UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA – UNAD

SCHOOL OF EDUCATION – BA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

PEDAGOGICAL EXPERIENCE I

LESSON PLAN 1

STUDENT TEACHER'S NAME: SERGIO ARLEY DAVID USUGA **CODE:** 1007460610 **CEAD/CCAV/CERES/UDR:MEDELLIN**		
CLASS LEVEL : 6TH AND 7TH **Nº OF STUDENTS: 35 STUDENTS**	**DATE:** Wednesday, September 20	**TIME FRAME :** 120 minutes
TOPIC: Review, some greetings		
LESSON OBJECTIVES By the end of the class, the students will be able to say hello, ask for moods and say goodbye using the correct structure and an appropriate pronunciation for each situation.		
MATERIALS: Worksheet, video beam Video "Learning English Speaking Course - New English Lesson 1 – Greetings		

STAGE OF THE LESSON	PROCEDURE	TIME	INTERACTION
1.WARM UP	Reach the star: 1. Six stars are placed on the classroom board, each star with a hidden command, such the following: a. Say some greetings in English b Say some farewells in English c. How you can say hello? d. What expressions do we use to say goodbye? e. You have won a sweet F. Build a sentence with the following words: time, see no Long 	10	The teacher mediates the interaction through questions and explanations.
2.INTRODUCTION / ENGAGE	2. Once the previous activity ends, the expressions of "hello and good-bye" said by the students, these should be classified according to the corresponding:	15	The teacher mediates the interaction through questions and explanations.

<table>
<tr>
<td></td>
<td>
Look at the expressions. Which ones say “hello” and which ones say “good-bye”?
<table>
<tr><td>Expressions</td><td>Hello</td><td>good-bye</td></tr>
<tr><td>How are you doing?</td><td></td><td></td></tr>
<tr><td>See you around.</td><td></td><td></td></tr>
<tr><td>So long</td><td></td><td></td></tr>
<tr><td>How´s everything?</td><td></td><td></td></tr>
<tr><td>Long time, no see</td><td></td><td></td></tr>
<tr><td>See you Monday</td><td></td><td></td></tr>
<tr><td>Have a good weekend.</td><td></td><td></td></tr>
<tr><td>Hi there!</td><td></td><td></td></tr>
</table>
</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.PRESENTATION / EXPLANATION</td>
<td>
Then the students will see the following video:
“Learning English Speaking Course - New English Lesson 1 – Greetings”

Learning English Speaking Course - New English Lesson 1 - Greetings
Take from:
https://www.youtube.com/watch?v=t3cdNkLo4aY

The teacher complements the information with the following:

In English, you can say hello and goodbye in different ways depending on the time of the day and the context. Here, you will learn about the most common ways to say hello and goodbye and how to respond.
</td>
<td>25</td>
<td>The teacher mediates the interaction through questions and explanations.</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>
<table>
<tr><th>Greetings in English / Saludos en inglés</th><th>Meaning in Spanish / Significado en español</th><th>Use / Uso</th><th>Response in English / Respuesta en inglés</th></tr>
<tr><td>Good morning.</td><td>Buenos días.</td><td>Before 12:00 p.m. / Antes de las 12:00 p. m.</td><td>Good morning.
How are you?
Hello!</td></tr>
<tr><td>Good afternoon.</td><td>Buenas tardes.</td><td>After 12:00 p. m. / Después de las 12:00 p. m.</td><td>Good afternoon.
How are you?
Hello!</td></tr>
<tr><td>Good evening.</td><td>Buenas noches.</td><td>From 6:00 p. m. / Desde las 6:00 p. m.</td><td>Good evening.
How are you?
Hello!</td></tr>
<tr><td>Hi!</td><td>Hola.</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>Hi!
How are you?
Hello!</td></tr>
<tr><td>Hello!</td><td>Hola.</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>Hi!
How are you?
Hello!</td></tr>
<tr><td>How are you?</td><td>¿Cómo estás?</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>I' m fine. Thank you.
I' m fine and you?
Very well, thank you.</td></tr>
<tr><td>How is it going?</td><td>¿Cómo va todo?</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>Fine.
Everything is fine.
Everything is alright.</td></tr>
<tr><td>How are you doing?</td><td>¿Cómo vas?
¿Cómo estás?</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>Everything is fine.
Everything is alright.
I am doing fine.</td></tr>
</table>
<table>
<tr><th>Goodbye in English / Despedida en inglés</th><th>Meaning in Spanish / Significado en español</th><th>Use / Uso</th><th>Response in English / Respuesta en inglés</th></tr>
<tr><td>Bye!</td><td>¡Adiós!</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>Bye!
Good bye!
Take care
See you!
See you around!</td></tr>
<tr><td>Good bye!</td><td>¡Adiós!</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>Bye!
Good bye!
Take care
See you!
See you around!</td></tr>
<tr><td>Have a nice day!
Have a nice afternoon!
Have a nice night!</td><td>¡Tenga un buen día!
¡Tenga una buena tarde!
¡Tenga una buena noche!</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>You too!</td></tr>
<tr><td>See you!</td><td>¡Nos vemos!</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>Bye!</td></tr>
<tr><td>See you later!</td><td>¡Nos vemos más tarde!</td><td>At any time during day, if the speakers are going to see each other again. / En cualquier momento del día si se planea verse más tarde.</td><td>Bye!
Take care!</td></tr>
<tr><td>Take care!</td><td>¡Cuídate!</td><td>At any time during day or night. / En cualquier momento del día o la noche.</td><td>You too!
I will!</td></tr>
</table>
</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.PRACTICE</td>
<td>The students write in their notebooks, pronounce and practice with other classmates the expressions of the video.
</td>
<td>30</td>
<td>The students practice expressions hello and good bye</td>
</tr>
<tr>
<td>5.ASSESSMENT & EVALUATION</td>
<td>The students will perform the following activities:
Match the greeting whit the best response:
1. Have a good day — A. Good morning
2. Hi. How are you? — B. Thank you. You too
3. See you tomorrow — C. Ok. See you.
4. Good morning — D. pretty good, thanks
2. Build a comic strip where you include learned greetings and other</td>
<td>60</td>
<td>The student practices what he has learned alone, with others or with the teacher.</td>
</tr>
</table>

	expressions. 		
6.EXTRA ACTIVITIES (OPTIONAL)	None	N/A	N/A
OBSERVATIONS: None			

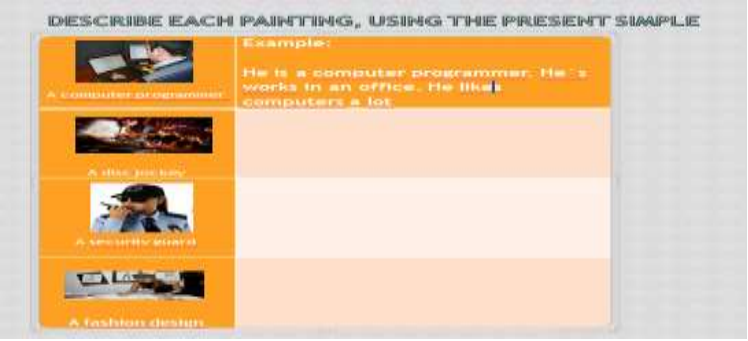
LESSON PLAN 2

STUDENT TEACHER'S NAME: SERGIO ARLEY DAVID USUGA **CODE:** 1007460610 **CEAD/CCAV/CERES/UDR:MEDELLIN**		
CLASS LEVEL : 6TH AND 7TH **Nº OF STUDENTS: 35 STUDENTS**	**DATE:** Wednesday, September 27	**TIME FRAME :** 120 minutes
TOPIC: PRESENTE SIMPLE		
LESSON OBJECTIVES By the end of the class, the students will be able to use the present to refer to habitual situations.		
MATERIALS: • Video beam • Audio of song • Worksheet.		

STAGE OF THE LESSON	PROCEDURE	TIME	INTERACTION
1.WARM UP	"SHE LOVES YOU " 1. To start the song from "The Beatles, titled "She Loves You" is projected. Take from https://www.youtube.com/watch?v=YljLk1Fsc-Q	10	The students listen carefully to the song and the teacher guides them.

