UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITULO:

Speaking Lesson Plan in an English Teaching Learning Process

Autor:

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Tutor:

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Chone – Manabí - Ecuador

2024-2025

TUTOR CERTIFICATION

Lic. Zambrano Mero Javier Antonio, M. Sc.; professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work.

CERTIFICATION

The present degree work called: "Speaking Lesson Plan in an English Teaching Learning Process" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of its author: Macías López Nohelia Jamileth, being her sole responsibility.

Chone, January 2025

Lic. Zambrano Mero Javier Antonio
TUTOR

UNIVERSIDAD LAICA ELOY ALFARO DE MANABI CHONE

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Community Service sobre el tema Speaking Lesson Plan in an English Teaching Learning Process del año lectivo 2024, elaborado por la estudiante Macías López Nohelia Jamileth.

_____
Lic. Bermúdez Cevallos Rocío
Decana

_____
Lic. Zambrano Mero Javier Antonio
Tutor

_____
Miembro del Tribunal

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Miembro del Tribunal

_____
Secretaria

Chone, January 2025

Acknowledgment

To my beloved University, for being the place where I grew academically and personally, and for giving me the necessary tools to achieve my goals.

To my professors, who with their dedication, patience and knowledge left an indelible mark on me, motivating me to continue learning and improving myself every day.

In particular, to my thesis advisor, Lic. Javier Zambrano Mero Mg., for his invaluable guidance, patience and commitment during this process. His guidance not only enriched my work, but also inspired me to always give my best. Thank you for believing in me and for sharing your experience with generosity.

To all of you, my deepest gratitude

Dedication

With all my heart, I dedicate this work to God, who has been my guide, strength and refuge in every step of this journey. Without His infinite grace, this achievement would not have been possible.

To my parents, for being my example of perseverance and unconditional love, and for teaching me that with effort and faith everything is possible.

To my sister, for her constant support, her company in difficult times and her faith in me when I needed it most.

To my grandfather, who from heaven has been my guardian angel and source of inspiration to keep going.

To my family and friends, who with their words of encouragement, smiles and company made this journey more bearable.

To all of you, this achievement is also yours.

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Introduction

Community service learning is an educational approach that combines academic learning with the provision of services in the community. This method allows students to acquire knowledge and practical skills while contributing to solving real needs in their environment.

Community service. That is, it is a form of learning in which people can acquire knowledge while working within the community. In the pedagogical context of a second language, community service learning provides an effective solution to the challenges facing education, connecting future teachers with activities that address real community needs and promoting the development of pedagogical competencies (Lastra, 2008).

Service-learning prepares future educators to employ instructional strategies in practical situations in their teaching, facing problems such as different student abilities or lack of technological resources in their educational environment. This helps to change plans effectively and improves school equity.

It allows student educators to apply techniques such as Total Physical Response (TPR) and the Communicative Approach, essential for teaching English as a Second Language. These encounters allow educators to hone their coordination in the classroom and adaptation to diverse intellectual approaches, areas that are often difficult to master through academic guidance.

Therefore, service-learning in the community connects classical education with current social needs by allowing aspiring educators to apply academic theories practically in the educational environment.

General objective:

Contribute to strengthening education in vulnerable communities through the TEFL model for teaching English as a foreign language.

Specific objectives

Develop lesson plans to develop English language skills and sub-skills according to the TEFL model.

Reflect on the experience in community service through theoretical and practical foundations of the English language teaching-learning process.

Systematize the experience in community service through the transfer of knowledge according to the TEFL model to strengthen the methodological and linguistic competencies of the graduate profile.

During the community service at "Ricardo Abad Sólorzano" School, an initial diagnostic test was applied to corroborate the level of English in the students, showing as a result a significant deficiency in key areas, including reading comprehension, grammar, and writing skills. The planning process was a crucial component. The Speaking Lesson Plan focused on vocabulary related to the solar system, engaging students in interactive games, drawing planets, and presenting their features to peers, which encouraged collaborative. The Writing Form aimed to teach numerical literacy through activities such as writing numbers in words and numerical form, and using real objects for counting.

The listening lesson plan emphasized developing students' comprehension skills through activities such as listening to audio recordings, where students had to identify physical features, such as main ideas or specific details. These activities supported the use of specific strategies, such as predicting and inferring meanings from context.

Similarly, the reading lesson plan focused on developing students' ability to comprehend and analyze written texts. Activities included identifying and extracting main ideas from the text, looking for specific details, or answering comprehension questions, encouraging critical thinking and reinforcing vocabulary acquisition.

Finally, the goal is to analyze the experiences lived during the service-learning practice, in the context of teaching English. Through the implementation of different pedagogical models, such as ECRIF, PDP, and the writing process, the goal is to reflect on how these methodologies were applied in a real environment, facing the challenges.

1) What were your expectations regarding community service teaching?

My expectations are high, since my service is to achieve a positive impact on society, since teaching must promote the development and opportunities of students, make a significant difference in their lives, and also consists of mutual learning, both the teacher and the students.

"Community service teaching is a pedagogical strategy that seeks to integrate theory and practice in a community context." This aligns with my expectations of learning about social and community reality. (Hernández, 2017).

- I agree that community service education is a teaching strategy that aims to integrate theory with practice because it helps students learn more effectively and meaningfully.

"Community service teaching requires teacher training that includes pedagogical and didactic skills." This aligns with my expectations of developing pedagogical skills. (Rodríguez, 2019).

- The idea that community service education requires teaching skills aligns perfectly with my desire to develop teaching skills and improve teaching practice.

