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Teaching English as a Foreign Language Application Process

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Descripción de autoría

Este Proyecto de integración curricular se desarrolló en el marco del proceso de formación profesional, mediante la aplicación de las metodologías FMU, ECRIF, PDP y PDREE. Su objetivo fue fortalecer la planificación de clases y analizar la contribución de estos enfoques a la enseñanza comunicativa del inglés. La sistematización se fundamentó en planes de clase, clases demostrativas y diarios reflexivos. La experiencia evidenció que las metodologías centradas en el estudiante favorecieron una mayor organización de las clases y una mayor participación del alumnado, mientras que la practica reflexiva se consolidó como un elemento clave para el desarrollo profesional continuo en la enseñanza del idioma inglés.

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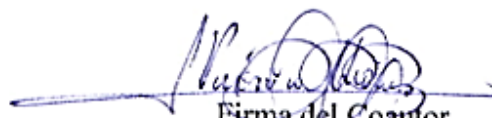
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DEDICATORIA

A GOD TRUST

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La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

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Manta, Jueves, 23 de julio de 2026.

Lo certifico,



CHAVEZ ZAMBRANO VERONICA VANESSA

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Indice

Introduction	7
MODULE I.....	9
FMU Analysis	10
Journal #1(FMU).....	13
MODULE 2.....	16
Speaking lesson plan	17
Journal 2 (Speaking)	25
MODULE 3.....	28
Listening planification, PDP	29
Journal #3 (listening)	37
MODULE 4.....	41
Reading lesson plan.....	42
.....	51
Journal #4 (reading).....	52
MODULE 5.....	55
Writing lesson plan.....	56
Journal #5 (writing)	65
Recommendations	68
Conclusion.....	69
Bibliography	70

Introduction

Planning is to improve the levels of organization and function that helps us as future Teachers to coordinate a class, though, use strategies, activities, contents, texts, materials And resources that educational teaching achieves.

The following aims' work to present the experience of how the teacher uses the Methodology of FUM (Form, Meaning and Use) focuses on explaining grammar to Learners, ECRIF (Encounter, Clarify, Remember, Internalize and Fluency) which Focuses on the ability of speaking, PDP (Pre, During and Post stage) focuses on the Ability of listening and reading and finally for the ability of writing is (Preparation, Drafting, Revising, Editing and Extension) to replace the traditional system by using Strategies and activities that facilitate, they help to develop and learn students.

The first module, titled Language Analysis, is designed to facilitate accessible, low-anxiety grammar instruction. It incorporates the FMU framework (Form, Meaning, and Use) to enhance learning effectiveness through structured activities such as collaborative group work and guided practice worksheets.

The second module “Speaking Lesson Plan” presents the planning designed under the ECRIF Methodology that means (Encounter, Clarify, Remember, Internalize and Fluency) oriented to the structure “going to” for future plans. This approach enables students to express ideas, communicate and hold conversations about their own weekend plans, through activities such as brainstorming about “What are you going to do this weekend?”, alongside collaborative tasks like team competitions, pair work to build sentences from visual prompts, and group discussions and presentations.

The third module, Listening Lesson Plan, outlines how the Pre Listening, While Listening, and Post-Listening structure supports learners to easily understand and interpret spoken content. This approach fosters clear comprehension through activities such as video presentations, collaborative pair and group work, and guided practice worksheets.

The fourth module “Reading Lesson Plan” presents a structured approach based on the Pre-Reading, While Reading, and Post-Reading stages, designed to guide learners toward full understanding and meaningful comprehension of written texts. This methodology incorporates accessible, learner-centered strategies such as brainstorming activities supported by visual prompts, as well as targeted worksheets with multiple-choice questions aligned to the content of each reading, ensuring students can engage with, process, and demonstrate their understanding of the material step by step.

The fifth and final module “Writing Lesson Plan” is crafted to guide learners with care and encouragement, helping them grow confident enough to write their very own letters. It progresses gently through meaningful activities: first exploring the purpose and structure of letter, identifying their essential parts, and practicing exercises that feel like small, satisfying steps forward. This supportive approach lets learners build skill and pride as they work, until they are ready to create a warm, personal letter that truly expresses their own voice and intent.

It is important to highlight that each lesson plan is designed for a 45-minute session, a structure that supports teachers in organizing content and managing timing effectively. Furthermore, these methods greatly facilitate instruction for educators while helping learners avoid frustration, anxiety, or negative attitudes toward learning a second language creating favorable conditions for skills to develop meaningfully.

MODULE I

THE LANGUAGE

ANALYSIS

(FMU)

FMU Analysis
GRAMMAR LESSON PLAN, FORM, MEANING AND USE

Level: A2

N: 20 students

Be going to

FORM:

BE GOING TO - AFFIRMATIVE							
<i>SUBJECT</i>	+	<i>BE</i>	+	<i>GOING TO</i>	+	<i>VERB</i>	<i>EXAMPLE</i>
I	+	am	+	going to	+	do	I am going to study.
You	+	are	+	going to	+	do	You are going to speak.
We	+	are	+	going to	+	do	We are going to run.
They	+	are	+	going to	+	do	They are going to travel.
He	+	is	+	going to	+	do	He is going to play football.
She	+	is	+	going to	+	do	She is going to watch tv.
It	+	is	+	going to	+	do	It is going to swim.

BE GOING TO - NEGATIVE									
<i>SUBJECT</i>	+	<i>BE</i>	+	<i>NOT</i>	+	<i>GOING TO</i>	+	<i>VERB</i>	<i>EXAMPLE</i>
I	+	am	+	not	+	going to	+	do	I am going to study.
You	+	are	+	not	+	going to	+	do	You are going to speak.
We	+	are	+	not	+	going to	+	do	We are going to run.
They	+	are	+	not	+	going to	+	do	They are going to travel.
He	+	is	+	not	+	going to	+	do	He is going to play football.
She	+	is	+	not	+	going to	+	do	She is going to watch tv.
It	+	is	+	not	+	going to	+	do	It is going to swim.

BE GOING TO - INTERROGATIVE									
<i>BE</i>	+	<i>SUBJECT</i>	+	<i>GOING TO</i>	+	<i>VERB</i>	+	?	<i>EXAMPLE</i>
am	+	I	+	going to	+	do	+	?	Am I going to study?
are	+	You	+	going to	+	do	+	?	Are you going to speak?
are	+	We	+	going to	+	do	+	?	Are we going to run?
are	+	They	+	going to	+	do	+	?	Are they going to travel?
is	+	He	+	going to	+	do	+	?	Is he going to play football?
is	+	She	+	going to	+	do	+	?	Is she going to watch tv?
is	+	It	+	going to	+	do	+	?	Is it going to swim?

Meaning:

"Be going to" is an English verb construction used to express future plans, intentions, or predictions based on present evidence. It indicates a decision made before the moment of speaking.

Use:

Be going to:

- ✓ Plans (decisions made before the moment of speaking).
- ✓ Predictions with evidence

Anticipated difficulties.

- Students might find it difficult to remember when to use be going to.
- Students might find it difficult to make predictions not using modal verbs like might, could or may.

Comprehension questions:

1) What do we use “be going to” for?

2) Find the mistakes in the following sentences and correct them.

I will go to your house, I have decided it now.

She will go to Peru next year.

Look! Jhon is studing, he will pass the exam.

Martha and Lya are will join with us in Jhon’s party. It’s planned.

3) Complete the following sentences with be going to.

a) Jhon and Lucy _____ (buy) a house in two years.

b) My aunt _____ (not / travel) to Brazil next Saturday because she prefers Korea as a destination.

c) This party _____ (be) amazing!!!

d) _____ you _____ (attend) our cousin for his wedding?

e) Unfortunetly, They _____ (not / celebrate) their anniversary.

Teaching Ideas:

In two groups, students watch some pictures for 1 minute 30 seconds and write as many sentences in future with be going to as possible. After that, the group with the greatest number of correct sentences wins.

Picture for round #1



Picture for round #2



Journal #1(FMU)

The goal of the work done at FMU is to provide a method of teaching grammar that emphasizes rules, structures, and the application of fundamental concepts while giving students relevant chances to practice their English through examples.

This method emphasizes teaching only the most essential and relevant content, to avoid discouragement and encourage organic, pressure free learning, this approach focuses on teaching only the most important and pertinent material rather than trying to cover the complete grammatical system.