2.INTRODUCTION / ENGAGE	2. Then students recognize some the words, sentences and expressions of the song with the help of the dictionary and the teacher and they will write them in their notebooks. She loves you, yeah, yeah, yeah She loves you, yeah, yeah, yeah She loves you, yeah, yeah, yeah You think you've lost your love Well, I saw her yesterday-yi-yay It's you she's thinking of And she told me what to say-yi-yay She says she loves you And you know that can't be bad Yes, she loves you And you know you should be glad She said you hurt her so She almost lost her mind And now she says she knows You're not the hurting kind She says she loves you And you know that can't be bad Yes, she loves you And you know you should be glad Oo, she loves you, yeah, yeah, yeah She loves you, yeah, yeah, yeah With a love like that You know you should be glad You know it's up to you I think it's only fair Pride can hurt you too Apologize to her Because she loves you And you…	20	The students listen carefully to the song and the teacher guides them.
3.PRESENTATION / EXPLANATION	The teacher performs the following explanations: Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do. Examples: ✓ I **play** tennis. ✓ She **does not play** tennis.	40	The teacher mediates the interaction through questions and explanations.

	✓ **Does** he **play** tennis? ✓ The train **leaves** every morning at 8 AM. ✓ The train **does not leave** at 9 AM. ✓ When **does** the train usually **leave**? ✓ She always **forgets** her purse. ✓ He never **forgets** his wallet. ✓ Every twelve months, the Earth **circles** the Sun. ✓ **Does** the Sun **circle** the Earth?		
4.PRACTICE	The student will Complete the sentences with the correct form of the verb that is in brackets. for example I sometimes go (go) to work by car. Q1 of 9 Ben _____ (work) in a hospital. Q2 of 9 _____ you _____ (like) fish? Q3 of 9 She _____ (not/teach) English. Q4 of 9 Matthew never _____ (watch) television. Q5 of 9 _____ she _____ (play) football? Q6 of 9 They always _____ (eat) dinner at 7 o'clock. Q7 of 9 We _____ (not/live) in a big house.	20	The student practices what he has learned alone, with others or with the teacher.
5.ASSESSMENT & EVALUATION	Students write using the simple present what happens in the images.	30	The student practices what he has learned alone, with others or with the teacher.

			
6.EXTRA ACTIVITIES (OPTIONAL)	Students transcribe the lyrics of the song in their homes.	N/A	The students practice at home.
OBSERVATIONS: None			

LESSON PLAN 3

STUDENT TEACHER'S NAME: Sergio Arley David Usuga **CODE:** 1007460610 **CEAD: Medellin**		
CLASS LEVEL : 7th **Nº OF STUDENTS:** 16	**DATE:** Wednesday, October 4	**TIME FRAME :** 110 minutes
TOPIC:		
LESSON OBJECTIVES • By the end of the class, the students will be able to talk about their daily routines using the appropriate structure.		
MATERIALS: • Video beam		

STAGE OF THE LESSON	PROCEDURE	TIME	INTERACTION
1.WARM UP	The students will see the video "Mr. Bean´s daily routine" Take from: https://www.youtube.com/watch?v=4gde1mhw-A0	10	The teacher mediates the interaction through questions and explanations.

<table>
<tr>
<td>2.INTRODUCTION / ENGAGE</td>
<td>The teacher will ask the students the following questions:

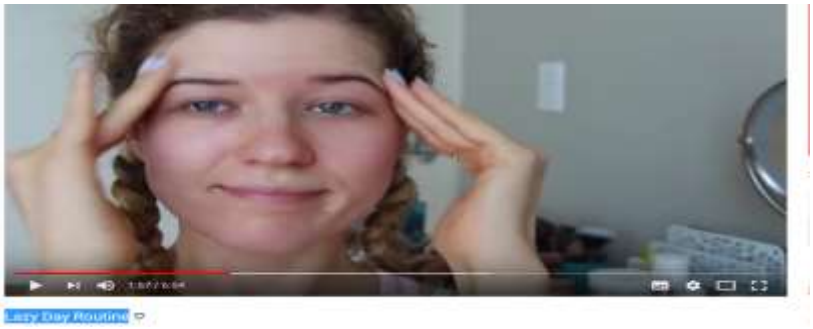
✓ What time does Mr. Bean makes up?
✓ What time do Mr. Bean have lunch?
✓ What time does Mr. Bean gets up?
✓ What time of the day does Mr Bean back home?
✓ How is Mr Bean's routine?
✓ What about you?</td>
<td>10</td>
<td>The teacher mediates the interaction through questions and explanations.</td>
</tr>
<tr>
<td>3.PRESENTATION / EXPLANATION</td>
<td>Then, The teacher explains that:

When we talk about daily routines, we refer to the kind of activities that people do frequently, or activities that are part of their day-to-day life. For example, taking a shower or having breakfast is something most people do every day.