"Teaching community service can help foster civic engagement and social responsibility among students and the community." This aligns with my expectations of fostering civic engagement and social responsibility. (Martínez, 2020).

- Teaching community service helps foster civic engagement and social responsibility, which is completely in line with my desire to foster civic engagement and social responsibility in my students and communities.

2) What was the reality of the educational context (infrastructure and facilities) in your educational social service?

In terms of infrastructure and equipment, the school lacks many things, such as a classroom suitable for the English area with adequate technological equipment, since many times the absence of technological equipment such as computers, speakers, projectors or Internet access can be a challenge, especially in remote communities, and can also cause students to lose interest in learning something new. "Infrastructure and equipment in schools are essential for students' learning and development." However, in my experience, I observed that some schools lacked basic resources such as computers, textbooks and teaching materials. (Hernández y Medina, 2017).

- I completely agree with this statement as experience has shown me that infrastructure and equipment in schools are essential to providing quality education.

"Educational infrastructure is a key factor for the quality of education." In my educational social service, I observed that the lack of adequate infrastructure and equipment in some schools negatively affected the quality of education and student learning. (UNESCO, 2019).

- The lack of adequate infrastructure and equipment in some schools can have a significant negative impact on the quality of education and student learning.

"Inadequate educational infrastructure can limit access to education and affect the quality of teaching." (Banco Mundial, 2018).

- I agree with the World Bank that inadequate educational infrastructure affects the quality of education. Addressing this issue is critical to ensuring that all students receive a quality education.

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3) What was the result of the initial diagnosis of the students' English language proficiency?

At the institution where I am providing my service, the language level is very low, since they did not have teachers in this area in previous years.

"The level of competence in a foreign language is directly related to the quantity and quality of exposure to the language." In this sense, the result of the initial diagnosis suggests that students need more exposure to the English language to improve their level of competence. (Krashen, 1982).

- I completely agree with this statement. Exposure to the English language is essential to improve one's proficiency in this language.

Gardner and Lambert's (1972) research also supports the idea that motivation and attitude towards the foreign language are key factors in determining the level of proficiency. In this sense, the result of the initial diagnosis suggests that students need to develop a more positive attitude towards the English language in order to improve their level of proficiency.

- Gardner and Lambert's research supports my belief that motivation and attitude are key factors in determining the level of proficiency in a foreign language and in triggering students' positive interest in a new language.

Vygotsky's (1978) theory of zone of proximal development suggests that students need to receive support and guidance to develop their competence in a foreign language. In this regard, the result of the initial diagnosis suggests that students need to receive additional support and guidance to improve their level of competence in English.

- The experience gained over this time has shown me that the zone of proximal development is a key concept for understanding how students learn and develop their competence in a foreign language.

4. What were the advantages and disadvantages in planning and executing classes with the ECRIF, PDP and WRITING PROCESS models?

There would be many advantages but above all more disadvantages since the planning that we used for this research methodology was not the same as that used for pre-professional practices, some advantages and disadvantages were: greater flexibility in the planning and execution of classes, greater structure and organization in the planning and execution of classes, implementation in classes with a large number of students, limiting the creativity of the students.

"Planning and executing lessons using the ECRIF model is effective in fostering interaction and communication among students. However, it is important to note that this model requires a great deal of planning and preparation on the part of the teacher." (Richards y Rodgers, 2001).

- I completely agree with this statement because planning and executing lessons using the ECRIF model is effective in fostering interaction and communication among students.

"The WRITING PROCESS model is a valuable tool for developing effective writing and communication skills in students. However, it is important to note that this model requires a significant amount of time and resources to implement." (Graves, 1983).

- In these months of experience, I have seen that writing is a fundamental skill for students, and the WRITING PROCESS model is a valuable tool for developing this skill.

"Lesson planning and execution using the PDP model is effective in fostering planning and organization in students. However, it is important to note that this model can be overly structured and limit students' creativity." (Harmer, 2007).

- I agree with this statement. The PDP model is effective in fostering planning and organization in students.

5. How did your community social service contribute to your personal growth?

My community service contributed positively to my personal growth because I was able to develop empathy and understanding skills and, above all, it increased my self-confidence.

"Community social service can help develop social and emotional skills, such as empathy, effective communication, and conflict resolution." (Goleman, 1995).

- I completely agree with this statement. Community service is an excellent opportunity to develop social and emotional skills that are essential for personal and professional life.

"Community service can help develop greater self-esteem and confidence in personal skills and abilities, which can lead to a greater sense of security and ability to address challenges." (Bandura, 1997).

- Self-esteem and confidence are critical to personal and professional success. Community service is an excellent opportunity to develop these skills.

"Community social service can help develop greater empathy and compassion toward others, which can lead to a greater sense of connection and community." (Gilligan, 1982).

- Experience has shown me that community service can be a powerful tool for developing empathy and compassion towards others.

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6) What elements of your teaching experience contributed to your professional training?

My teaching experience provided me with several elements that were fundamental for my professional training. The development of pedagogical skills allowed me to develop skills such as lesson planning, the creation of teaching materials and the evaluation of learning, and also the development of communication skills since it allowed me to develop effective communication skills, such as clarity, precision and empathy.

"Teaching experience enables teachers to develop effective pedagogical skills such as lesson planning, assessment of learning, and classroom management." (Shulman, 1987).

- I agree with this statement because teaching experience is essential to developing effective pedagogical skills that enable students to learn effectively.

"Teaching experience allows teachers to develop communication and relationship skills with students, allowing them to create a positive and productive learning environment." (Hattie, 2009).

- This point is also good because communication and relationships with students are essential to creating a positive and productive learning environment.

