



**DIRECCIÓN DE PROYECCIÓN SOCIAL
FACULTAD DE CIENCIAS Y HUMANIDADES**

**CARRERA
PROFESORADO EN IDIOMA INGLÉS**

NOMBRE DE LA MEMORIA:
CURSO DE INGLÉS EN COMPLEJO BENÉFICO-SOCIAL "LILLIAM
HASBUN DE BATÁRSE" CON COFRADIA DAMAS GUADALUPANAS

RESPONSABLES:	
EDITH MARIELOS MARAVILLA GAITAN	U20201150
YENIFER DALICIA YANES VINAJERO	U20201146

CICLO:
01-2024

LUGAR Y FECHA DE ENTREGA:
CIUDAD UNIVERSITARIA UNIVO, QUELEPA, 22 DE ENERO DE 2023.

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1. INTRODUCCIÓN

A través de actividades lúdicas y dinámicas, exploramos el idioma de manera interactiva, fomentando la participación activa y el disfrute del aprendizaje. Con un enfoque creativo, nuestro objetivo es no solo enseñar inglés, sino también cultivar el amor por el idioma, estableciendo bases sólidas para un futuro de comunicación efectiva y confianza lingüística.

El presente proyecto está orientado al desarrollo de las habilidades lingüísticas del idioma inglés desde el nivel básico al intermedio, el idioma ingles trae muchas oportunidades de superación, por esta razón, surge este proyecto que ofrecerá la oportunidad de aprender y mejorar la vida de muchos niños y jóvenes, por lo cual, el curso desarrollado en asociación con Cofradía Damas Guadalupanas está enfocado en satisfacer las necesidades de los estudiantes para lograr un aprendizaje significativo, aplicando estrategias innovadoras que mantengan el interés de los educandos en aprender y reforzar los conocimientos en el Idioma Ingles.

2. DESARROLLO

Durante la ejecución del proyecto se realizaron las siguientes actividades:

- ✓ **Simple greting /courtesy expressions.** En este tema se realizó una actividad de lectura, una sopa de letras y completar oraciones, donde ellos lograron aplicar el vocabulario estudiado.
- ✓ **Classroom objects.** En este tema se realizó una actividad de colocar las imágenes de acuerdo al nombre del objeto, juego de preguntas y respuestas y completar oraciones usando preposiciones de lugar.
- ✓ **Family members.** En este tema se realizaron las siguientes actividades: completar oraciones, sopa de letras y elaborar un árbol genealógico de su familia y clasificar el vocabulario.

- ✓ **Mood, emotions and physical description.** En este tema se realizaron las siguientes actividades: los alumnos identificaron las emociones y sentimientos mediante imágenes, imitaron las emociones de un video, ordenaron correctamente el vocabulario y respondieron un cuestionario sobre sus emociones.
- ✓ **Jobs and occupations.** En este tema se realizaron las siguientes actividades: un crucigrama, sopa de letras, adivinanzas y una breve descripción de su trabajo ideal.
- ✓ **Clothing and accessories.** En este tema se realizaron las siguientes actividades: un crucigrama, completar oraciones usando los pronombres personales y el verb to be y describieron su vestimenta y la vestimenta de un compañero.
- ✓ **Dates month/day/year.** En este tema se realizaron las siguientes actividades: clasificación de los días, meses y estaciones del año, escribir los meses del año en el orden correcto, aprendieron a escribir correctamente las fechas usando el vocabulario y los números ordinales.
- ✓ **Holidays and birthday.** En este tema se realizaron las siguientes actividades: hicieron ejercicios de lectura para responder las interrogantes, relacionaron las fechas con las festividades correspondientes, relacionaron la festividad con su descripción y elaboraron su propia invitación de cumpleaños.
- ✓ **Telling the time.** En este tema se realizaron las siguientes actividades: relacionar la hora en números con su escritura y viceversa, escribir la hora que indica el reloj y viceversa y un juego donde los alumnos tenían que decir la hora digital o análoga.
- ✓ **Describing peoples.** En este tema se realizaron las siguientes actividades: relacionar la imagen con las descripciones, completaron oraciones e hicieron su propia descripción y la descripción de un compañero.
- ✓ **Expressions to make/accept and refuse invitations.** En este tema se realizaron las siguientes actividades: responder las interrogantes de

acuerdo a los ejemplos de invitaciones, falso y verdadero, identificar expresiones para rechazar, aceptar y hacer invitaciones.

- ✓ **Directions in the city.** En este tema se realizaron las siguientes actividades: responder las preguntas sobre las direcciones de acuerdo al mapa, relacionar el vocabulario con las imágenes, escribieron direcciones de cómo llegar a sus casas.
- ✓ **Thanksgiving day:** En este tema se realizaron las siguientes actividades: conocer la historia del thanksgiving, completar oraciones, responder preguntas de acuerdo a la lectura y escribieron un discurso sobre porque agradecían.
- ✓ **Healthy food.** En este tema se realizaron las siguientes actividades: identificaron la comida saludable, sopa de letras, respondieron preguntas sobre la lectura de alimentos saludables, explicaron por qué algunos hábitos son saludables y cuales no son saludables.

3. LOGROS ALCANZADOS

1. Los estudiantes adquirieron nuevo vocabulario y estructuras gramaticales.
2. Uso de herramientas tecnológicas que promueven el aprendizaje del idioma.
3. Se fomentó el interés por la lectura para mejorar la comprensión y escritura de textos.
4. Realización actividades que promovieron la participación de los estudiantes en diálogos, adivinanzas, descripción de textos e imágenes y descripciones personales.
5. Discusiones de temas de interés personal.
6. Prácticas efectivas de listening para una mejor comprensión e identificación de vocabulario al escuchar.