Analyzing this approach reveals that limiting the number of rules introduced lowers student irritation and promotes more efficient information acquisition, according to an analysis of this strategy. Additionally, creating engaging and dynamic courses is essential since it enables students to advance their abilities while staying focused while learning new grammatical structures.

"The visible lexical and morphological elements that show how a specific grammatical structure is built and organized in relation to other structures within a sentence or text" are the main focus of the model's form or structure portion (Larsen-Freeman, 2001, p. 252). That a specific grammatical structure conveys is the main focus of the meaning or semantic section. There are two primary ways to interpret this: grammatical or lexical. Teachers must design practice exercises that particularly target these semantic features when students struggle with a structure because they are having trouble understanding its meaning. Lastly, there is the "use"

stage, where students must demonstrate their understanding by using the grammar they have learned in a social and real world setting.

If I think back on my Pre-service Teaching (Prácticas Preprofesionales), I remember that students frequently confused "will" with "going to," using them interchangeably without realizing the difference between "plan" and "spontaneous decision." I noticed that the Form (syntax) was highly emphasized in my prior instruction but the Use was overlooked. I can resolve this problem by using this FMU analysis to introduce "going to" as a tool for expressing particular kinds of future events in particular social situations rather than just as a norm. For the advancement of my career

I experienced a range of emotions when I started my analysis. I was first nervous because I had always thought of grammar instruction as a strict explanation of rules, and I wasn't sure whether I could tell "meaning" from "use" for a particular tense like "going to." But when I went more into the reading and analysis, I was taken back to see how dynamic grammatical structures are when analyzed using this paradigm. I felt enlightened and self-assured by the end of the procedure. I came to the realization that comprehending a structure's "why" and "when" is just as important as its "how," which made it easier for me to convey to pupils the nuanced distinctions between future forms.

Grammar, which creates a framework for individuals to use to elaborate communication in a particular order, is one of the most crucial communication components of language. Larsen used a metaphor to explain why grammar is so important: if language is a "building," then the words are the "building blocks or bricks," and grammar is "the architect's plan"(Larsen-Freeman, 2002, p. 33-46)

In conclusion, the FMU Framework's integration of Form, Meaning, and Use provides a thorough and dynamic approach to grammar instruction that bridges the gap between linguistic accuracy and communicative competence, resulting in a better understanding of grammar structures that support communication and comprehension among people.

Resources

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MODULE 2

SPEAKING

LESSON

PLAN

Speaking lesson plan

Topic: Be going to

Level: A2

N: 20 students

Action points:

- Have a good time-control when SS participate in the activities to avoid wasting time.
- Make ss do not feel shy, nervous, and stressed when they speak in front of the class.

What are your Student Learning Objectives for the lesson?

By the end of the class, students will be able to **use** “be going to” **to** talk about weekend plans **in** a speaking group activity

When/How in the lesson will I check students’ progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

Teacher will check students’ progress when they are:

- Participating actively in the activities.
- Answering CCQs.
- Connecting the sentences by using the adequate form of the future.
- Connecting the pictures with real actions using future tense. (Fluency stage)

Preliminary considerations:

A. What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?

- ✓ Students already know vocabulary about plans.
- ✓ Students already know time expressions for future.

B. What aspects of the lesson do you anticipate your students might find challenging/difficult?

- Students might find it difficult to remember when to use be going to with proper pronouns.
- Students could be nervous when they are participating.

C. How will you avoid and/or address these problem areas in your lesson?

- ✓ Teacher provides a clear explanation.
- ✓ Teacher creates a comfortable atmosphere.

TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHERS WILL	STUDENTS WILL		
5 MIN	ENCOUNTER	-Make a brainstorm presenting visual prompts of weekend activities (Annex 1) and elicit personal plans through a guiding question: ➤ What are your plans for this weekend?	-Engage with the visual stimuli, contribute personal plans to the class discussion. -Share their ideas to record key vocabulary.	S-S	Projector Computer
11 MIN	CLARIFY	-Present target sentences and guide students to identify the tense (Present, Past, or Future). Conduct CCQs to verify understanding of the "be going to" structure. ➤ Are we talking about past or future actions? ➤ Where do we put "not" in a negative sentence? ➤ What comes first in an interrogative sentence: the subject or the verb BE? -Provide a clear explanation of the grammar, modeling the affirmative, negative, and interrogative forms. (Annex 2) -Facilitate the scrambled sentences activity to reinforce structural patterns.	-Analyze the sentence examples, respond to CCQs. -Clarify grammatical concepts through teacher-led feedback. -Rearrange scrambled words into correct grammatical sentences	T-S	Computer Projector Presentation Whiteboard Markers

7 MIN	REMEMBER	-Direct a team competition (Groups A and B). -Model the error-correction task by presenting sentences; track and award points for accurate corrections.	-Organize into groups. -Analyze sentences for errors. -Provide oral corrections to accumulate points.	S-S	Computer Projector Whiteboard Markers
7 MIN	INTERNALIZE	-Distribute the worksheet (Annex 3) containing visual prompts. -Assign the pair-work task, requiring the construction of both affirmative, negative sentences for each image. - Circulate to scaffold the activity and provide immediate feedback.	-Collaborate in pairs to analyze the visual prompts on the worksheet. -Construct accurate affirmative and negative sentences using the target structure.	S-S	Computer Whiteboard Markers Worksheets Pencil or pen
15 MIN	FLUENCY	-Facilitate the formation of groups of three, by affinity. -Provide guiding prompts to stimulate discussion about weekend plans. -Monitor student interaction and guide the final oral presentations.	-Collaborate in groups of three. -Discuss weekend plans using provided prompts. -Perform the final oral task.	S-S	Computer Projector Presentation

Annexes

Annex 1.



Annex 2.

**What comes first in an interrogative sentence:
the subject or the verb BE?**


 I → am → going to → clean → my room → and → study English
 




 I → am not → going to → play → video games
 


Are → you → going to → help → your mother??
 



We use **be going to** for future plans and intentions.

BE GOING TO

Future Plans & Intentions

Remember: Use the verb in the **base form** after "going to".

PARTS OF A BE GOING TO SENTENCE

SUBJECT

Who is doing the action.
(a person, place or thing)



Person, animal or thing

BE

The form of the verb BE
(am / is / are).

am / is / are

Choose the correct form of BE

GOING TO

It shows the future plan or intention.



Future marker

VERB

The action (word in the base form).



Base form (do not change)

COMPLEMENT

More information about the action
(place, time, object, etc.).



Extra information

PUNCTUATION

We end the sentence with a period.



End with a period

EXAMPLES

AFFIRMATIVE

She **is** **going to** **visit** her grandmother.

Subject + BE + going to + Verb + Complement



She is going to visit her grandmother.
(Future plan)

NEGATIVE

I **am not** **going to** **stay** home tonight.

Subject + BE + not + going to + Verb + Complement



I am not going to stay home tonight.
(No plan / intention)

INTERROGATIVE

Are you **going to** **study** English tomorrow?

BE + Subject + going to + Verb + Complement + ?



Are you going to study English tomorrow?
(Question about a future plan)

EXTRA TIPS!



Use the correct form of BE: am / is / are.



The verb after going to is always in the base form.



Questions begin with the correct form of BE.



Add "not" after BE to make negative sentences.



SCRAMBLED SENTENCES BE GOING TO

Organize the sentences in their correct form.

1 Affirmative

am

visit

I

going to

this weekend

my grandparents

I

am

going to

visit

my grandparents

this weekend

2 Negative

I

am

going to

study

not

tonight

I

am

not

going to

study

tonight

3 Interrogative

play soccer

tomorrow

going to

Are

you

?

Are

you

going to

Play soccer

tomorrow

?



Annex 3



Team Competition

– Error Correction –

1 Work in Group A vs Group B



3 Correct the sentences as a team



2 The teacher will show sentences with errors



4 Earn points for each correct answer



1  She aren't going to study tonight.
isn't/ is not

4  They is going to visit their grandparents.
are

2  We are going to clean the classroom.
No error

5  I going to buy a new backpack.
am

3  Are he going to play basketball?
Is

6  He aren't going to go to school tomorrow.
isn't/ is not

7  Are they going to watch a movie tonight?
No error

9  I isn't going to eat fast food today.
am not/ I'm not

8  My friends is going to have a picnic.
are

10  Is we going to travel this weekend?
are

Annex 4

= PAIR WORK =

Look at the pictures and write sentences.

Write one affirmative sentence and one negative sentence using be going to.

Name: _____ Date: _____

EXAMPLE:

Affirmative: She is going to travel next week.