"Teaching experience enables teachers to develop a deep understanding of the curriculum and learning standards, enabling them to design and implement effective curricula." (Wiggins & McTighe, 2005).

- I completely agree with this statement because teaching experience is essential to developing a deep understanding of the curriculum and learning standards.

7) What were the weaknesses you had as a student-teacher?

As a student-teacher, I identified several weaknesses that I worked to overcome such as lack of experience in lesson planning, at first, I had a hard time planning effective lessons tailored to the needs of my students, I also had difficulty managing time in the classroom as at first I had a hard time managing time effectively in the classroom which affected the quality of my classes and lastly lack of confidence in my ability to teach because at first, I felt insecure about my ability to teach and connect with my students.

Lack of experience in classroom management: At first, I struggled to manage the classroom effectively, which led to some discipline and motivation issues (Hattie, 2009).

- I completely agree with this statement because lack of experience in classroom management can lead to discipline and motivation problems.

Difficulty adapting to different learning styles: I realized that some students learned differently than I did, which led me to have to adapt my teaching strategies (Dewey, 1938).

- I agree with this point because adapting to different teaching styles makes students learn differently, and it is also important to adapt our teaching strategies to meet their needs.

Lack of confidence in my ability to teach: At first, I felt insecure about my ability to teach and convey knowledge effectively (Bandura, 1997).

- Time and experience has taught me that confidence is developed with practice and experience, so it is important to recognize our weaknesses and work to overcome them.

8) What do you think is necessary to include in the subjects of the degree?

I believe that it would be necessary to include aspects such as the development of practical skills in degree subjects, since it is essential that subjects include practical activities that allow students to develop specific skills and competencies.

It is important that the content of the subjects is up to date and relevant to the professional field in which the students will develop (Bloom, 1956).

- I agree with this statement because up-to-date and relevant content is essential for students to be able to apply what they learn in practice.

Subjects should include opportunities for students to develop practical skills and apply theoretical concepts in real-life situations (Dewey, 1938).

- Practice is fundamental to learning. Courses should include opportunities for students to apply what they learn in real-life situations.

Subjects should incorporate the use of technologies and educational resources to improve teaching and learning (Mishra and Koehler, 2006).

- My experience has shown me that technology can be a very effective tool for learning. When used appropriately, it can improve student motivation and performance.

9) What were your best skills in your teaching experience?

During my teaching experience I developed some skills that I consider essential to improve, such as: adapting to different learning and teaching styles, creating a positive and productive environment and having effective and safe communication with students.

The ability to adapt to different learning styles is critical to meeting the individual needs of students (Dewey, 1938).

- I completely agree that adaptability is key to meeting individual students' needs and fostering their learning.

The ability to create a positive and productive learning environment is critical to fostering student motivation and performance (Hattie, 2009).

- I agree with this point as a positive and productive learning environment is essential to foster student motivation and performance.

The ability to communicate effectively with students is critical to effectively transmitting knowledge and skills (Bloom, 1956).

- I agree because experience shows that effective communication is essential to promote student learning.

10) What were the results of the contrast between the diagnostic test and the final test?

The results showed a positive and significant contrast in the students' understanding of the topics taught in class. I was able to guide myself by comparing the diagnostic test and the final test.

The final test may show significant improvement in students' understanding of key concepts compared to the diagnostic test (Hattie, 2009).

- I agree with this statement as the final test is an opportunity for students to demonstrate their understanding of key concepts, and it is common to see significant improvement in their understanding after a period of teaching and learning.

The final test may show an increase in students' confidence and motivation compared to the diagnostic test (Bandura, 1997).

- This point is real because according to what has been experienced, confidence and motivation are fundamental for learning. A final test that shows an increase in the students' confidence and motivation is a clear indicator that the teaching has been effective.

The final test may show an improvement in students' ability to apply learned concepts in practical situations compared to the diagnostic test (Bloom, 1956).

- I totally agree because experience has shown me that applying the concepts learned in practical situations is key to success in real life.

Conclusions:

- This graduation methodology is an enriching experience that allows students to apply their knowledge and skills in a real environment.

- This modality can have a great positive impact on the community, since students can provide support and resources to the student community in need.

- Community service as a teacher allows students to reflect on their own practice and develop greater awareness of their role as teachers.

Recommendations:

- It is important to receive adequate training before beginning community service as a teacher.

- It is recommended that community service as a teacher be a mandatory experience for education students, as it can have a positive impact on their training as teachers.

- It is important that students have the opportunity to reflect on their experience and receive constructive feedback.

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INFORME

ESTIMADO: Lic. Rider Mendoza Saltos, Mgs

Coordinador Carrera Pedagogía de los Idiomas

Nacionales y Extranjeros

ASUNTO: Informe de desempeño de la estudiante Nohelia

Jamileth Macías López

Es grato dirigirme a usted para expresarle un fraterno saludo y asi mismo para informarle lo siguiente:

PRIMERO: que la estudiante antes mencionada se desempeña bajo la modalidad de **TEFL IN COMMUNITY SERVICE,** desde el 08 de abril hasta el 31 de julio del 2024 (primer semestre) cumpliendo con acrisolada responsabilidad en los siguientes puntos.

1. Manejo de proceso de enseñanza y aprendizaje (PEA). - Cumpliendo a cabalidad en organización de materiales, fijar objetivos, mantener la concentración, motivación y compromiso de los estudiantes durante los periodos de clases.

2. Aporte Académico. – Es muy significativo creando en los estudiantes la atracción de un idioma que les abrirá puertas en diferentes ámbitos.