4. LOGROS EN CUANTO A LA FORMACIÓN PROFESIONAL

Como estudiantes de profesorado en idioma inglés, no habíamos tenido la oportunidad de trabajar con niño, niñas y adolescentes de diferentes edades en una misma aula, lo cual fue un reto que asumimos para poder mejorar nuestras

habilidades de enseñanza y aprendizaje; en este proyecto tuvimos muchas experiencias gratificantes donde aprendimos a trabajar en equipo nosotras como instructoras y con la institución; para tratar de suplir las necesidades de cada estudiante, así como a atender las diferentes dificultades que presentaron cada estudiantes.

Para nosotras esta fue una gran experiencia, tanto para nuestro crecimiento profesional como personal porque tuvimos un acercamiento directo con los alumnos conociendo detalladamente sus debilidades y obstáculos que ellos fueron presentando para el aprendizaje del idioma.

5. LIMITACIONES ENCONTRADAS

No se presentaron dificultades o limitaciones para la realización efectiva del proyecto. Se debe destacar el apoyo brindado por parte de la institución donde se realizó el proyecto, ya que desde el inicio se tuvo el apoyo, aceptación y disponibilidad del salón y mobiliario necesario donde se impartían las clases. Así como también apoyo con ciertos materiales como copias o papel bond.

6. CONCLUSIONES:

En conclusión, este documento destaca la importancia de ofrecer cursos de inglés diseñados específicamente para niños y jóvenes, reconociendo la influencia positiva que tienen en su desarrollo académico y personal. A través de enfoques pedagógicos innovadores y materiales adaptados, estos cursos no solo fomentan el dominio del idioma, sino también el interés y la confianza en el aprendizaje. La inversión en la educación lingüística temprana contribuye significativamente a preparar a los estudiantes para un mundo globalizado y fortalece sus habilidades comunicativas esenciales para el futuro.

En resumen, este documento respalda la eficacia sobresaliente del curso de inglés para niños y jóvenes, donde el 100% de los logros establecidos fueron alcanzados con éxito. Los resultados tangibles reflejan no solo la calidad del programa, sino también el compromiso y el progreso notable de los estudiantes.

Este éxito no solo fortalece la credibilidad del curso, sino que subraya la importancia de invertir en programas educativos que no solo cumplan, sino que superen las expectativas, allanando el camino para un futuro académico y profesional más brillante para los participantes.

7. RECOMENDACIONES:

- Mayor divulgación del desarrollo de los cursos en sus instalaciones.
- Apoyo a los instructores con material didáctico para desarrollar las clases.
- Pronta respuesta a la documentación que la directora debe firmar y sellar a los instructores.

8. LUGAR Y FECHA DE EJECUCIÓN DEL PROYECTO:

Nombre de la institución: Complejo Benéfico-Social "Lilliam Hasbun de Batarse"

Dirección: 12° Calle Oriente y 6° Avenida Norte, Barrio La Cruz, San Miguel.

Teléfono: 2613-6249

Persona Responsable de supervisar al estudiante en la institución: Lilliam Hasbun de Batarse.

Periodo: 12/08/2023 al 16/12/2023

9. DATOS DE LA ACTIVIDAD MEDIO AMBIENTAL:



SERVICIO SOCIAL ESTUDIANTIL

ACTIVIDAD MEDIO AMBIENTAL

FACULTAD: Ciencias y Humanidades

CARRERA: Profesorado en Idioma Ingles.

NOMBRE DEL ESTUDIANTE: Edith Marielos Maravilla Gaitán

CÓDIGO: U20201150

NOMBRE DEL PROYECTO: reforestación en Cantón El Jocotillo, Mercedes Umaña.

LUGAR DE EJECUCIÓN DEL PROYECTO: Cantón El Jocotillo, Mercedes Umaña, Usulután.

FECHA: 10 de enero 2024.

ALIANZA: Vivero Municipal de Mercedes Umaña.

JUSTIFICACIÓN: La reforestación es esencial para combatir la deforestación, conservar la biodiversidad, proteger cuencas hidrográficas y mitigar el cambio climático al absorber carbono. Además, promueve la educación ambiental y fomenta el involucramiento comunitario, generando beneficios a largo plazo para el medio ambiente y las comunidades locales.

MATERIALES: cinco arboles (3 de Mango, 1 de aguacate ,1 de limón) Pala, barra, guacal, agua.

RECURSOS HUMANOS: Habitante de Cantón El Jocotillo, Mercedes Umaña, Usulután.





**DIRECCIÓN DE PROYECCIÓN SOCIAL
SERVICIO SOCIAL ESTUDIANTIL**

ACTIVIDAD AMBIENTAL (Artículo 39 Ley de Medio ambiente)

FACULTAD: Ciencias y Humanidades

CARRERA: Profesorado en Idioma Ingles

NOMBRE DEL ESTUDIANTE: Yenifer Dalicia Yanes Vinajero.

CÓDIGO: U20201146

NOMBRE DEL PROYECTO: Reforestación en Ciudad Pacifica, San Miguel.

LUGAR DE EJECUCIÓN DEL PROYECTO: Ciudad Pacifica, San Miguel.

FECHA: 15 de enero de 2024.