Negative: She isn't going to travel next week.

1		Affirmative: _____
		Negative: _____
2		Affirmative: _____
		Negative: _____
3		Affirmative: _____
		Negative: _____
4		Affirmative: _____
		Negative: _____
5		Affirmative: _____
		Negative: _____

Annex 5

01		Form groups of three (by affinity)
02		Discuss weekend plans using guiding questions
03		Use English to speak with your group
04		Listen to your classmates
05		Prepare a short oral presentation
06		Present your ideas to the class

1		What are you going to do this weekend?
2		Where are you going to go?
3		Who are you going with?
4		Are you going to stay at home or go out?
5		What time are you going to start your activities?

Share your ideas and enjoy the conversation!



WHAT ARE YOUR PARTNER'S PLANS FOR THE WEEKEND?

★



Journal 2 (Speaking)

Expectations and feelings about the Speaking Lesson Plan method ECRIF

The ECRIF framework facilitates the development of instructional activities focused on enhancing students' oral proficiency. This approach utilizes appropriate tools, materials, guidance, and prompts to help learners maintain focus and build confidence throughout the language acquisition process. Additionally, it is grounded in the principle that teachers must display professionalism and assurance, fostering an environment where students feel encouraged to communicate freely without fear of making mistakes.

When designing a speaking lesson plan aligned with the ECRIF methodology, it becomes clear that prioritizing confidence-building activities is essential, as self-confidence remains a fundamental element of effective learning. The planning process is also rewarding because it allows educators to visualize the sequence of instructional steps clearly and anticipate students' progression throughout the session.

The ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluency Use) promotes vocabulary acquisition and retention by encouraging interaction within meaningful social contexts. A solid linguistic foundation is crucial for understanding others and communicating appropriately. This method enables the creation of dynamic, learner-centered activities that progress from initial contact with new content to spontaneous application, directly contributing to speaking skills development and the confidence to use the target language autonomously, beyond mere rote memorization.

For these reasons, Tamayo and Cajas (2025) note that while ECRIF is often associated with vocabulary learning, its sequential structure aligns with the processes necessary for

developing oral proficiency. By providing gradual support and opportunities for real language use, it increases motivation, autonomy, and participation—key elements for learners to express themselves confidently. The positive results observed within the Ecuadorian context affirm the usefulness of this approach in lesson planning that integrates vocabulary and speaking practice in a cohesive manner.

Furthermore, Chraa and Aqadoh (2025) explain that "students need to follow a set of steps (E-C-R-I-F) that demonstrate certain levels of language acquisition. ECRIF encourages learners to discover, remember, and recall the new language through personalized activities. In this light, ECRIF can be the pathway to making lessons learner-centered, dynamic, and meaningful for students."

One of the problems that currently exist within English classes are classes with the same traditional approach, in my pre-professional practices I witnessed that there are Teachers who are based on teaching, using a blackboard, explaining and leaving Assignments.

From my perspective, teachers should receive more training in lesson planning that incorporates diverse activities and methodologies to fully benefit students' skills and knowledge. I believe that planning classes using this strategy would significantly improve learning, as it creates opportunities for interaction and idea sharing among classmates. In this way it is considered that using this strategy to plan a class will be effective for the student to provide ease of learning. In this planning I consider that it is very beneficial for the students since it provides the opportunity to interact and share ideas with their own classmates.

Based on existing literature and opinions about the ECRIF framework, I consider this model highly valuable. It provides clear insight into each learner's progress and offers practical guidance for educators on effective instructional practices that facilitate meaningful learning.

Additionally, it supports structured time management and delivery throughout the lesson, allowing timely feedback to accurately assess and validate student development during activities.

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MODULE 3

LISTENING

LESSON

PLAN

Listening planification, PDP

Level: B1

N: 20 students

Action points:

- Improve time management during classroom activities.
- Give clear and concise instructions before each task.
- Encourage active participation through collaborative learning.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the audio “The Value of Time” **by** describing the scenes of the video in pairs **and then** discuss the message **and** creating a poster illustrating the value of time in pairs.

When/How in the lesson will I check students’ progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

Teacher will check students’ progress when they are:

- Participating actively in pairs in the activities.
- Discuss the main message of the video using appropriate English.
- Create a poster that clearly represents the value of time and explain how their poster reflects the message of the video.

Preliminary considerations:**A. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**

Students already:

- ✓ Know vocabulary related to daily routines, time management, and personal goals.
- ✓ Can express opinions using expressions such as *I think*, *In my opinion*, and *I agree because...*
- ✓ Can identify the main idea of short listening texts.

B. What aspects of the lesson do you anticipate your students might find challenging/difficult?

- Need support when discussing their ideas in English.
- Need guidance while creating and explaining their poster.

C. How will you avoid and/or address these problem areas in your lesson?

- ✓ Monitor students throughout the activities and provide support when necessary.
- ✓ Give clear and concise instructions.

TIME (45 MIN)	STAGE	PROCEDURE		INTER ACTIO N T-S/S-S	MATERIAL NEEDED
		TEACHER WILL	STUDENTS WILL		
3MIN	PRE-STAGE	Display four pictures related to time management, daily routines, and responsible use of time (Annex 1). -Ask students the following questions: • What can you see? • What are they doing? • How are they spending their time? • Do you think they are using their time wisely? Why? -Elicit ideas from the whole class. -Ask students to predict the topic of the video	Observe the pictures carefully. -Answer the teacher's questions. -Share ideas with the class. -Predict the topic of the video.	T-S	-Projector -Computer -Pictures (Annex 1)
5MIN	EARLY DURING STAGE	-Explain students that they will listen only to answer the following question: ➤ What is the main idea of the video? Put options for choose one -Play the video once. -Invite volunteers to share their answers. Annex 2).	-Pay attention to the instruction. -Listen carefully and focus on the general meaning. -Share their ideas.	T-S	-Computer -Projector -Speakers
11MIN	LATER DURING STAGE	-Distribute the listening worksheet (-Give students one minute to read the questions before listening. -Explain that they should listen for specific information. -Play the complete video twice. -Monitor students while they complete the activity. -Check answers with the whole class. Annex 3	-Read the questions. -Listen carefully. -Identify specific information. -Complete the worksheet. -Compare answers with classmates.	T-S / S-S	-Computer -Projector -Speakers -Worksheet (Annex 2) -Pencil or pen

11MIN	FINAL DURING STAGE	-Ask students to work in pairs. -Give each pair a discussion card (Annex 4). -Play the video once. -Ask students to discuss the questions of the discussion card: ➤ What is the message of the video? -Ask each pair to reach one conclusion about the value of time.	-Discuss the questions with their partner. -Share and justify their opinions. -Work together to reach one conclusion about the value of time. -Present their conclusion to another pair.	S-S/T-S	-Discussion Card (Annex 3) -Projector -Computer
8MIN	POST-STAGE	-Ask students to remain in pairs. -Ask each pair to create a poster illustrating the value of time that includes: ➤ A title. ➤ One motivational quote or sentence about the value of time. ➤ At least one image or illustration. -Monitor students while they work and provide support when necessary. -Ask students to upload a picture of their poster to Padlet. -Project each poster from Padlet and invite each pair to explain how their poster represents the value of time. Annex 5	-Continue working with their partner. -Create a poster illustrating the value of time. -Upload a picture of their poster to Padlet. -Explain how their poster represents the value of time.	S-S /T-S	-Poster paper -Markers or colored pencils -Padlet -Projector

Annex 1.

☐ ☐ Are they using time wisely?

☐ ☐ Why?



Annex 2.

Listen for Gist

Don't worry about every word focus on the **big idea**.



Your Task

Watch the Value of Time video.

<https://www.youtube.com/watch?v=7aEAS5E5vjg>

What is the main message of the video?

Annex 3.

Name: _____ Grade: _____

The value of time

Choose the best option.

The man lived in a
☐ small village ☐ big city.

The son was
☐ hardworking ☐ lazy and careless.

The boy
☐ worked every day ☐ never worked during the day.

The father asked his son to bring a
☐ watch from the cupboard ☐ book from the cupboard.

On the first trip to the market, the boy asked about the price of the
☐ watch ☐ time.

People said the watch was worth
☐ 500-1,000 rupees ☐ 10,000-20,000 rupees.

During the second trip, people
☐ laughed at with the boy ☐ agreed with the boy.

The old man worked in a
☐ watch repair shop ☐ shoe store.