3. Actitudes docentes. – La estudiante tiene vocación y entrega en cada una de las actividades a ella encomendadas.

4. Contribución con la comunidad. – El idioma Ingles y los estudiantes de la Fase final de titulación son un gran aporte para la comunidad, ya que nos permite incentivar a los niños de nuestra comunidad a aprender un nuevo idioma que abrirá puertas de éxito.

Es todo lo que puedo certificar en honor a la verdad y para que el interesado dé el uso que creyere conveniente.

Chone, 11 de diciembre del 2024

Atentamente,

UNIDAD EDUCATIVA
Dr. Ricardo A. Abad Solórzano
Cdla. Mario Loor - Chone
AMIE. 13H04580

Ing. José Luis García Pulido, Mg. Sc.

Director (e)

INFORME

ESTIMADO: Lic. Rider Mendoza Saltos, Mgs

Coordinador Carrera Pedagogía de los Idiomas

Nacionales y Extranjeros

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Jamileth Macías López

Es grato dirigirme a usted para expresarle un fraterno saludo y asi mismo para informarle lo siguiente:

PRIMERO: que la estudiante antes mencionada se desempeña bajo la modalidad de **TEFL IN COMMUNITY SERVICE**, desde el 26 de agosto hasta el 20 de diciembre del 2024 (segundo semestre) cumpliendo con acrisolada responsabilidad en los siguientes puntos.

1. Manejo de proceso de enseñanza y aprendizaje (PEA). - Cumpliendo a cabalidad en organización de materiales, fijar objetivos, mantener la concentración, motivación y compromiso de los estudiantes durante los periodos de clases.
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Atentamente,

UNIDAD EDUCATIVA
Dr. Ricardo A. Abad Solórzano
Cdla. Mario Loor - Chone
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Director (e)

Grammar

The Colors

Form

The primary colors, red, yellow, and blue, each have their complementary secondary colors, orange, green, and violet. Secondary colors arise when two primary colors are mixed, for example red and yellow (primary) make orange (secondary).

Meaning

A primary color is one that cannot be made from a combination of any other colors. The primary colors are red, yellow, and blue. A secondary color is made by combining two primary colors. For example, the combination of the primary colors red and yellow makes the secondary color orange.

Use

We use colors when we are doing a painting, underlining or enclosing activity to give it a highlight or a nice touch.

Future Anticipated Difficulties

One of the problems that may arise in this topic is the confusion of being able to differentiate primary colors from secondary colors.

Comprehension Checking Questions

What are the primary colors?

What are the secondary colors?

Teaching Ideas

- **Coloring Pages:** Most children love to color. Coloring with crayons can actually accomplish more than one purpose. Not only can you talk with your child about the colors used to color the picture, your child is also developing important fine motor skills. You can even take this activity one step further and print out letter and number shapes for your child to color, and work on letter and number recognition at the same time.

Sources:

https://www.moma.org/collection/terms/primary-secondary-colors

https://www.greenkidcrafts.com/7-fun-ways-to-teach-colors-to-preschoolers/

https://youtu.be/SLZcWGQQsmg?si=gQ1Ednw-NaXFynvX

PRIMARY & SECONDARY COLORS
MAKE LEARNING ABOUT COLORS EASY
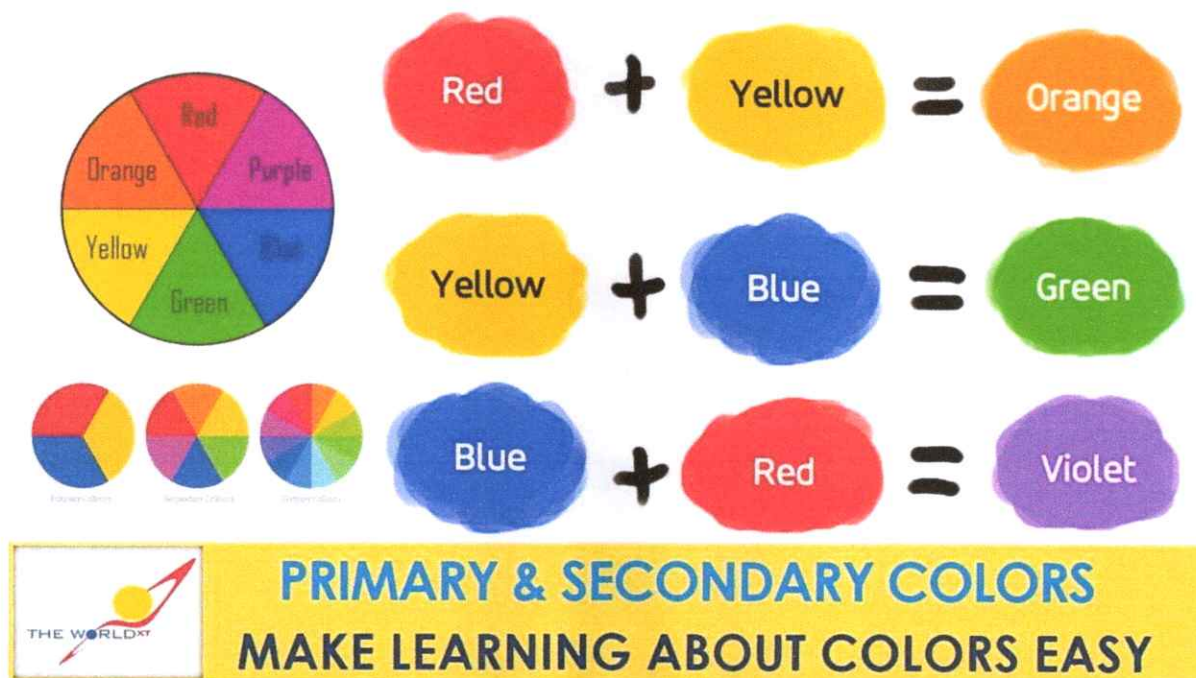
Name: _____

Primary Colours

What primary colours do you know?

