using the expressions learn in class) in contrast to the other group: The ones that disagree will have their arguments and the ones that agree will answer to those arguments and so on.</p> <p><b>Examples:</b></p> <p><b>Agree:</b> I strongly believe that children may be more likely to behave in aggressive or harmful ways toward others</p> <p><b>Disagree:</b> I disagree because parents should have the control about the type of content children can watch.</p> <p><b>Agree:</b> nowadays there are many tv programs that seem to have an educational content; however, it is not true. They have subliminal messages.</p> <p>They will have 5 minutes to brainstorm ideas maybe write the possible opinions and share them with the class to start the debate until the end of the class.</p> <p>To wrap up the lesson the teacher will remind students to do the homework.</p>	
<b>12. Predicted Problems</b>	pronunciation and comprehension	





## *Are the Effects of Television's Violence on People true?*

Angelica Montenegro Guzman

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Sometimes people argue that it exist a fine line between fiction and reality, and this may be true even in the worst case scenarios. There are even real life examples where people have committed crimes using as a source of inspiration certain movies or television shows.

For example, the movie 'Child's Play', this may sound ridiculous for some of you, but the murderous Chucky doll has been implicated in several chilling incidents including 1996's Port Arthur massacre, after a gang torture and killed a teenager while making her listen to a tape that repeated "I'm Chucky, wanna play?." Sadly, this is not the only story where people have blamed television for their violent behavior, **but, does television have anything to do with the decisions people make and the way they behave?**

Well, it seems that many people believe that this statement is true, and they even tried to censored the movie "Joker" or completely cancel its release. One of the biggest fears was that this movie would inspire acts of violence such as mass-shootings, as a result cops were sent to the movie theaters in order to prevent something bad from happening.





Thankfully, *Joker* did not inspire any violent act in fact it became the highest grossing film of 2019 and the only thing that inspire was people dancing on the stairs as the character did on the movie. Nevertheless, many continue to argue that exposure to violence on television leads to imitation. Sadly enough, in the current society people are sometimes influenced by the things they watch and hear; consequently, as they watch violence a great deal of time, it starts becoming their reality and imitation conducts soon follow.

As one knows, children are more likely to imitate conducts from what surrounds them, so it is not a surprise when they start showing similar aggressive conducts to what they watch on television; also, people argue that small and big screen violence leads to accepting violence as something normal.

For example, if a person is used to watch acts of violence on television, the result is indifference towards witnessing real-life acts involving any kind of violence.

For instance, minds accepting violence as a common situation are more likely to perform acts of discrimination, since television is a big source of stereotypes and prejudices towards different ethnic groups, cultures, and countries. That preconception becomes something normal and even laughable for some. According to Bell (2017). The Netflix series 'Narcos' has created a preconception about Colombia. As a consequence, viewers expect to see a country immerse in the war and drugs, and not a country full of friendly people and beautiful landscapes.

However, as society we need to understand that our actions are our responsibility, we cannot be out there blaming others for the choices we make.







## READING COMPREHENSION

ARE THE EFFECTS  
OF TELEVISION'S VIOLENCE ON PEOPLE TRUE?



NAME

LEVEL

DATE

GRADE

1. Why did people try to censor the movie Joker?

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2. Did the Joker inspire crimes? What did it inspire?

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3. What actions were taken to avoid acts of violence on the movie theaters?

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4. According to some people, what are the effects of small and big screen violence on others?

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## READING COMPREHENSION

ARE THE EFFECTS  
OF TELEVISION'S VIOLENCE ON PEOPLE TRUE?



NAME

---

LEVEL

---

DATE

---

GRADE

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5. Did Narcos project a bad image of Colombia? Yes/no why?

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6. Does the author think that television violence is responsible for what people do and should they be justified?

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7. According to the text when people are exposed to violence, they accepted it as something normal?

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# MATERIALS LINK

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Please follow the link below for the rest of the materials , such as slides and videos

[https://drive.google.com/drive/u/1/folders/1FHVHhU02\\_1Bk5vLLdwyO0CfZm5Lem14a](https://drive.google.com/drive/u/1/folders/1FHVHhU02_1Bk5vLLdwyO0CfZm5Lem14a)