The old man said you
☐ can put a price on time. ☐ cannot put a price on time.

The main lesson is to use
☐ time wisely ☐ spend money wisely

Listen for Details

01

Read First

Look at the questions
before listening.

02

Listen Carefully

Pay attention to key words
 and details.

03

Choose Answers

Select the correct answer for each question.

<https://www.youtube.com/watch?v=7aEAS5E5vjg>

Annex 4.

<https://www.youtube.com/watch?v=7aEAS5E5vjg>

Listen Again — Discuss in Pairs



💬 Talk About It

- What is the message of the video?

🗣️ Once you finish, exchange your conclusion with another pair.

Annex 5.

Create Your Poster

Work in pairs. Design a poster about "The Value of Time."

☆ Title

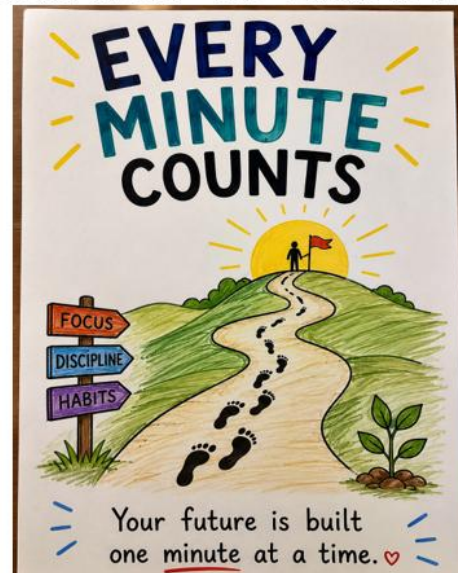
Give your poster a clear title.

💡 Motivational Sentence

Inspire your classmates!

🎨 Illustration

Add at least one drawing or image.



Share on Padlet



📶 Upload

Take a photo of your poster and upload it to **Padlet**.

📺 Present

Explain how it represents the value of time.



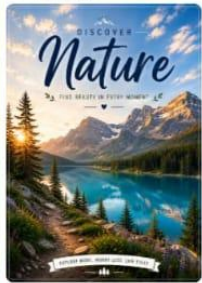
Padlet

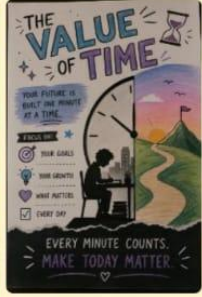
Search Slideshow Share

Inventor Cosmos
8 days ago
SI
Add comment

Loor Burgos Leonela
8 days ago
Poster-Loor Burgos Leonela Azucena

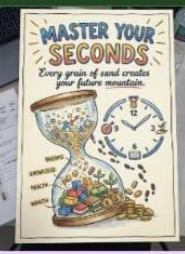
Add comment

Inventor Trayectos
8 days ago

Melany Barrezueta
Add comment

Brigitti Lucas
8 days ago
Poster-Brigitti Escarleth Lucas Peña

Add comment

Viajero Centauro
8 days ago
Wendy Yaritza Pinto Quijije

Add comment

MASTER YOUR SECONDS
Every grain of sand creates your future mountain.

Add comment

Tejedor Vientos
8 days ago
Erika Macías Velez
HOW TO ORGANIZE OUR TIME

Add comment

Investigador Metódico
8 days ago
Moreira Zambrano Sara Alai
Create Your Poster

Add comment

Affectionate Newt
8 days ago
Emilia Moreno

Add comment

Relámpago Quieto
8 days ago
Medina Andrade Maria Valeria
EVERY MINUTE COUNTS

Add comment

Studios Chinchilla
8 days ago
Brithany Macías

Add comment

Milena Intriago
8 days ago
Create Poster
THE VALUE OF TIME

Milena Intriago
The Value of Time
Add comment

Brilliant Deer
8 days ago
VALUE YOUR TIME
IT IS YOUR MOST PRECIOUS RESOURCE.

Jared Cobeña
Add comment

Lili
8 days ago
Poster

Julady Liebeth Zambrano Burgos
Add comment

Shirley vices
8 days ago
Poster- The Value of Time

Add comment

Journal #3 (listening)

This approach represents an effective way for learners to develop their listening skills, as it promotes meaningful and successful learning experiences. Although initial concerns about designing engaging and accessible lessons persisted, applying this structured methodology has proven that listening comprehension can be acquired in a clear and intuitive manner. For future educators, this framework offers valuable guidance to create high quality learning activities that sustain learner interest while fostering language acquisition through listening.

Listening is a fundamental language skill that plays a crucial role in English as a Foreign Language (EFL) learning. However, many students struggle to understand spoken English due to limited exposure to authentic language input and ineffective teaching practices. Consequently, implementing effective teaching techniques and classroom strategies is essential to support the development of listening skills. This study aims to examine instructional methods and classroom practices used in teaching listening within EFL contexts through a systematic review of recent literature (Manihuruk, Sihombing, Dhillon, Rumapea, Herman, and Tannuary, 2026).

According to Guliyeva (2026), listening is a core component of communicative competence in English language teaching (ELT), yet it is often considered a passive, test-focused skill especially in highly structured educational settings. Research suggests that keeping listening journals can be an effective strategy to promote critical thinking while simultaneously developing listening and other language skills.

Although students often prioritize academic listening, they still face challenges such as deciphering lexical density, coping with fast speech, understanding various accents, and note-taking when dealing with lengthy spoken texts involving multiple speakers (Risan, Muhayyang, and Cardoso, 2026).

As a result, the study of teaching methods in language learning remains a significant area of interest. Reviewing the latest research on this topic offers valuable insights and resources for improving teaching strategies, especially those that incorporate technology media for teaching listening skills (Maulina, Ladjagang, Nasrullah, Hastianah, and Herianah, 2022)

During my teaching practice, I observed that many students exhibit low proficiency in English; it is evident that most do not enjoy the subject and often find listening sessions boring. When I asked them why, their common response was that they cannot understand what the teacher says and feel stressed when listening to spoken English.

The PDP framework for teaching listening skills provides a solution to these issues. It allows teachers to cover real-life topics such as pollution, wars, the importance of values, or environmental issues. Activities within this framework can include audiovisual resources, conversations, role plays, debates, guessing games, and more.

In conclusion, the PDP for Listening Lesson Plans is designed to directly address these challenges by offering a structured, learner centered alternative to traditional, fragmented listening instruction. This approach is based on the principle that effective listening teaching involves more than just playing recordings and checking answers. Instead, it guides learners through a supportive, progressive process that respects their cognitive and emotional needs, leading to more meaningful and sustainable listening development.

Resources:

British Council. (n.d.). Listening activities. LearnEnglish.

<https://learnenglish.britishcouncil.org/skills/listening>

British Council. (n.d.). Modal verbs. LearnEnglish.

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/modal-verbs>

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BusyTeacher. (n.d.). ESL dialogues and role plays worksheets.

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<https://www.fluentu.com/blog/english/english-conversation-movies/>

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Reading Rockets. (n.d.). Reflection activities for students.

<https://www.readingrockets.org/topics/social-emotional-learning/articles/reflection-activities-students>

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The Value of Time | Best Motivational. (n.d.). YouTube.

<https://www.youtube.com/watch?v=7aEAS5E5vjg>

Wisdom of Hope. (2025, octubre 22). The value of time | Best motivational English story about using time wisely & secret to success [Video]. YouTube.

<https://www.youtube.com/watch?v=7aEAS5E5vjg>

MODULE 4

READING

LESSON

PLAN

Reading lesson plan

LEVEL: B1.

N: 20 students

Action Points:

- Improve time management during classroom activities.
- Give clear and concise instructions before each task.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding** of the text "Sarcophagi" **by** sequencing the Egyptian burial process in pairs **and then** designing a sarcophagus for a famous person, justifying the symbols included and presenting it as a museum exhibit.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

Teacher will check students' progress when they:

- Participate actively in pair-work activities.
- Sequence the Egyptian burial process correctly using information from the reading.
- Design a sarcophagus that includes meaningful symbols representing a famous person's life and achievements.
- Justify the symbols selected and present their museum exhibit using appropriate English.

Preliminary considerations:

a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

Students already:

- Know vocabulary related to Ancient Egypt, famous historical figures, and cultural symbols.
- Can identify the main idea and specific information in short reading texts.

- Can describe people, objects, and symbols using simple present and descriptive language.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

- Understanding unfamiliar vocabulary related to Ancient Egyptian culture and burial practices.
- Explaining their museum exhibit confidently in front of the class

c. How will you avoid and/or address these problem areas in your lesson?