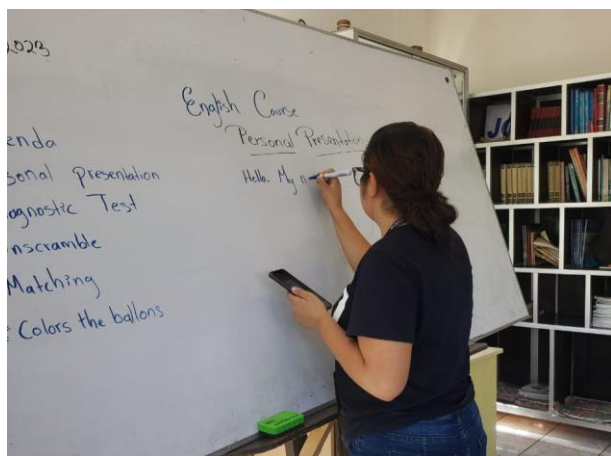
JUSTIFICACIÓN: A causa de la gran problemática de deforestación por diversas razones (agricultura, construcciones, etc.) es importante y de gran beneficio para la población sembrar árboles en sus comunidades, ya que, proporcionan sombra y contribuyen a la regulación térmica, ayudando a reducir las temperaturas locales. Además, fomenta la biodiversidad y mejora la calidad del aire, beneficiando la salud humana y el equilibrio del ecosistema. En este caso son árboles frutales que beneficiaran con frutas saludables y frescas, así como también, contribuyen positivamente al medio ambiente, a la seguridad alimentaria y ofreciendo opciones nutritivas a la comunidad.

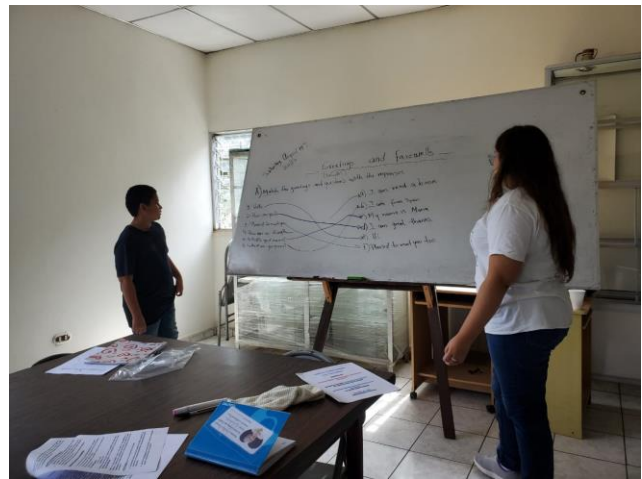
MATERIALES: Cinco árboles frutales (dos de mango, dos de aguacate y uno de papaya). Pala, barra, guacal, agua.

RECURSOS HUMANOS: Habitantes de la Ciudad Pacifica, San Miguel.



10. ANEXSOS





Tests:

COMPLEJO BENÉFICO-SOCIAL "LILLIAM HASBUN DE BATÁRSE"

Final test corresponding to the 1ST period 2022. English Course.

Teachers:

Student's name: _____ Date: _____

General instructions: Read the indications below carefully and complete the exercises using blue or black ink. This test is the 30%.

1. Write in each box the greetings and farewells correctly.

Good morning / See you tomorrow / See you soon / Good afternoon / How are you all?
See you then / Good evening / Hello / What's up? / Hey! / Take care
How's it going? / How are you? / Good-bye / Bye / Good night / See you later

Greetings	Farewells

2. Read and match the followings classroom objects.



What's this?

It's a ruler.



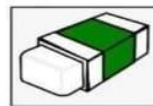
What's this?



What's this?



What's this?



What's this?



What's this?



What's this?



What's this?



What's this?



What's this?

It's a ruler.	It's a pen.	It's a book.	It's a desk.	It's a chair.
It's a pencil.	It's a notebook.	It's a pencil case.	It's a bag.	It's a rubber.

3. Choose the correct words from the list and write them with the correct sentences.

Lisa
 Mark
 Jord
 Lila
 Jet
 June
 Luca
 Lusi
 me
 Jedai

grandmother
 mother
 sister
 brother
 parents
 cousin
 aunt
 uncle
 father
 grandfather

1. Jord and Lila are my.....
2. Jord is my.....
3. Lila is my.....
4. Lisa is my.....
5. Mark is my.....
6. Jet is my.....
7. June is my.....
8. Jedai is my.....
9. Luca is my.....
10. Lusi is my.....

4. Look at the picture and write the correct feeling.

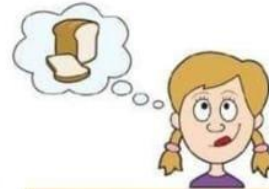
happy hungry sad tired thirsty scared angry



I'm _____.



I'm _____.



I'm _____.



I'm _____.



I'm _____.



I'm _____.



I'm _____.

5. Find the feelings in the wordsearch.

happy

hungry

sad

thirsty

A	N	G	R	Y	Y	L	Y	D	B
K	D	V	T	D	G	M	E	W	M
L	S	L	H	T	C	R	U	L	Q
Z	A	N	I	N	A	Y	C	P	O
Y	D	Y	R	C	V	D	Q	A	F
H	W	Y	S	T	I	R	E	D	N
T	Z	W	T	L	F	W	Z	U	K
F	J	L	Y	H	W	U	C	C	D
Y	E	B	P	H	A	P	P	Y	X
K	I	H	U	N	G	R	Y	J	V

tired

angry

scared

6. Look at the picture and write the correct number in the followings jobs and occupations. Then, match the workers and their job.



..... police officer

can drive a bus

..... postman

can fix cars

..... doctor

can give some medicine

..... teacher

can put out fire

..... nurse

can heal sick people

..... bus driver

can control the traffic

..... fire fighter

can deliver letters

..... mechanic

can teach students

COMPLEJO BENÉFICO-SOCIAL "LILLIAM HASBUN DE BATÁRSE"

Final test corresponding to the 2nd period 2023. English Course.

Teachers:

Student's name: _____ Date: _____

General instructions: Read the indications below carefully and complete the exercises using blue or black ink. This test is the 30%.