⬤	⬤	⬤
Red	Yellow	Blue

Secondary Colours

Let's mix primary colours to get secondary colours.

◯ + ◯ = ◯

Red + Yellow = Orange

◯ + ◯ = ◯

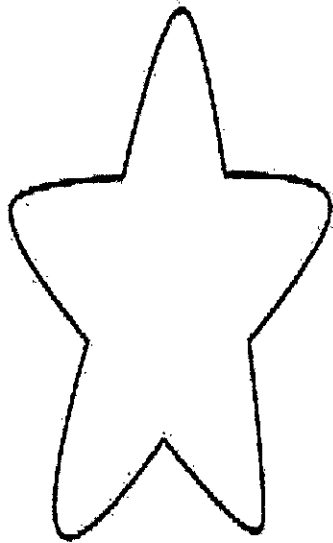Blue + Yellow = Green

◯ + ◯ = ◯
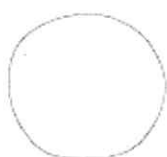
Red + Blue = Purple

Primary Colors
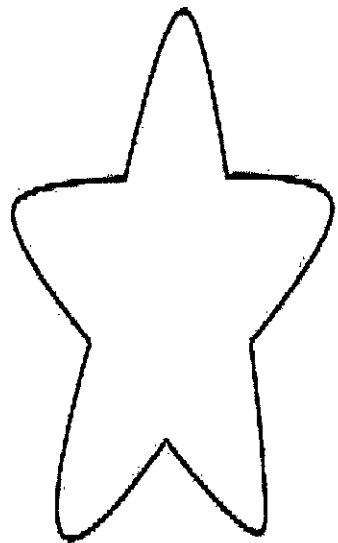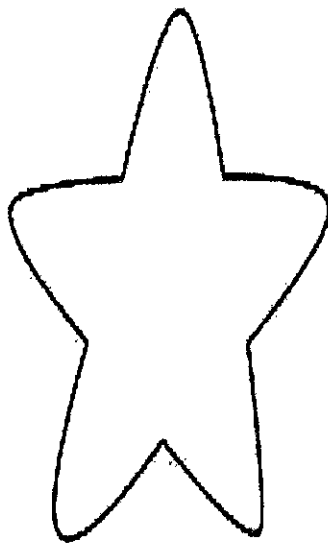
Secondary Colors
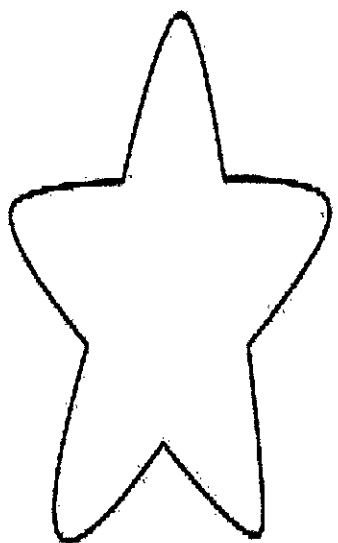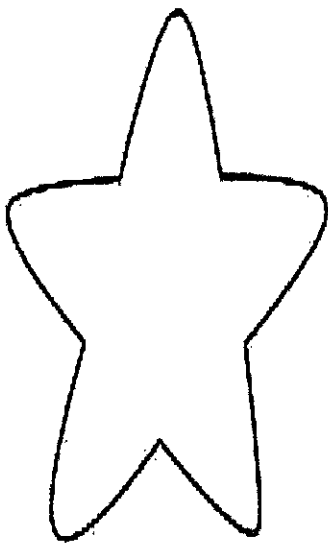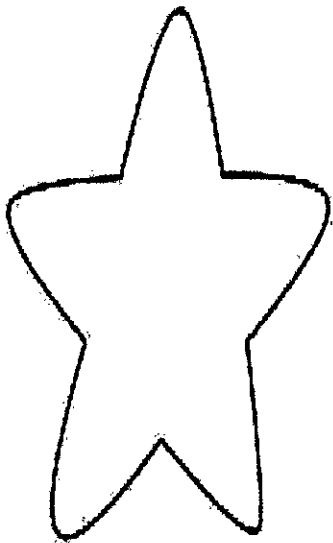
SPEAKING LESSON PLAN

HOBBIES

Name: Nohelia Macías López   **Date:** 11/07/2024   **Level:** 6th and 7th

Action points – (These are two things you are working on in your teaching)

1. Real-world scenario for fluent use activity.

2. Minimize teacher talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE vocabulary related to

hobbies **TO** describe free-

time activities **IN** a

conversation

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?

Checking students' progress by asking them questions about what has been

explained and taught to them in class.

Students can try to share ideas about what free time activities are best for fun or what

their daily hobbies are.

At the end of the class, Ss should be able to discuss free time activities/hobbies, and

I as T will supervise the Ss to check that they have understood. **Preliminary**

considerations:

   a.   **What vocabulary/grammar/information/skills do your students already**

know in relation to today's lesson?

The students have learned some fun activities to do in their free time.

I hope that students will recognize images of common types of hobbies in the lesson.

I hope Ss master how to request free-time activities by asking: "What is your favorite hobby?"

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

I think that where they could get confused or find it difficult is in learning new pastimes or in writing some of their own.