- Pre-teach or clarify key vocabulary before reading when necessary.
- Encourage students to use simple English and provide sentence starters when needed.

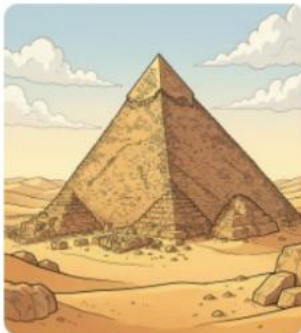
TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHER WILL	STUDENTS WILL		
3MIN	PRE-STAGE	-Display four images related to Ancient Egypt (Annex 1) -Ask students the following questions: ➤ What can you see in the pictures? ➤ What do these pictures have in common? ➤ What do you think today's reading will be about? -Invite volunteers to share their predictions with the class.	- Observe the pictures. - Answer the teacher's questions. - Share predictions.	T-S	-Projector -Computer -Pictures (Annex 1)
5MIN	EARLY DURING STAGE	-Distribute the reading text (Annex 2). - Ask students the following question: ➤ What is the main purpose of the text? -Ask students to skim the text. -Check answers with the class. Show some examples definition.	-Receive the text and pay attention to the instruction. -Skim the text. -Identify its main purpose. -Share their answers with the class.	T-S	-Computer -Projector - Reading Text (Annex 2)
10MIN	LATER DURING STAGE	-Distribute the True/False worksheet (Annex 3). -Ask students to revise the text. -Monitor students while they complete the activity. -Check answers with the class.	-Receive and scan the text. -Complete the True/False activity. -Compare their answers with the class.	T-S / S-S	-Computer -Projector - Reading Text (Annex 2) -Worksheet (Annex 3) -Pencil or pen

10MIN	FINAL DURING STAGE	- Ask students to work in pairs. - Distribute the sequencing activity (Annex 4). - Ask students to refer to the reading text if necessary. - Monitor students while they complete the activity. - Check the correct order with the class.	- Work with a partner. - Receive and refer to the reading text if necessary. - Complete the sequencing activity. - Compare their answers with the class.	S-S/T-S	- Sequencing Activity (Annex 4) - Reading Text (Annex 2) - Projector - Computer
10MIN	POST-STAGE	-Ask students to remain in pairs. -Introduce the Museum Design Challenge. (Annex 5) -Ask students to create their sarcophagus using any intelligential artificial. -Monitor students and provide support when necessary. -Invite pairs to present their museum exhibit to the class.	-Create a sarcophagus in Canva. -Complete the Museum Card. -Present their museum exhibit to the class.	S-S /T-S	-Computer -Canva -Museum Challenge (Annex 5) -Projector

Annex 1.

Sarcophagi: The Final Home of Ancient Egyptians

Nicole Garcia



A Pyramid

👁️ What can you see in these pictures?



A Mummy

What do these pictures have in common?



A Sarcophagus

💬 What do you think today's reading will be about?



King Tut's Mask

Annex 2.

Sarcophagi: The Final Home of Ancient Egyptians

Ancient Egyptians believed that death was not the end of life. They believed people started a new life in the afterlife. They wanted to protect the body because they believed the soul would return to it. For this reason, they followed a special burial process.

First, priests washed the body. Then, they removed the internal organs, but they left the heart inside because they believed it was very important. Next, they covered the body with natron, a natural salt that dried the body. After about forty days, they wrapped it in linen. They also placed small amulets between the cloth to protect the person. When the process was finished, the body became a mummy.

The mummy was placed inside a mummy case. Then, the mummy case was placed inside a coffin. Finally, the coffin was placed inside a sarcophagus, a large stone container that protected it. Rich people and pharaohs often had beautiful sarcophagi with carvings, symbols, and paintings.

Ancient Egyptians believed that the sarcophagus was the final home of the dead person. They also put food, jewelry, clothes, and tools inside the tomb because they believed these things would be useful in the afterlife.

Today, archaeologists study sarcophagi to learn about Ancient Egypt. The carvings, paintings, and objects found inside the tombs help us understand their religion, daily life, and culture.

KEY VOCABULARY

natron: a natural salt used to dry the body.

linen: cloth used to wrap the mummy.

mummy case: a decorated case that held the mummy.

coffin: a box that holds a dead person's body.

sarcophagus: a large stone container that protects the coffin.

afterlife: the life people believed came after death.



Sarcophagi: The Final Home of Ancient Egyptians

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afterlife: the life people believed came after death.



What is the main purpose of the text?

- A. To describe Egyptian food.
- B. To explain what a sarcophagus is and why it was important.
- C. To tell a scary story.

New Vocabulary



natron



afterlife



sarcophagus



mummy case



linen



coffin

KEY VOCABULARY

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afterlife: the life people believed came after death.

Annex 3.

Name: _____ Date: _____ Class: _____

i INSTRUCTIONS
Read the text again. Decide if each statement is True (T) or False (F).
If the statement is false, write the correct information from the text.

ACTIVITY 1.

1. Ancient Egyptians believed that death was the end of a person's existence. ☐ True ☐ False

2. The heart remained inside the body because Egyptians believed it was the center of intelligence, emotions, and memory. ☐ True ☐ False

3. Natron was used to wrap the body after it was washed. ☐ True ☐ False

4. Amulets were placed between the linen bandages to protect the deceased. ☐ True ☐ False

5. The mummy was placed directly inside the sarcophagus after the wrapping process. ☐ True ☐ False

6. Wealthy families and pharaohs often had beautifully decorated sarcophagi with carvings and symbols. ☐ True ☐ False

7. Today, archaeologists study sarcophagi because they provide information about Ancient Egyptian civilization. ☐ True ☐ False



Name: _____ Date: _____ Class: _____

i INSTRUCTIONS
Read the text again. Decide if each statement is True (T) or False (F).
If the statement is false, write the correct information from the text.

ACTIVITY 1.

1. Ancient Egyptians believed that death was the end of a person's existence. ☐ True ☒ False
Correct information: Ancient Egyptians believed that death was not the end of life.
2. The heart remained inside the body because Egyptians believed it was the center of intelligence, emotions, and memory. ☒ True ☐ False
Correct information: The heart remained inside because Egyptians believed it was very important.
3. Natron was used to wrap the body after it was washed. ☐ True ☒ False
Correct information: Natron was used to dry the body.
4. Amulets were placed between the linen bandages to protect the deceased. ☒ True ☐ False
Correct information: Amulets were placed between the linen bandages to protect the deceased.
5. The mummy was placed directly inside the sarcophagus after the wrapping process. ☐ True ☒ False
Correct information: The mummy was placed inside a mummy case first. Then, the mummy case was placed inside a coffin. Finally, the coffin was placed inside a sarcophagus.
6. Wealthy families and pharaohs often had beautifully decorated sarcophagi with carvings and symbols. ☒ True ☐ False
Correct information: Wealthy families and pharaohs often had beautifully decorated sarcophagi with carvings, symbols, and paintings.
7. Today, archaeologists study sarcophagi because they provide information about Ancient Egyptian civilization. ☒ True ☐ False
Correct information: Today, archaeologists study sarcophagi to learn about Ancient Egypt.


True or False Worksheet
Answers

Name: _____ Date: _____ Class: _____

i INSTRUCTIONS
Read the text again. Decide if each statement is True (T) or False (F).
If the statement is false, write the correct information from the text.

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4. Amulets were placed between the linen bandages to protect the deceased. ☐ True ☐ False

5. The mummy was placed directly inside the sarcophagus after the wrapping process. ☐ True ☐ False

6. Wealthy families and pharaohs often had beautifully decorated sarcophagi with carvings and symbols. ☐ True ☐ False

7. Today, archaeologists study sarcophagi because they provide information about Ancient Egyptian civilization. ☐ True ☐ False



True or False Worksheet

- Read the text again.
- Complete the true or False worksheet and write the correct information on the false ones.

Annex 4.

REBUILD THE EGYPTIAN BURIAL PROCESS

INSTRUCTIONS

Complete the missing words using the Word Bank. Then, write the correct sequence number (1–5) in the box beside each step. Finally, draw a simple symbol that represents each stage of the burial process.