1. Chosse the correct option. Look carefully the picture.

1 	2 	3 	4 
a) shirt b) skirt c) glasses d) jacket	a) hat b) watch c) trainers d) t-shirt	a) dress b) trousers c) coat d) shorts	a) shoes b) jeans c) bag d) sweater
5 	6 	7 	8 
a) coat b) watch c) dress d) shorts	a) shoes b) skirt c) trousers d) trainers	a) t-shirt b) shirt c) glasses d) sweater	a) hat b) jeans c) bag d) jacket
9 	10 	11 	12 
a) coat b) shoes c) trousers d) sweater	a) skirt b) bag c) shirt d) trainers	a) jeans b) dress c) jacket d) watch	a) t-shirt b) hat c) glasses d) shorts
13 	14 	15 	16 
a) t-shirt b) jacket c) hat d) watch	a) skirt b) dress c) sweater d) glasses	a) jeans b) shoes c) trousers d) shorts	a) coat b) trainers c) shirt d) bag

2. Write the days of the week in order.

What day is it today? _____

What day is it tomorrow? _____

What day was it yesterday? _____

Can you write the months of the year in the correct order?

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____
11. _____	12. _____

3. Complete each definition by using the correct holiday.



Worksheet Holidays



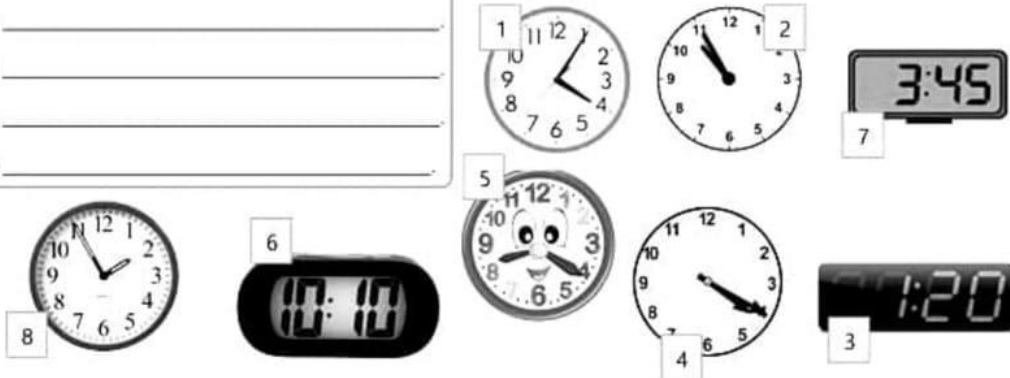
INSTRUCTIONS: Complete each definition by using the correct holiday.

1. Christmas Valentine's Day is an annual festival commemorating the birth of Jesus Christ.
2. Independence Day Easter is a festival and holiday commemorating the resurrection of Jesus from the death.
3. New Year's Day Mother's Day is a national holiday celebrated on January 1st, the first day of the New Year. This holiday is often marked by fireworks.
4. Thanksgiving Valentine's Day is an annual festival to celebrate romantic love, friendship, and admiration.
5. Easter Thanksgiving it is a holiday in United States, during this celebration people eat turkey, potatoes, corn, and more. They eat together thanking God for all the blessings.

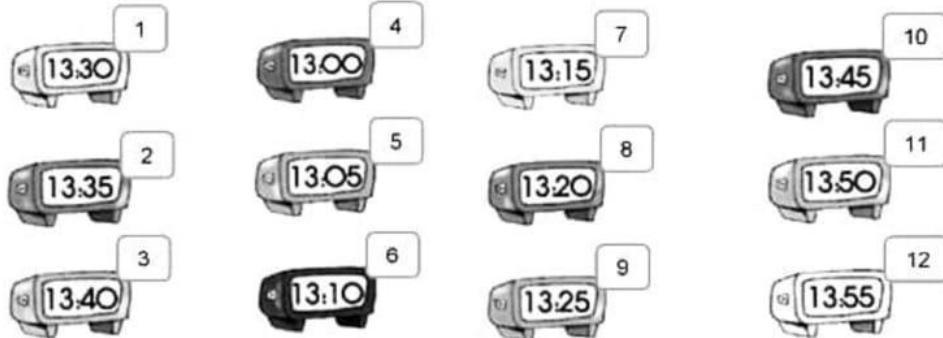
4. What time is it?

Tell me the time. Look at the pictures.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____



Match the clocks with the time.



One O' clock	Ten past one	Quarter to two
Half past one	Twenty to two	Ten to two
Five past one	Quarter past one	Twenty-Five to two
Twenty-Five past One	Twenty past one	Five to two

5. Put the words below into the correct column

medium build	blonde	spiky	shirt	jeans
tall	fat	long	sweater	slim
well-built	curly	wavy	trousers	shorts

Body	Hair	Clothes

6. Fill in the blank with **is** or **has**.

1. He _____ short and thin.
2. She _____ long hair.
3. She _____ wearing a white shirt and jeans.
4. He _____ tall and well-built.
5. He _____ spiky hair.
6. She _____ curly hair.
7. He _____ wearing a sweater and shorts.
8. She _____ wearing a dress.
9. She _____ tall and slim.
10. He _____ bald.

7. Draw yourself and write a brief description.



COMPLEJO BENÉFICO-SOCIAL "LILLIAM HASBUN DE BATÁRSE"

Final test corresponding to the 2nd period 2023. English Course.