Structure to create a daily routine
<table>
<tr><th>Day</th><th>Pronoun</th><th>Verb</th><th>Complement</th><th>Time</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Connector/conjunctions</td><td colspan="4">Later, then, finally, first, second, after that, usually</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>30</td>
<td>The teacher mediates the interaction through questions and explanations</td>
</tr>
<tr>
<td>4.PRACTICE</td>
<td>Students watch the video “Lazy Day Routine” and reconstruct the daily routine of Meghan:

Take from:

https://www.youtube.com/watch?v=MvrjCHX_FTE</td>
<td>30</td>
<td>The student practices what he has learned alone, with others or with the teacher.</td>
</tr>
</table>

<table>
<tr><td></td><td> 
</td><td></td><td></td></tr>
<tr><td>5.ASSESSMENT & EVALUATION</td><td>Each student makes his daily routine and presents it to the group:
<table>
<tr><th>Day</th><th>Pronoun</th><th>Verb</th><th>Complement</th><th>Time</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Connector/conjunctions</td><td colspan="4">Later, then, finally, first, second, after that, usually</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table></td><td>40</td><td>The student practices what he has learned alone, with others or with the teacher.</td></tr>
<tr><td>6.EXTRA ACTIVITIES (OPTIONAL)</td><td>N/A</td><td>N/A</td><td></td></tr>
<tr><td colspan="4">OBSERVATIONS: N/A</td></tr>
</table>

LESSON PLAN 4

<table>
<tr><td colspan="3">STUDENT TEACHER'S NAME: SERGIO ARLEY DAVID USUGA
CODE: 1007460610
CEAD:MEDELLIN</td></tr>
<tr><td>CLASS LEVEL : 7th
Nº OF STUDENTS: 16</td><td>DATE: Wednesday, octubre 18</td><td>TIME FRAME : 120 minutes</td></tr>
<tr><td colspan="3">TOPIC: Likes and dislike</td></tr>
<tr><td colspan="3">LESSON OBJECTIVES
By the end of the class, the students will be able to talk about their likes and dislikes using the correct structure.
•</td></tr>
<tr><td colspan="3">MATERIALS: Video beam
• Worksheet.</td></tr>
</table>

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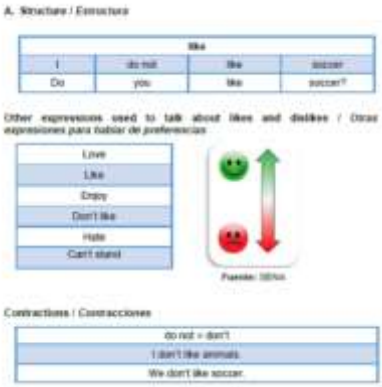
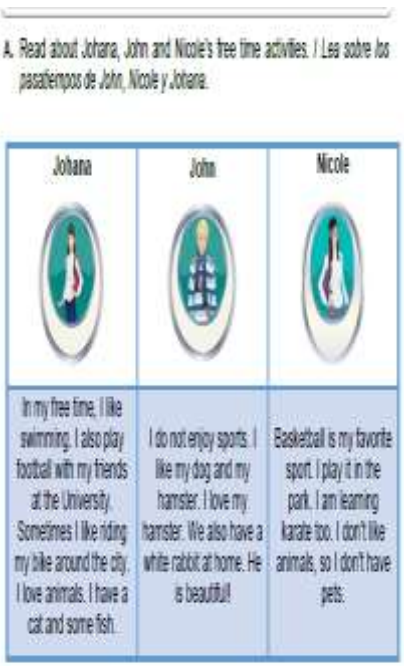
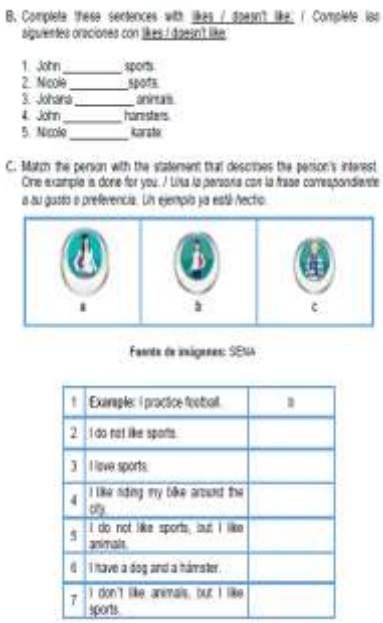
SCHOOL OF EDUCATION – BA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