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

Helping by giving an example of a conversation with "What is your favorite hobby?" and also showing some examples of how SS should respond

Time	Framework Stage	Procedure Teacher will...	Student will...	Interaction T-S/S-S VAKT	Material Need
5 minutes	Encounter and clarify	Post pictures of some common hobbies and ask the Ss. **Do you like doing these activities? What do you like to do in your free time?**	**Predicting pictures** Look at the pictures Predict what each activity is Answer the questions	T-S	Board Picture
6minutes	Remember and internalize	Show students the gap-filling activity and the vocabulary words, then ask Ss to fill in the gaps with the appropriate pastime. **Are they going to draw or fill in the blanks?**	**Gap filling** Fill in the gaps with the right hobby.	T-S	Paper Pencil Eraser Pencil
6 minutes	Remember and internalize	Hand out worksheets with some words about hobbies at the top and ask the Ss to find the correct corresponding picture, then write it under each one **How much time do we have for this activity?**	**Matching** Match the words with the correct picture and then write in the box below the picture.	T-S	Worksheet Pencil Eraser
8 minutes	Remember and Internalize	Divide the class into groups and develop a template some questions to answer with students' personal information on how often and what they like to do in their free time. **Are you going to answer the questions or create new questions?**	**Information gap practice** Answer the questions about hobbies with collecting information.	T-S S-S	Board Pencil Eraser

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7 minutes	**Remember and internalize**	Bring questions about hobbies and Ss will work in partner to ask and answer the questions about what free-time activities are better for fun or find other enjoyable hobbies unknown in their discussion.	**Exchange statements** Ask and answer questions in pairs.	T-S S-S	Board Markets
8 minutes	**Fluently Use**	Encourage Ss to ask some questions to other classmates and exchange ideas about hobbies.	**Conversation** Ask questions to their classmates and share ideas about hobbies.	S-S	Classroom

HOBBIES

dancing

singing

working out

doing yoga

reading

playing sports

travelling

hanging out
with friends

running

writing
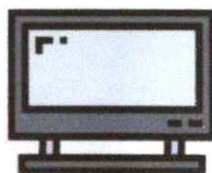
watching TV

cooking

Arche-English

Fill in the gaps with the right missing word about hobbies.

HOBBIES

Name : _____
Class : _____
Date : _____

| s | k | a | t | e | b | o | a | r | d | i | n | g |

| d | | n | c | | n | g |

| h | | r | s | | r | | d | | n | g |

| s | w | | m | m | | n | g |

| c | | c | l | | n | | g |

| j | | g | g | | n | g |

| c | l | | m | b | | n | g |

| r | | f | t | | n | g |

| f | | s | h | | n | g |

| c | | | k | | n | g |

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WORSHEET

Match the words with the correct picture.

WORSHEET

Ask your classmates what they like to do as a hobby or in their free time.

Student Name	What is your favorite hobby?

Ask and answer the questions with your partner:

> **How many hobbies do you have?**
>
> **What are your favorite hobbies?**

HOBBIES

LISTENING LESSON PLAN

Topic: Professions

Name: Nohelia Macías López   **Date:**

Level: Basic

Action Points:

1. Improve listening skills with real-world audio materials related to professions

2. Minimize teacher talking time by focusing on student-centered listening activities.

What are your Student Learning Objectives for the lesson? By the end of the lesson, SWBAT:

Show understanding of vocabulary related with professions.

By listening about description of professions.

Then tell your favorite professions.

When/How in the lesson will I check student' progress toward the above Learning objective?

What behaviors/ activities will show me whether they have mastered the material?

Listening comprehension check: students will listen to the audio in which the professions are described and will answer questions related to each profession.

Peer Discussions: Students will participate in discussions about the professions and where they work, and I will supervise these discussions to assess their understanding and vocabulary usage **Preliminary considerations:**

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

- Students have basic knowledge about professions and the place where they are performed.

b) **What aspects of the lesson do you anticipate your students might find**

c) **challenging/difficult?**

- Difficulty understanding specific details about professions.

- Struggling to use new vocabulary in context.

d) **How will you avoid and/or address these problem areas in your lesson?**

- Use audio recordings with clear and contextual information about professions that describe the place where they are performed.

- Conduct follow-up activities to reinforce understanding and use of new vocabulary

Time	Framework Stage	Procedure Teacher will...	Student will...	Interaction T-S/S-S VAKT	Material Need
5 minutes	PRE	Post pictures of some common hobbies and ask the Ss. **Do you like doing these activities? What do you like to do in your free time?**	**Predicting pictures** Look at the pictures Predict what each activity is Answer the questions	T-S	Board Picture
6minutes	EARLING DURING	Show students the gap-filling activity and the vocabulary words, then ask Ss to fill in the gaps with the appropriate pastime. **Are they going to draw or fill in the blanks?**	**Gap filling** Fill in the gaps with the right hobby.	T-S	Paper Pencil Eraser Pencil
6 minutes	MIDDLE DURING	Hand out worksheets with some words about hobbies at the top and ask the Ss to find the correct corresponding picture, then write it under each one **How much time do we have for this activity?**	**Matching** Match the words with the correct picture and then write in the box below the picture.	T-S	Worksheet Pencil Eraser
8 minutes	Remember and Internalize	Divide the class into groups and develop a template some questions to answer with students' personal information on how often and what they like to do in their free time. **Are you going to answer the questions or create new questions?**	**Information gap practice** Answer the questions about hobbies with collecting information.	T-S S-S	Board Pencil Eraser

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7 minutes	**LATER DURING**	Bring questions about hobbies and Ss will work in partner to ask and answer the questions about what free-time activities are better for fun or find other enjoyable hobbies unknown in their discussion.	**Exchange statements** Ask and answer questions in pairs.	T-S S-S	Board Markets
8 minutes	**POST**	Encourage Ss to ask some questions to other classmates and exchange ideas about hobbies.	**Conversation** Ask questions to their classmates and share ideas about hobbies.	S-S	Classroom

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Sources:

https://youtu.be/okc5P7RAzBQ?si=deSoato_ppasPKZ9

https://images.app.goo.gl/QRPBhXhwSSrdiJWR6

Doctor

Hi, I'm a doctor.