Teachers:

Student's name: _____ Date: _____

Part I:

Instructions: Choose a, b and c fill in front of the items correctly.

a. Accepting invitations ตอบรับ

b. Refusing invitations ตอบปฏิเสธ







c. Making invitations เชิญ

	1. Thank you, but I'm having a meeting.
	2. Can you come and join our party?
	3. Certainly, that sounds great.
	4. Would you like to join us on Thursday 15 th ?
	5. We would like to invite you tonight for dinner.
	6. I'm afraid I can't. I have another plans.
	7. Thank you very much.
	8. Thanks, I won't be able to make it then.
	9. What about going out for lunch?
	10. Would you like to come with us on my birthday party?

Part II:

A. Match the direction phrases to the signs.

go straight at the junction turn right cross the street
at the traffic lights turn left

		
1.	2.	3.
		
4.	5.	6.

B. Match the sentence halves together to make directions.

- | | |
|------------------------------------|-------------------------------------|
| 1. Stop at | a. right at the next junction. |
| 2. Turn | b. straight. |
| 3. Cross | c. left instead. |
| 4. The park is just past the | d. the street to get to the school. |
| 5. At the junction, go | e. the traffic lights. |
| 6. Don't turn right, turn | f. library. It's not far. |



C. Complete the directions using the vocabulary from Exercise A.

To get to the pet shop, exit the train station and (1) straight for 500 meters.
(2) the street at the junction. At the next (3)..... lights,
(4) right. Continue on this street for one kilometer. At the (5)
(6) left. The pet shop is on the right.

Part III:

Thanksgiving Word Scramble

Instructions: Unscramble the letters to find the words from the list below.

m u k i p n p	_ _ _ _ _
l a f l	_ _ _ _
v s t a h e r	_ _ _ _ _
n r c o	_ _ _ _
m i a l y f	_ _ _ _ _
h u t n a f l k	_ _ _ _ _
r e a a p d	_ _ _ _ _
e s t a f	_ _ _ _ _
e r u t k y	_ _ _ _ _
i m g l r p i s	_ _ _ _ _

Word List

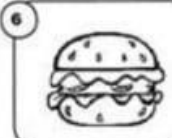




corn	parade
fall	pilgrims
family	pumpkin
feast	thankful
harvest	turkey



Part IV:

Vocabulary Worksheet – Electronics

Match words and pictures

meat	<input type="checkbox"/>	1 	2 	3 
apple	<input type="checkbox"/>	4 	5 	6 
sandwich	<input type="checkbox"/>	7 	8 	9 
milk	<input type="checkbox"/>	10 	11 	12 
cheese	<input type="checkbox"/>	13 	14 	15 
coffee	<input type="checkbox"/>	16 	17 	18 
hamburger	<input type="checkbox"/>			
butter	<input type="checkbox"/>			
egg	<input type="checkbox"/>			
cake	<input type="checkbox"/>			
beans	<input type="checkbox"/>			
chicken	<input type="checkbox"/>			
juice	<input type="checkbox"/>			
pasta	<input type="checkbox"/>			
bread	<input type="checkbox"/>			
fish	<input type="checkbox"/>			
orange	<input type="checkbox"/>			
salad	<input type="checkbox"/>			

Write the words (more than 1 answer possible)

1. Fruits:
2. Party foods:
3. Drinks:
4. Health foods:

Teacher: Edith Marielos Maravilla Gaitán. Yenifer Dalicia Yanes Vinajero.		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batarse”	Date: December 09th, 2023			
		Topic: Healthy food.	Subject: English			
Specific Objective: By the end of this class, students will be able to identify healthy foods from readings or any other input, correctly classify foods, find the vocabulary in a word search, answer questions from readings on the topic and give a brief explanation of why some foods are unhealthy.						
Time		Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
180 min	Procedure/ Step include what both the students and teacher will /might do/ say.					
20	WARM-UP Listening.	Warm up: Let’s listen to each story twice, decided which meal is being described. Write the letter of the answer in the box.	Diagnostic Previous knowledge	T-S	Video Pc	Activates their attention
30	PRESENTATION:	Presentation:	Progressive	T-S		-Correctly pronounce and

min	Vocabulary	The teacher practices with the students is vocabulary making them repeat. Students then underline the names of the foods that appear in the picture of the kitchen in their worksheets	-Attention - Participati on Pronunciati on		Worksheet Pelcil	identify vocabulary words -Recognizes the food that appear in the Workshee
40 min	PRACTICE: Reading	Practice: students read a list of different foods, then Students rate the food according to its type, topics the section of seafood, drinks, meats, fruits, vegetables, seeds, breads and flours and dairy. they complete each box with the corresponding food	-Attention - Participati on Comprehen sion Spelling Reading Comprehen sion	T-S	Reading Pencil	-Identifies in the reading the name of the name of food . - Correctly applies the imformation previously read.
50	PRODUCTION: Writing	Production: Students read a paragraph about different foods and must underline	Summative	S	Workbook Pencil	-Identify the name of the different foods and to which

20	WRAP-UP: Shopping list	all the food names that are in the paragraph. Students will write a short speech about why some foods are unhealthy, they must use the vocabulary and present it to the whole class. Wrap-up: Each student must ask three of their classmates what they separate tonight, and they must write the ingredients that they will need to prepare their dinner and write them in the box that the workbook shows us.	- Participati on -Motivation Coherence Pronunciati on Participati on Motivacion Spelling	T-S	notebook Pencil	sections they correspond. Express clearly the names of foods and the ingredients.
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SCHOOL OF ARTS AND SCIENCES

English Department

Teacher: Edith Marielos Maravilla Gaitán. Yenifer Dalicia Yanes Vinajero.		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batárse”	Date: August 19th, 2023			
		Topic: Greetings and leave-takings.	Subject: English			
Specific Objective: By the end of this class students will be able to identify formal and informal greetings according to the social situation and people he/she is facing at that moment.						
Time		Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
180 min	Procedure/ Step include what both the students and teacher will /might do/ say.					
20	WARM-UP Right or grown! I will show they some flashcards with formal and informal greetings, in order to identify if it is correct or not	Warm up: T. shows S.s some flashcards in order to S. s identify the correct greeting if it's formal or informal.	Diagnostic Previous knowledge	T-S	Printed flashcards	-Activates their attention
30						