PEDAGOGICAL EXPERIENCE I

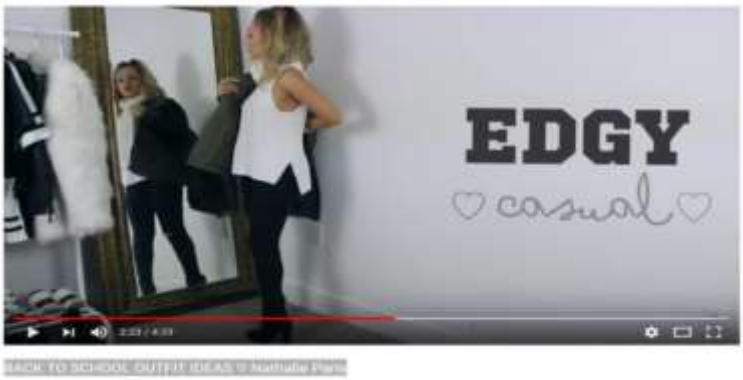
STAGE OF THE LESSON	PROCEDURE	TIME	INTERACTION
1.WARM UP	The students will see and listening the video “ESL RAP SONG "Do you like it?" Take from: https://www.youtube.com/watch?v=rV7X2T7nJ8o 	7	The teacher mediates the interaction through questions and explanations.
2.INTRODUCTION / ENGAGE	The teacher asks the students the following questions: ✓ What is the song's central topic? ✓ What do you like to do? ✓ What do not you like to do? ✓ How do I express what I like and do not like in English?	8	The teacher mediates the interaction through questions and explanations.
3.PRESENTATION / EXPLANATION	The teacher explains that: When you want to express your like or dislike of something, you can use different expressions such as like, love, enjoy, don’t like, hate or can’t stand. We use these expressions plus the present simple tense to talk about things we like or don’t like.  A. Structure / Estructura Like I do not like soccer Do you like soccer? Other expressions used to talk about likes and dislikes / Otras expresiones para hablar de preferencias Love Like Enjoy Don't like Hate Can't stand Contractions / Contracciones do not = don't I don't like animals We don't like soccer	45	The teacher mediates the interaction through questions and explanations

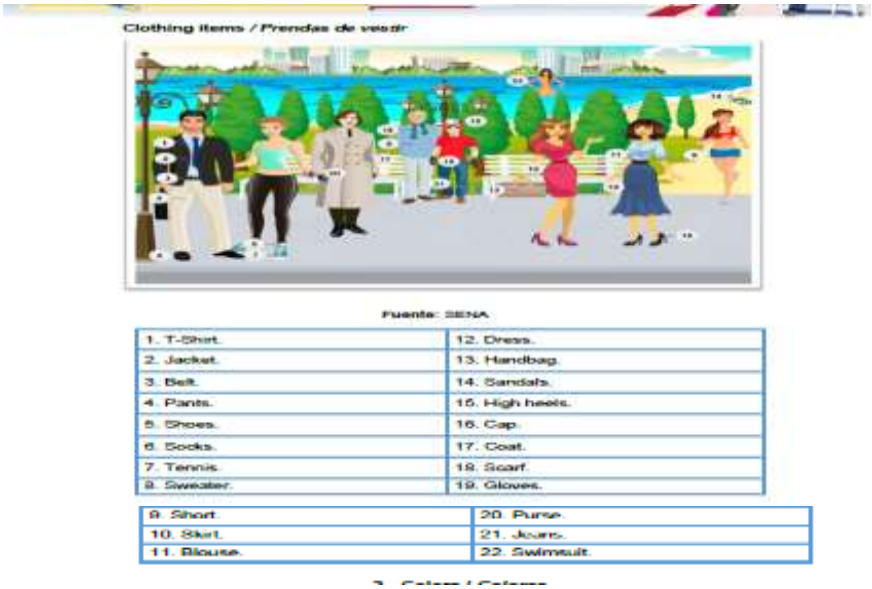
4.PRACTICE	Then the teacher the teacher projects some images through the video beam and ask: Do you like it? Do you prefer soccer or volleyball? 	20	The teacher mediates the interaction through questions.
5.ASSESSMENT & EVALUATION	The students will solve the following exercises:   	40	The student practices what he has learned alone, with others or with the teacher.