Artist

Hi, I'm an artist.

Chef

Teacher

Hi, I'm a teacher.

Dentist
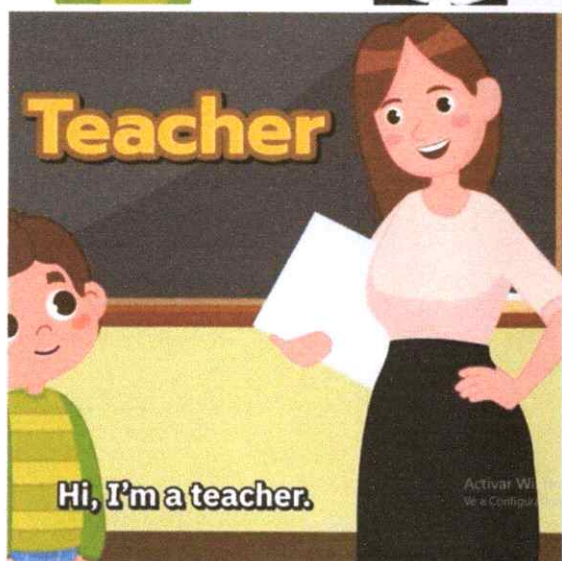
Worksheet

- List the professions in the order indicated in the video

 □

 □

 □

 □

 □

Worksheet

Fill in the blanks according to what you hear in the audio.

1. The _____ works in a hospital.

2. The teacher works in a_____ .

3. The artist works in a _____ .

4. The _____ works in a restaurant.
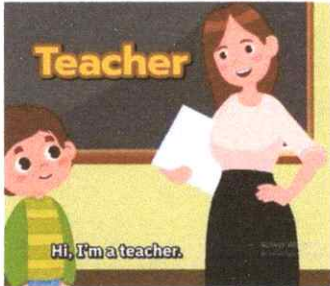
5. The _____works in a dental clinic.

READING LESSON PLAN

Name: **Date:**   **Level:** Basic

Action points – (These are two things you are working on in your teaching)

   Correctly manage the time of activities.

   Make sure materials are clear and well prepared.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of: introduce yourself using simple sentences such as " My name

is..." I'm from..." "I'm....years old"

By: Create a mind map with keywords related to personal information (name, age,

nationality, etc.).

And then: Role playing: Student A introduces himself and asks questions to Student B.

Then they exchange roles.

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?

- I will ask verification questions during activities, such as:

- How would you introduce yourself in English/Spanish?

- What questions would you ask to get to know someone else?

- I will supervise students while they perform the role plays and offer corrections

   if necessary.

Preliminary considerations:

a. What vocabulary/grammar/information/skills do your students already know in

relation to today's lesson?

- Students probably know some basic phrases like "Hello" or "What's your name?"

They may know how to identify and write their name and age.

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

- Some students may feel insecure speaking in front of their peers.

- They may have difficulty remembering proper grammatical structure.

- They may need support with the pronunciation of certain words.

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

- Create a safe and motivating environment where mistakes are seen as part of learning.

- Provide clear examples and repetition to consolidate key structures.

- Offer visual guides such as vocabulary cards or model sentences.

Time	Framework Stage	Procedure Teacher will...	Procedure Students will...	Interaction T-S/S-S VAKT	Materials Needed
5 minutes	**Pre**	T begins with a short introduction. Ss give ideas about the type of information that is usually included in introductions (name, age, country, hobbies). **What information do you usually share when you meet someone new? Do you find it easy to introduce yourself? Why or why not?**	Ss share their ideas with the rest of the class.	T-S	None
6 minutes	**Early during**	Distribute a worksheet with examples of personal introductions. Guide students to identify key elements in the examples (e.g., "My name is ___, I am ___ years old, I like ___"). Ask comprehension questions: **Is the information clear and complete?**	Ss reads the examples and discusses them in class.	T-S S-S	Worksheet Pencil Eraser
6 minutes	**Middle during 1**	T explains the activity where Ss write a short introduction for a fictional character (name, age, hobbies, country). Provide opening statements as prompts: **Hello, my name is ___. I am ___ years old.**	Ss write a brief introduction following the instructions and then share it in class	T-S S-S	Paper Pencil Eraser

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6 minutes	**Middle during 2**	T explains the following task: Ask: **Are we organizing sentences into paragraphs or just lines?**	Order the sentences correctly	T-S S-S	Worksheet Pencil Eraser
7 minutes	**Later during 1**	T encourage students to fill in missing words from a self-introduction (e.g., "My___is Nohelia. I am ___ years old"). Ask: **Are we going to match words or write them in the blanks?**	Ss must complete the exercise set out in the worksheet.	T-S S-S	Worksheet Pencil Eraser
7 minutes	**Later During 2**	T explains the activity based on an example of a personal presentation. Ask: **How much time do we have for this activity?**	Ss must listen and read to identify whether the statements are True (T) or False (F).	T-S S-S	Worksheet Pencil Eraser
7 minutes	**Final during**	T guides Ss to create a paragraph with elements for their own presentation.	Ss creates a paragraph, including elements such as name, age, hobbies, and country.	T-S S-S	Paper Pencil Eraser
6 minutes	**Post**	T organizes a role-play presentation in which students practice how to introduce themselves.	Ss use vocabulary and sentence structures practiced in class to develop the introductory paragraph.	T-S S-S	Paper Pencil Eraser