40	<p>PRESENTATION: Present vocabulary: Hello, Hey! Good morning, What's new, Howdy!How's life! Good to see you. What's up? I will write these sentences on the board, then we will classify them if they are formal or informal. -Simple present: I will explain the use and usage</p>	<p>T. gives vocabulary related to the topic.</p> <p>T. explains the grammar point</p>	<p>-Attention</p> <p>-</p> <p>Participati on</p>	T-S	<p>-Whiteboard</p> <p>-Markers</p>	<p>-Identifies the vocabulary.</p> <p>-Recognizes the use of the grammar pattern.</p>
	<p>PRACTICE: Reading activity</p> <p>This activity is in the textbook, it's about three students.</p> <p>Wordseach</p>	<p>T. asks S.s to read some examples in order to listen and identify vocabulary use in a short conversation and find the vocabulary in the wordsearch.</p>	<p>Progressive</p> <p>-Accuracy</p> <p>-</p> <p>Pronunciati on</p>	T-S	<p>-worksheeet</p> <p>-Pencil</p>	<p>Identifies vocabulary in the conversation.</p>
50	<p>PRODUCTION: Worksheet exercises Complete the sentences</p>		<p>Summative</p> <p>-Spelling</p> <p>-Accuracy</p>	S	<p>-Textbook</p>	

20	<p>Students must do all the exercises that are in the worksheet</p> <p>WRAP-UP:</p> <p>Let's go to write</p> <p>I will ask them what new words they learned then they will have to write them in their notebook and finally they will read them aloud,</p>	<p>S.s make all the exercises in their textbook in order to apply the knowledge acquired in class</p> <p>T. asks S.s to write in their notebooks words that they have learned</p>	<p>-Coherence</p> <p>- Participati on</p> <p>-Motivation</p> <p>- Pronunciati on</p>	T-S	<p>-Pencil</p> <p>-Notebook</p> <p>-Pencil</p>	<p>-Applies the information correctly</p> <p>-Activates knowledge received during the class</p>
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Teacher: Edith Marielos Maravilla Gaitán. Yenifer Dalicia Yanes Vinajero.		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batarse”	Date: November 11th, 2023			
		Topic: Expressions to make/accept and refuse invitations	Subject: English			
Specific Objective: By the end of this class students will be able to identify formal and informal invitations and accept / reject invitations formally and informally.						
Time		Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
180 min	Procedure/ Step include what both the students and teacher will /might do/ say.					
20	WARM-UP Q&A In the first step I will ask them what types of events they carry out in their city, the students must answer the question. In the second question, the students will answer yes or no and why, for example: I do attend weddings	Warm up: T. asks S.s to answer questions related to events which take place in their city/town and write the answers to the following questions:	Diagnostic Previous knowledge	T-S	-	Activates their attention

30	<p>because I like to see the bride's dress, the decoration, etc.</p> <p>PRESENTATION:</p> <p>-Present vocabulary: Would you like to?, I'd very much like you to, Why don't you come to?, How about going to?, I'll be there, I'd like to but, Sorry I can't, That's very kind of you. I will ask them if they know these expressions and their meaning in Spanish. If in case they do not know them, I must translate the expressions so that they can understand them.</p> <p>-Use of would I will explain this grammatical point, when you should use it, how to use it and together we will make some examples</p>	<p>What kind of social events take place in your city/town?</p> <p>Do you like attending these events?</p> <p>T. shows vocabulary related to the topic.</p> <p>T. explains the use and usage of the grammar point.</p>	<p>Progressive</p> <p>-Attention</p> <p>- Participati on</p> <p>Summative</p>	<p>T-S</p> <p>T-S</p> <p>T-S</p>	<p>-White board</p> <p>-Markers</p> <p>-Textbook</p> <p>-Pencil</p>	<p>-Identifies vocabulary related to accept and reject invitations correctly.</p> <p>Recognizes the use of the grammar pattern.</p>
40	<p>PRACTICE:</p> <p>-Making a conversation</p>					

50	<p>-Reading activity. Both activities will be carried out based on the worksheet</p>	<p>T. asks S.s to order the number with the correct sentence in order to make a conversation.</p>	<p>- Participati on -Intonation -Accuracy</p>			<p>-Matches the correct number correctly</p>
20	<p>PRODUCTION: My invitation I will tell the students to choose what type of invitation they are going to make, they will write it and then they can decorate it to their preference</p> <p>WRAP-UP: Quizizz Through the WhatsApp group I will share the link students must enter and register with their name, once everyone has entered I will start the game.</p>	<p>T. asks S.s to read examples related to accepting and refusing formal and informal invitations.</p> <p>T. asks S.s to write formal and informal invitations then design a flyer related to a celebration in their city /town</p> <p>T. gives to S.s a Quizizz link in order to make the activity</p>	<p>-Creativity -Spelling -Coherence</p> <p>- Participati on -Motivation</p>	<p>S</p> <p>T-S</p>	<p>-Color pages -Glue -Scissors -Pen -Cellphone -Computer</p>	<p>-Respectfully accepts or refuses invitations using proper grammar, vocabulary and suprasegmentally features.</p> <p>- Elaborates invitations with appropriate word choice and grammatical accuracy.</p> <p>-Activates knowledge received during the class</p>