WORD BANK

natron linen mummy case coffin sarcophagus

☐ Order: ____	The mummy case was placed inside a _____.	Draw a symbol that represents this step.
☐ Order: ____	The body was covered with _____ to remove moisture.	Draw a symbol that represents this step.
☐ Order: ____	The coffin was placed inside a _____ for extra protection.	Draw a symbol that represents this step.
☐ Order: ____	The body was wrapped in _____ to protect it.	Draw a symbol that represents this step.
☐ Order: ____	The mummy was placed inside a _____.	Draw a symbol that represents this step.

Rebuild the Burial Process

- Complete the missing words.
- Write the correct order.
- Draw one simple symbol for each step.

REBUILD THE EGYPTIAN BURIAL PROCESS

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Complete the missing words using the Word Bank. Then, write the correct sequence number (1–5) in the box beside each step. Finally, draw a simple symbol that represents each stage of the burial process.

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☐ Order: ____	The coffin was placed inside a _____ for extra protection.	Draw a symbol that represents this step.
☐ Order: ____	The body was wrapped in _____ to protect it.	Draw a symbol that represents this step.
☐ Order: ____	The mummy was placed inside a _____.	Draw a symbol that represents this step.

Rebuild the Burial Process - Answers

REBUILD THE EGYPTIAN BURIAL PROCESS

INSTRUCTIONS

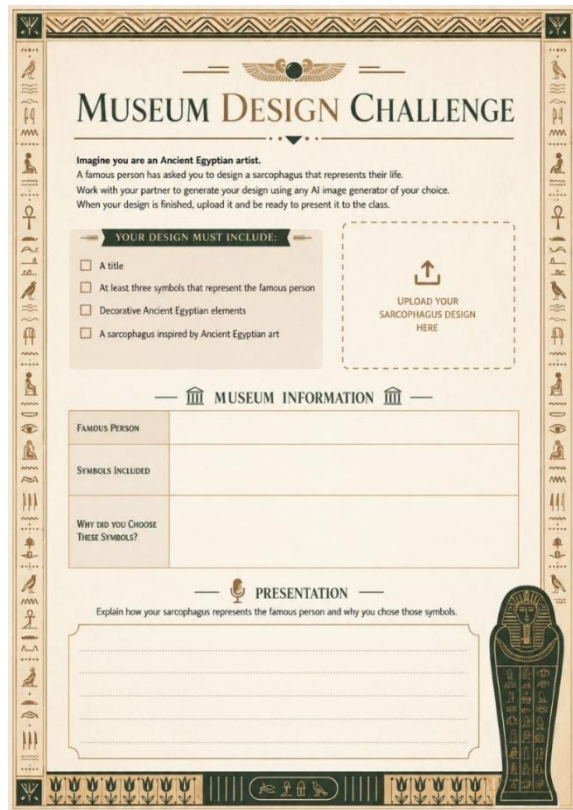
Complete the missing words using the Word Bank. Then, write the correct sequence number (1–5) in the box beside each step. Finally, draw a simple symbol that represents each stage of the burial process.

WORD BANK

natron linen mummy case coffin sarcophagus

3 Order: <u>3</u>	The mummy case was placed inside a <u>mummy case</u> .	Draw a symbol that represents this step. 
1 Order: <u>1</u>	The body was covered with <u>natron</u> to remove moisture.	Draw a symbol that represents this step. 
4 Order: <u>4</u>	The <u>coffin</u> was placed inside a <u>coffin</u> for extra protection.	Draw a symbol that represents this step. 
5 Order: <u>5</u>	The body was wrapped in <u>linen</u> to protect it.	Draw a symbol that represents this step. 
2 Order: <u>2</u>	The mummy was placed inside a <u>sarcophagus</u> .	Draw a symbol that represents this step. 

Annex 5.



MUSEUM DESIGN CHALLENGE

Imagine you are an Ancient Egyptian artist.
A famous person has asked you to design a sarcophagus that represents their life.
Work with your partner to generate your design using any AI image generator of your choice.
When your design is finished, upload it and be ready to present it to the class.

YOUR DESIGN MUST INCLUDE:

- ☐ A title
- ☐ At least three symbols that represent the famous person
- ☐ Decorative Ancient Egyptian elements
- ☐ A sarcophagus inspired by Ancient Egyptian art

UPLOAD YOUR SARCOPHAGUS DESIGN HERE

MUSEUM INFORMATION

FAMOUS PERSON	
SYMBOLS INCLUDED	
WHY DID YOU CHOOSE THESE SYMBOLS?	

PRESENTATION

Explain how your sarcophagus represents the famous person and why you chose those symbols.

Museum Design Challenge

Create Your Own Sarcophagus!

Choose a famous person. Generate an AI image of an Egyptian-style sarcophagus inspired by that person.

Your design must include:

- A title
- Three symbols
- Egyptian decorative elements

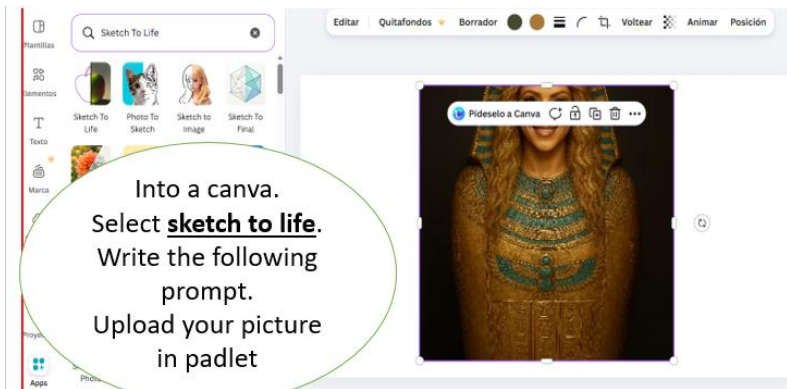
Present your sarcophagus design to the class.

Upload your design. Be ready to explain your choices!



MUSEUM INFORMATION

FAMOUS PERSON	
SYMBOLS INCLUDED	
WHY DID YOU CHOOSE THESE SYMBOLS?	



Into a canva.
Select **sketch to life**.
Write the following prompt.
Upload your picture in padlet

Create Your Own Sarcophagus in CANVA

Prompt:

Create an Ancient Egyptian sarcophagus inspired by the **famous singer Shakira**. The **sarcophagus** should have a realistic Egyptian style with gold, turquoise, blue, and emerald decorations. The face should resemble Shakira with long wavy blonde hair, a warm smile, and elegant Egyptian makeup.

Upload your picture.

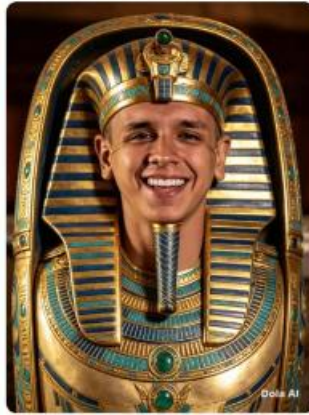


Activity



Create an ancient Egyptian sarcophagus inspired by famous actress Ann Hathaway. The sarcophagus should have a realistic Egyptian style with gold, turquoise, blue, and emerald decorations. The face should resemble Ann Hathaway with long black hair, a warm smile and elegant Egyptian makeup.

Presentation: Ann Hathaway is a famous actress, I chose her to do the activity because she's an important person. The symbols represents power, protection and eternity.



Create an Ancient Egyptian sarcophagus inspired by the famous singer Maykel Cedeño. The sarcophagus should have a realistic Egyptian style with gold, turquoise, blue, and emerald decorations. The face should resemble Maykel Cedeño with short styled platinum-blond hair, a warm broad smile, and elegant Egyptian ornaments.



Create an Ancient Egyptian sarcophagus inspired by the famous singer vic fuentes should have a realistic Egyptian Style with gold, blue and microphone. The face should resemble vic fuentes

Names: Ivan Lino

Cristopher Alexis
Cacuango Rivera



Benitez Reyes Damarys
Aiskel



famous singer Maykel Cedeño. The sarcophagus should have a realistic Egyptian style with gold, turquoise, blue, and emerald decorations. The face should resemble Maykel Cedeño with short styled platinum-blond hair, a warm broad smile, and elegant Egyptian ornaments.



Journal #4 (reading)

Reading is an essential receptive skill that enables learners to interpret written words and grasp their true meaning. It goes beyond simply recognizing words on a page; reading is an active process in which learners connect their existing knowledge with new ideas, expand their vocabulary, deepen their understanding of grammar, and lay a solid foundation for all other language skills—listening, speaking, and writing. Moreover, reading is a powerful tool for autonomous learning, opening doors to knowledge that extends well beyond the classroom environment.