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Let Me Introduce Myself

- Hi, my name is …

- I come from … (country)

- I live in … (city)

- I'm … (age)

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- There are … people in my family. They are …

- I'm a student at …

- My major is … (majors)

- My favorite subject is … (subjects)

- My hobbies are …

Sports

- Volleyball
- Cycling
- Badminton
- Running
- Tennis
- Fishing
- Yoga
- …

Jobs

- Teacher
- Builder
- Nurse
- Engineer
- Secretary
- Waiter
- Manager
- Doctor
- Cleaner
- …

Let me introduce myself

1. Hi, my name is _____.
2. I am _____ years old.
3. My birthday is on _____.
4. I am from _____.(country)
5. I live in _____.(city)
6. There are _____ people in my family.
7. They are _____.
8. My father is a/an _____.
9. My mother is a/an _____.
10. I am a student at _____.
11. My favorite subject is _____.
12. My favorite sport is _____.
13. I want to become a _____.
14. My hobby is _____.
15. My favorite food is _____.
16. My favorite drink is _____.
17. My favorite day of the week is _____.
18. I like _____ movies.
19. My favorite month is _____.
20. The most beautiful place in my country is _____.

WRITING LESSON PLAN

Topic: Describing your favorite place

Name: **Date:**

Level: Intermediate

Action Points:

1. Develop writing skills focused on describing a favorite place using sensory details and descriptive vocabulary.

2. Minimize teacher talk time by prioritizing student-centered writing activities.

Activities.

Student Learning Objectives:

By the end of the lesson, SWAT:

Use vocabulary related to the description of places.

Write a well-structured paragraph describing your favorite place.

Incorporate sensory details, descriptive vocabulary and transition words to make your writing clear and coherent.

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

I will review students' progress by analyzing their written paragraphs, paying attention to use of appropriate vocabulary, organization of ideas, and clarity.

I will monitor your participation in peer review activities and provide constructive feedback on your drafts.

Preliminary Considerations:

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

- Students have basic knowledge of descriptive adjectives such as beautiful, crowded, peaceful, and simple sentence structures.

- They are familiar with transition words like first, next, finally.

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

- Difficulty including enough sensory details in their descriptions.

- Problems organizing ideas logically and fluidly.

- Inconsistent use of descriptive vocabulary.

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

- Provide clear examples of well-structured paragraphs that include sensory details and descriptive vocabulary.

- Conduct guided writing activities where students can practice organizing ideas and using descriptive words with teacher support.

- Provide vocabulary lists and concept maps to help generate ideas.

| Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Preparation	T invites his students to say what their favorite place is	**Brainstorming** Ss go to the board to share their favorite places	T-S	Board Markers
10 minutes	Dratting	T shares an image with his students to show in class to be completed by students.	**Writing.** Ss complete the postcards describing the place and the necessary information requested	T-S	Images Worksheet Board Markers
10 minutes	Revising	T hands out the worksheet to Ss to complete in pairs using the following symbols. + Very nice ▲ Verb error ⊘ Wrong word	**Peer editing.** Ss reads the activities and must mark the corrections with the requested symbols	T-S	Worksheet Pencil Eraser
10 minutes	Editing	T asks the Ss to hand in the worksheets to correct the errors	**Editing.** Ss must correct the errors that were found in the correction of couples.	T-S S-S	Paper Pencil Eraser

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10 minutes	Extension	T asks Ss to write a short paragraph about their favourite place and then share it with the rest of the class.	**Exchanging.** Ss write and share their ideas with their classmates.	T-S S-S	Paper Board Pencil Eraser

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Store

Drugstore
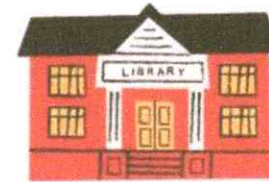
Library

Hospital

School

Mall

Restaurant

Coffee Shop

Stadium

www.comodigo.com.mx

Adjetivos descriptivos en inglés

Lista de adjetivos descriptivos

Abrasive	Boastful	Complacent	Dull	Funny
Abrupt	Boisterous	Content	Eager	Fuzzy
Acidic	Bossy	Courageous	Elegant	Glaring
Adorable	Bouncy	Cranky	Elusive	Glittering
Agitated	Breezy	Crazy	Embarrassed	Gloomy
Agreeable	Brilliant	Crisp	Energetic	Good-natured
Ancient	Bubbly	Curly	Enthusiastic	Gorgeous
Appealing	Bumpy	Damp	Fake	Graceful
Apprehensive	Callous	Dangerous	Fanciful	Grumpy
Arid	Captivating	Dark	Fantastic	Gusty
Artistic	Cheerful	Delightful	Flaky	Hardy
Audacious	Chilly	Demanding	Flimsy	Harsh
Awkward	Chubby	Dense	Foul	Hateful
Bewildered	Classical	Dim	Fragrant	Healthy
Bland	Cloudy	Disgusting	Frantic	Heavy
Blaring	Coarse	Distorted	Freakish	Hilarious
Blissful	Colorful	Dramatic	Frosty	Hoarse

Worksheet

WRITE A PARAGRAPH DESCRIBING YOUR FAVORITE PLACE.

_____

_____

_____

_____

_____

_____

_____