SCHOOL OF ARTS AND SCIENCES

English Department

Teacher: Edith Marielos Maravilla Gaitán Yenifer Dalicia Yanes Vinajero.		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batárse”	Date: August 26 th , 2023			
		Topic: Classroom Objects	Subject: English			
Specific Objective: By the end of the class SWBAT apply vocabulary related to Classroom Objects, by completing the sentences and writing sentences, in order to correctly use Preposition of Place, showing respect and motivation during the class.						
Time		Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
180 min	Procedure/ Step include what both the students and teacher will /might do/ say.					
20 min	WARM-UP Pictionary game	Warm up: we are going to do an activity, the activity consists of one of you going to the board and drawing an object, the others must guess, the one who guesses first will draw another object and so on, now I need a volunteer to come forward to start the activity.	Diagnostic Participati on Creativity Motivation	T-S	Board Market Students	Active attention

30 min	<p>PRESENTATION:</p> <p>Review about the vocabulary of prepositions of place.</p> <p>Grammatical point: Preposition of Place.</p>	<p>Presentation: Guys, I think that you already handle the vocabulary very well. We will do a little review of some classroom objects that are difficult for us to pronounce, and after this, I am going to explain a new grammatical point, now we will study about the Prepositions of place and the objects that have you and the classroom.</p>	<p>Attention</p> <p>Motivation</p> <p>Participati on</p>	T-S	<p>Teaching material</p> <p>Board</p> <p>Market</p> <p>Material of preposition of place.</p>	<p>Vocabulary review</p> <p>Comprehends the use of prepositions of place.</p>
40 min	<p>PRACTICE:</p> <p>Put the image where appropriate</p>	<p>Practice: now it's time to practice guys, I'm going to give a worksheet, you're going to put the image where the name of the object is. Look carefully at the image and the name of the object.</p>	<p>Progressive</p> <p>Use the preposition of place correctly</p> <p>Grammar</p> <p>Organizati on</p>	T-S	<p>Worksheet</p>	<p>Practice the vocabulary.</p>
50 min	<p>PRODUCTION:</p> <p>Writing sentences</p>	<p>Production: now we are going to do a production activity, the activity is</p>	<p>Summative</p> <p>Writing production</p>	S-T	<p>Notebook</p> <p>Pencil or pen</p>	<p>Write the vocabulary.</p>

20min	<p>WRAP-UP:</p> <p>Questions and answer</p>	<p>that you are going to write six sentences using the classroom objects and the Prepositions of place, they must be sentences that the objects are notable in the classroom or if they are from your school supplies too, because then I ‘m going to choose six of you to say one of your sentences and show the action of the sentence.</p> <p>Wrap-up: It’s time to finish the class, so we are going to take this time for questions and answers. If you have doubts or clarify something, ask me right now and can also tell me what you thought of the class.</p>	<p>Work individually</p> <p>Use the preposition correctly</p> <p>Coherence</p> <p>_____</p> <p>—</p>	T-S	<p>Board</p> <p>Market</p>	<p>Applies the use of prepositions of place.</p> <p>Knowledge about the topic.</p> <p>Comments</p> <p>Clarifies doubts.</p>
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Teacher: Edith Marielos Maravilla Gaitán Yenifer Dalicia Yanes Vinajero		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batárse”			Date: September 2 nd , 2023	
		Topic: Family members.			Subject: English	
Specific Objective: At the end of the class SWBAT identify the family members, by showing the vocabulary, writing 4 sentences and reading them in pairs, in order to use the verb to be, by showing motivation and attention to the teacher’s explanation, during the class.						
Time 180 min	Procedure/ Step include what both the students and teacher will /might do/ say.	Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
20 min	WARM-UP Feedback PRESENTATION:	Warm up: We’re going to review about the topic that we studied last week.	Diagnostic Previous knowledge	T-S T-S	Board Market Students Board	Actives their knowledge. Participates in the activity with motivation.

30min	Recall the verb to be.	We're going to review the verb to be.			Markers	Recalls the forms of the verb to be.
40 min	PRACTICE: Complete sentences.	You're going to complete the following sentences using the vocabulary of family members and verb to be	Progressive	T-S	Sentences	
	Word search		Attention and participation		Board	
					Markers	Completes the sentences.
					Word search	
50 min	PRODUCTION: Make my family tree	You're going to look carefully for the following words in your word search	Summative	S-S	Notebook	Identifies the vocabulary
			Accuracy		Pencil	
	Classify the vocabulary		Motivation		Vocabulary	Recalls at least 6 family members.
						Speaks about they families
20 min	WRAP-UP: Feedback.	Now you're going to make your family tree, in your notebook using the vocabulary and then one by one are going to tell us about her o his family.		T-S		Applies their knowledge about the topic.

		<p>In this activity you're going to classify the vocabulary in the chart, which are feminine and masculine.</p> <p>I'll ask the different vocabulary that we have learned in the class.</p>				Resolves any doubts.
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SCHOOL OF ARTS AND SCIENCES

English Department

Teacher: Edith Marielos Maravilla Gaitán Yenifer Dalicia Yanes Vinajero		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batárse”			Date: September 9 th , 2023	
		Topic: Moods, emotions, and physical appearance			Subject: English	
Specific Objective: At the end of the class SWBAT identify the different the moods, emotions and physical appearance, by showing them some adjectives, writing activity and completing the paragraph in pairs, in order to use adjectives, by showing motivation and attention to the teacher’s explanation, during the class.						
Time 180 min	Procedure/ Step include what both the students and teacher will /might do/ say.	Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
20 min	WARM-UP Pronunciation activity	Warm up: I’ll show you a paragraph and I’ll read it. Then you have to read with me.	Diagnostic Previous knowledge	T-S	VAK Sheet of paper Blackboard	Actives their knowledge. Participates in the activity with motivation.
30 min	PRESENTATION:			T-S	Markers	Pronounces correctly the paragraph.