According to Rahmatalizadeh, Panjeshahi, and Rahmani (2025), the skills of reading and comprehension are fundamental components of effective language instruction. A comparison of pre-test and post-test results based on comprehension levels demonstrated a significant and direct relationship between using lesson plans that incorporate literary texts and improved comprehension. Consequently, integrating literary texts into lesson planning can be highly beneficial for educators.

Miller (2023) emphasizes that teachers can help students make their understanding visible through oral, written, artistic, and dramatic responses. He provides examples of how to connect reading content to students' personal lives. This approach is especially valuable because reading comprehension is not merely about extracting information; it is about developing a meaningful and personal understanding of the text. When learners are encouraged to express their ideas through various forms of activity, they move beyond simple word recognition and actively process what they have read, transforming abstract concepts into relatable experiences.

This strategy directly addresses common classroom challenges such as lack of interest or difficulty understanding content. By linking texts to students' daily realities, teachers can reduce anxiety, increase motivation, and demonstrate that reading is relevant to their personal lives.

Additionally, recognizing that each student processes information differently highlights the importance of offering multiple ways for learners to respond. This inclusivity allows all students to participate successfully, regardless of their proficiency level or preferred learning style.

On another note, Smith and Robinson (2020) conducted a study to examine middle-level teachers' perspectives on a professional development initiative aimed at promoting literacy through the integration of literacy strategies in classrooms. Their findings reveal that when teachers are adequately trained to incorporate literacy strategies naturally into their lessons, they become more confident and better equipped to support learners. This approach directly addresses issues such as low reading proficiency and disinterest, as it enables students to practice reading and writing in meaningful contexts connected to various fields of knowledge

Writing, inherently a communicative skill, requires the audience to shape the entire writing process. Early research shows that skilled writers consistently consider their readers when selecting content and deciding how to organize and present their ideas.

In summary, writing is one of the most valuable tools for improving self-expression, fostering critical thinking, expanding vocabulary, and mastering grammatical conventions—assuming learners are motivated. Therefore, it is crucial to include activities in lesson plans that align with the chosen teaching approach, fostering more effective and meaningful learning experiences.

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MODULE 5

WRITING

LESSON

PLAN

Writing lesson plan

Topic: Informal letter

N: 20 students

Level: A2

Action points:

- Time management.
- Reduce Teacher Talking time

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT** write an informal letter **to** a friend expressing their feelings and experiences regarding their career, **and then** share their final drafts with their classmates.

When/ How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/ activities will show me whether they have mastered the material?

Teacher will check students' progress when they are:

- Making progress while they brainstorm ideas.
- Writing their drafts and sharing their final letters with their classmates.
- Demonstrating their mastery by using simple sentences, informal language and personal experiences related to their career in their informal letters.

Preliminary considerations:

A. What vocabulary/ grammar/ information/ skills do your students already know in relation to today's lesson?

- ✓ Students already know how to express things related to careers, jobs, feelings, and personal experiences.
- ✓ Students already know simple present structures and informal expressions used in friendly communication.

- ✓ Students are already familiar with basic connectors, and short paragraphs, expressing opinions and emotions, and organizing ideas.

B. What aspects of the lesson do you anticipate your students might find challenging/difficult?

- Students would get confused in the instruction of the activities.
- Students could be nervous when they are sharing and presenting their final drafts with classmates. It may also be difficult for shy or less confident students.

C. How will you avoid and/ or address these problem areas in your lesson?

- ✓ Teacher must provide vocabulary support, sentence starters, and a model of an informal letter before the writing activity.
- ✓ Teacher must help students improve their writing and gain confidence before sharing their final drafts with classmates.

TIME (45 MIN)	STAGE	PROCEDURE		INTERACTION T-S/S-S	MATERIAL NEEDED
		TEACHER WILL	STUDENTS WILL		
5 MIN	Warm-Up	-Present the emoji chart (Annex 1.) -Ask: "How do you feel about your career right now?" to prompt initial speaking.	-Identify an emoji that matches their current feelings and share their reasons with the class.	T-S	Emoji chart Computer Projector
10 MIN	Preparation	-Display sample letter to read (Annex 2) -Ask the CCQs: ➤ What is it? ➤ Who is the recipient? ➤ Can we use contractions? ➤ Is this formal/informal? -Guide students to identify the 5 parts: Greeting, Opening, Body, Closing, Signature in the informal letter.	-Answer the CCQs. -Label the 5 structural parts on the sample informal letter.	T-S / S-S	Sample Informal Letter Computer Projector
15 MIN	Drafting	-Provide sentence starters. (Annex 3) -Instruct students to write an informal letter expressing their feelings and experiences regarding their career	-Write a personal letter including the 5 structural parts.	T-S	Computer Projector Paper Pencil
5 MIN	Revising	-Organize pairs. -Distribute the "Informal Letter Checklist" (Annex 4) to guide peer feedback. -Supervise the students.	-Exchange drafts. -Use the checklist to provide constructive feedback on their partner's letter.	S-S	Checklist Computer Projector Pencil or Pen

7 MIN	Editing	-Instruct students to review the feedback received. -Perform final corrections on their own drafts. Annex 5	-Incorporate peer feedback to improve grammar, clarity, and organization before producing the final version.	S-S	Computer Projector Paper Pencil or pen
3 MIN	Extension	-Invite students to publish their letter on Padlet platform. -Facilitate a gallery hall on Padlet. Annex 6	-Scan the QR or click the link of Padlet and publish their letter. -Read peers' letters and comment on the letter they find most relatable.	S-S	Computer Projector Tape Markers

Annex 1

INFORMAL LETTER



Garcia Nicole

How do you feel about your career right now?



Annex 2

Is this letter formal or informal?

May 20, 2025

Hey [Friend's Name],

Not gonna lie... college is draining me faster than my phone battery on 1%. Between endless papers, exams, and way too much coffee, I feel like I'm stuck in a loop of "turn it in, barely sleep, repeat."

Sometimes I wonder if all this is worth it or if I should just ditch it all, open a taco truck, and live the dream.

Anyway, just needed to vent to someone who won't hit me with the classic "that's life" speech.

Catch you later,

[Your Name]





Annex 3.

Carta 1* Let's read an informal letter!

Read the letter and identify each part.

May 20, 2025

Hey [Friend's Name],

Not gonna lie... college is draining me faster than my phone battery on 1%. Between endless papers, exams, and way too much coffee, I feel like I'm stuck in a loop of "turn it in, barely sleep, repeat."

Sometimes I wonder if all this is worth it or if I should just ditch it all, open a taco truck, and live the dream.

Anyway, just needed to vent to someone who won't hit me with the classic "that's life" speech.

Catch you later,

[Your Name]




Remember!
An informal letter is friendly, personal, and written to someone you know well.

Identify each part

- Greeting**
This is how the letter starts. It's a friendly hello!
- Opening sentence**
This part shows what the letter is about.
- Body**
This is the main part. It includes feelings, experiences, ideas, and reasons.
- Closing**
This is the ending. You say goodbye or something nice.
- Signature**
This is your name or how you sign off.

Annex 4

Carta 2**



Let's read an informal letter!



Identify the 5 parts of the informal letter (Greeting, Opening, Body, Closing, Signature) by drawing a line from each part on the right to its corresponding section in the letter.

A Later,

B Think of every exam as a final boss: annoying, overpowered, but totally beatable. And when you finally graduate, you'll look back and say, "Yeah... worth every sleepless night."

So hang in there, champ. That diploma's your endgame trophy... and then we can talk about our taco empire.

C Hey [Friend's Name],

D If you start that taco truck, I'm calling dibs on free tacos for life. 🌮 But for real—college is basically a brutal video game. Some levels feel impossible, but once you beat them, you feel like a total legend.

E [Your Name] 😊

1 Greeting

2 Opening sentence

3 Body

4 Closing

5 Signature

May 21, 2025

Annex 5.

INFORMAL LETTER CHECKLIST - LETTER 1

Write from your heart, share your experiences, and be honest!

Use this checklist to **revise** your informal letter before you **publish and share** it with your classmates.