40 min	<p>Explain students the adjectives.</p> <p>PRACTICE: Writing activity.</p> <p>Watch a video about emotions</p>	<p>I'll explain you the adjectives that we use in order to describe the physical appearance and the mood.</p> <p>You're going to identify the emotions or feelings according to the picture.</p> <p>We're going to watch a video once, then we're going to imitate the emotions and feelings.</p>	<p>Progressive</p> <p>Attention and participation</p> <p>Summative</p> <p>Pair work</p> <p>Accuracy</p> <p>Motivation</p> <p>Identification</p>	T-S		<p>Recognizes the different adjectives.</p> <p>Identifies correctly the adjectives.</p> <p>Imitates the emotions and feelings</p>
	<p>PRODUCTION: Completing the paragraph.</p> <p>Tell me about your emotions today</p> <p>WRAP-UP:</p>	<p>Now you have to underline the correct adjective according to the picture.</p> <p>I'm going to give you a questionnaire about your emotions today</p>				<p>Underlines the correct adjective for each picture.</p> <p>Recalls at least 10 adjectives.</p> <p>Writes about emotions</p>

20 min	Feedback.	I'll ask randomly about some adjectives in Spanish and you have to tell me them in English.				Applies their knowledge about the topic. Resolves any doubts.
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SCHOOL OF ARTS AND SCIENCES

English Department

Teacher: Edith Marielos Maravilla Gaitán Yenifer Dalicia Yanes Vinajero.		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batárse”			Date: september 16 th , 2023	
		Topic: Jobs and occupations			Subject: English	
Specific Objective: By the end of the class SWBAT apply vocabulary about jobs and occupations, by ordering the letters and answering the question, in order to use the personal pronoun, by showing respect and motivation during the class.						
Time						
180 min	Procedure/ Step include what both the students and teacher will /might do/ say.	Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
20 min	WARM-UP Hangman game 					

30 min	Vocabulary about different jobs and occupations Grammatical point: Review of personal pronoun	Presentation: I'm going to show you vocabulary about jobs and occupations. Then, we are going to practice the pronunciation and the translation into Spanish. After that, I'm going to explain you about personal pronouns as a review.	Attention Motivation	T-S	Market Vocabulary Teaching material	Review the grammatical point.
40 min	PRACTICE: Ordering the letters	Practice: Let's practice, I'm going to write in the board a list of jobs and occupations in a disorderly way, so you are going to write it in your notebook in order to order the jobs and occupations correctly. After that, we are going to check.	Progressive Use the vocabulary Organization Write correctly the word	S-T	List of vocabulary Board Market Crossword	Practices the correct vocabulary
50 min	Crossword about jobs PRODUCTION: Answering the questions - What is his/her name? - How old is he/she?	Let's practice the vocabulary. Production: now is time to develop the next activity,	Summative Identify the personal information	S-T	Board Market Paragraphs	Identifies the personal information in the paragraph

20 min	<ul style="list-style-type: none"> - What does he/she do? - Where does he/she work? <p>WRAP-UP:</p> <p>Worksheet</p>	<p>I'm going to write a short paragraph and some questions about the paragraph in the board and you are going to write it in your notebook in order to order answer the questions together, after that, I'm going to write the second paragraph and the questions in order to you answer it.</p> <p>Wrap-up: the last activity consists of I'm going to give you a worksheet with several descriptions and you are going to write the correct job and occupation according to the description.</p>	<p>Identify the vocabulary and grammatical point</p> <p>Use the vocabulary</p>	S-T	<p>Questions</p> <p>Previous information</p>	<p>Answers correctly the questions</p> <p>Knowledge about the topic.</p>
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SCHOOL OF ARTS AND SCIENCES

English Department

Teacher: Edith Marielos Maravilla Gaitán Yenifer Dalicia Yanes Vinajero		Institution: Complejo Benéfico-Social “Lilliam Hasbun de Batarse”	Date: september 23 rd , 2023			
		Topic: Clothing and accessories	Subject: English			
Specific Objective: At the end of the class SWBAT identify the different clothes and accessories, by showing the vocabulary about clothes, describing what they are wearing and reading it, in order to know the present continuous, by showing motivation and attention to the teacher’s explanation, during the class.						
Time						
180 min	Procedure/ Step include what both the students and teacher will /might do/ say.	Instructions	Teacher’s evaluation	Rapport	Material and Learning Styles	Achievement Indicators
20 min	WARM-UP Pronunciation activity	Warm up: We’re going to pronounce some vocabulary about clothes	Diagnostic Previous knowledge	T-S	VAK Notebooks Pencils Blackboard Markers	Actives their knowledge. Participates in the activity with motivation.

30 min	PRESENTATION: Explain present continuous just for wearing.	I'll explain you how we say the clothes that we are wearing.		T-S		Recognizes how to describe what they are wearing.
40 min	PRACTICE: Describing what you are wearing Crossword about clothing and accessories	You're going to describe what you are wearing in 3 lines. Look carefully for each word and complete the crossword correctly	Progressive Attention and participation	T-S		Writes correctly the paragraph. Reads correctly the paragraph. Looks the vocabulary
50 min	PRODUCTION: Write sentences describing the pictures Describing my classmate	You're going to writes sentences describing the person in the picture.	Summative Individual work Accuracy Motivation Participation	S-S T-S		Writes sentences about describing pictures. Describes someone else
20 min	WRAP-UP:	Let's describe someone else, you're going to				Applies their knowledge about the topic.

	Feedback.	<p>choose one classmate and writes her or his description, then one by one are going to pass in front and share the classmate description.</p> <p>I'll say some of the clothes and you have to tell me them into English.</p>				Resolves any doubts.
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