	YES! ✓	NOT YET ✗
1 Did I write a greeting? (Hey Alex!, Hi Tom!, Dear Sam!)	☐	☐
2 Did I introduce the reason for my letter? (college stress, studies, feelings)	☐	☐
3 Did I talk about my feelings and experiences?	☐	☐
4 Did I explain a problem or concern clearly?	☐	☐
5 Did I use friendly and informal language?	☐	☐
6 Did I organize my ideas in clear sentences?	☐	☐
7 Did I write a closing sentence? (Catch you later, Write back soon, See you!)	☐	☐
8 Did I write my name/signature?	☐	☐
9 Did I express my thoughts honestly?	☐	☐
10 Is my letter easy to read and understand?	☐	☐

PARTS OF AN INFORMAL LETTER

- Greeting
- Opening sentence
- Body
- Closing
- Signature

EXAMPLE FROM LETTER 1

Greeting
Hey [Friend's Name],

Opening Sentence
Not gonna lie... college is draining me faster than my phone battery on 1%.

Body
I talk about my stress, exams, papers, lack of sleep, doubts about college, and my idea of opening a taco truck.

Closing
Catch you later,

Signature
[Your Name]

PEER REVIEW - ASK YOUR CLASSMATE!

- ★ Can you identify all 5 parts of the letter?
- ★ Did the writer explain their feelings clearly?
- ★ Did the writer use informal language?
- ★ Did the writer explain their problem or experience?
- ★ Was the letter friendly and easy to understand?
- ★ Did the letter have a proper closing and signature?

Great job! Your words matter. Keep sharing and supporting your friends!

SENTENCE STARTERS

1 GREETING 	• Hi Alex, • Dear Sam,
2 OPENING 	• I am writing to tell you about...
3 BODY 	• I feel... • One experience I had was...
4 CLOSING 	• Take care, • See you soon,
5 SIGNATURE 	• Your name

YOUR TASK

Write an **informal letter** expressing your **feelings** and **experiences** regarding their career. (including the **5 structural parts.**)

Tip: Use the sentence starters to help you write your informal letter.

You will have 15 minutes to write it.

SENTENCE STARTERS

1	GREETING 	• Hi Alex, • Dear Sam,	
2	OPENING 	• I am writing to tell you about...	
3	BODY 	• I feel... • One experience I had was...	
4	CLOSING 	• Take care, • See you soon,	
5	SIGNATURE 	• Your name	

YOUR TASK

Exchange drafts.
Use the checklist to provide constructive **feedback** on the letter.



INFORMAL LETTER CHECKLIST - LETTER 1

Use this checklist to **revise** your informal letter before you **publish and share** it with your classmates.

	YES! ✓	NOT YET
1 Did I write a greeting? (Hey Alex!, Hi Tom!, Dear Sam!)	☐	☐
2 Did I introduce the reason for my letter? (College stress, studies, feelings)	☐	☐
3 Did I talk about my feelings and experiences?	☐	☐
4 Did I explain a problem or concern clearly?	☐	☐
5 Did I use friendly and informal language?	☐	☐
6 Did I organize my ideas in clear sentences?	☐	☐
7 Did I write a closing sentence? (Catch you later, Write back soon, See you!)	☐	☐
8 Did I write my name/signature?	☐	☐
9 Did I express my thoughts honestly?	☐	☐
10 Is my letter easy to read and understand?	☐	☐

PEER REVIEW - ASK YOUR CLASSMATE!

- Can you identify all 5 parts of the letter?
- Did the writer explain their feelings clearly?
- Did the writer use informal language?
- Did the writer explain their problem or experience?

EXAMPLE FROM LETTER 1

Greeting: Hey (Friend's Name),

Opening Sentence: Not gonna lie... college is driving me faster than my phone battery on 1%.

Body: I talk about my stress, exams, papers, lack of sleep, doubts about college, and my idea of getting a face mask.

Closing: Catch you later,

Signature: [Your Name]

Great job! Your words matter. Keep sharing and supporting!

Your Task

Review the Feedback and Correct your Draft

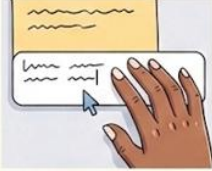


Annex 6 .

★ Your Task ★

- ★ Post your letters to the class Padlet.
- ★ Read through your classmates' letters.
- ★ Comment on the section that feels most familiar or moving.





Journal #5 (writing)

The ability to communicate effectively is directly connected to proficiency in using the language. Language itself is a skill, and to master a language, one must develop its four main sub-skills: listening, speaking, reading, and writing. Among these, English Language Learners (ELL) often find writing to be the most challenging skill. There is an increasing concern in both academic and professional contexts that students and professionals are placing less emphasis on developing strong writing abilities (Bora, 2023).

This neglect is often due to limited practice opportunities or a perceived lack of importance. As a result, writing is frequently overlooked. The purpose of this paper is to analyze the significance of writing skills and explore various strategies and techniques aimed at enhancing writing proficiency.

It is promising to note that modern lesson planning significantly diverges from traditional methods of teaching writing. Historically, writing instruction mainly involved students producing predetermined examples, completing exercises, and receiving grades based primarily on errors, which often led to immediate progression to new topics. In contrast, contemporary approaches employ evidence-based techniques designed to promote meaningful development of writing skills through engaging activities that motivate and support learners' growth.

Currently, writing instruction still often emphasizes producing final products rather than focusing on the entire writing process. The common practice involves assigning tasks, correcting grammatical mistakes, grading, and moving on, often without providing adequate guidance or constructive feedback. This limited feedback can cause anxiety and discourage learners, especially when activities are disconnected from authentic communication or students' personal interests (Sato, 2023).

It is widely recognized that writing is usually the last skill to be fully mastered by both native speakers and language learners. As such, developing proficiency in writing presents a considerable challenge for many English learners.

Research by Talle, Clarin, Lapid, Plaza, and Madjid (2023) indicates that student motivation plays a crucial role in their writing development. Encouraging students to write as a means of self-expression and skill improvement positively impacts their abilities. Additionally, the classroom environment, including factors like adequate ventilation, has been shown to influence students' engagement in writing. Practical tools such as grammar checkers have also been found effective in improving writing skills.

For this reason, writing is highly valuable because it helps learners internalize grammatical rules and develop coherent organization of ideas, thoughts, and information. It also contributes to improvements in spelling, punctuation, and vocabulary. When students encounter unfamiliar words, they are encouraged to look up their meanings and explore synonyms, which helps expand their linguistic repertoire.

In conclusion, writing is an indispensable tool for enhancing self-expression, fostering critical thinking, broadening vocabulary, and mastering grammatical conventions. Achieving meaningful progress in writing is heavily dependent on maintaining learner motivation. Therefore, it is essential to incorporate activities into lesson plans that align with the instructional approach, ensuring more effective and sustainable learning outcomes.

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Recommendations

It is recommended that educators focus on implementing a structured methodological framework, moving away from traditional teacher-centered instruction and toward more robust pedagogical frameworks. Models such as ECRIF and PDP should serve as the architectural foundation for each lesson, ensuring that the transition from theory to practice is managed in an organized and intentional manner. By adopting these systems, teachers can provide the necessary support to guide students in the gradual acquisition of language skills, replacing improvisation in the classroom with a logical, goal-oriented process that effectively addresses students' specific needs.

Lastly, any English teacher's professional development depends on their dedication to ongoing reflective practice. It is recommended that educators evaluate their own performance on a regular basis, focusing especially on critical action items such as Teacher Talking Time and efficient time management.

This continuous self-evaluation guarantees that pedagogical theory is continuously modified to reflect the changing classroom environment rather than remaining static. Teachers can design meaningful and cohesive learning experiences that enable students to become proficient and purposeful English communicators by basing their instruction on these structured frameworks and keeping a student-centered emphasis.

Conclusion

An analysis of the Form-Meaning-Use (FMU) framework, combined with the development of lesson plans for Listening, Reading, and Writing based on the ECRIF methodology, reveals that effective English instruction involves more than just mastering linguistic knowledge. Meaningful learning depends on careful, intentional planning, the application of evidence-based strategies, and the teacher's ability to tailor instruction to meet individual student needs and the realities of the classroom.

These insights affirm that students flourish when lessons follow a logical and progressive sequence, offering ample opportunities for active engagement, collaborative dialogue, and reflective thinking. Clear guidance, contextualized activities, and ongoing support are essential in boosting learners' confidence and fostering a balanced development of grammatical understanding alongside proficiency in all four language skills.

Ultimately, this work makes a meaningful contribution to professional growth, fostering a more thoughtful and adaptable approach to teaching. It highlights that variability in learning pace, unforeseen classroom events, and dynamic interactions are inherent parts of the educational process—valuable moments to refine lesson planning, adapt practices, and create truly learner-centered experiences that contribute to the success of every student.

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