6.EXTRA ACTIVITIES (OPTIONAL)	N/A	N/A	
OBSERVATIONS: N/A			

LESSON PLAN 5

STUDENT TEACHER'S NAME: SERGIO ARLEY DAVID USUGA **CODE:** 1007460610 **CEAD:MEDELLIN**		
CLASS LEVEL : 7th **Nº OF STUDENTS:** 16	**DATE:** Wednesday, November 01	**TIME FRAME :** 110 minutes
TOPIC: clothing and outfits		
LESSON OBJECTIVES By the end of the class, the students will be able to know how to describe clothing and outfits.		
MATERIALS: • Video beam • Worksheet • clothings		

STAGE OF THE LESSON	PROCEDURE	TIME	INTERACTION
1.WARM UP	The students will see the video "BACK TO SCHOOL OUTFIT IDEAS ♡ Nathalie Paris". Take from: https://www.youtube.com/watch?v=rnKVeBH4Y5Q 	10	The teacher mediates the interaction through questions and explanations.

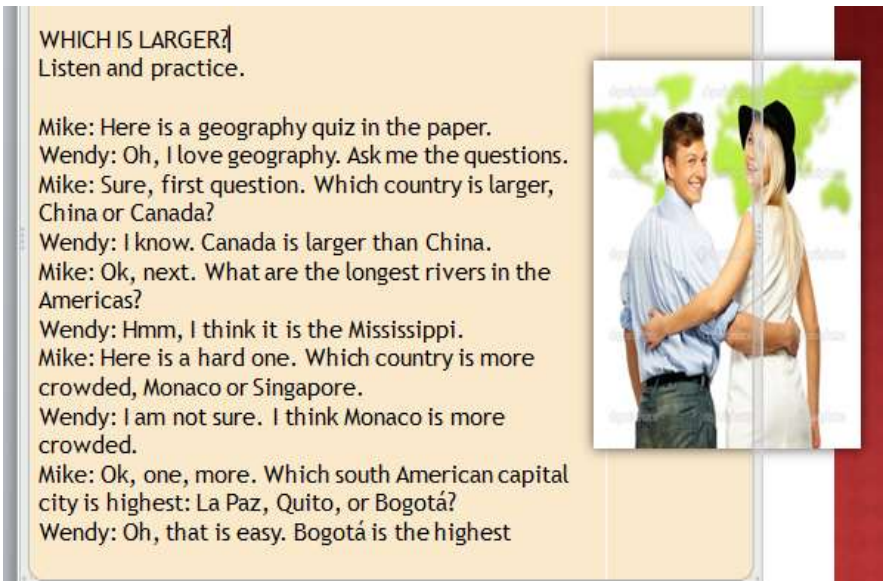
2.INTRODUCTION / ENGAGE	Then in the teacher he asks the students: ✓ What clothes do you recommend to Natalia? ✓ What outfit does Natalia like the most? ✓ What clothes did you like most of the wardrobe of Natalia? ✓ Which vocabulary do you know to describe clothes?	10	
3.PRESENTATION / EXPLANATION	The teacher explain that: To describe outfits you will need to know the names of the clothing items and some colors and adjectives. Read the following materials to learn about the most common ones.  	20	The teacher mediates the interaction through questions and explanations.
4.PRACTICE	The students describe the clothes Natalia is wearing.	10	The students practice monitored by the teacher.

	She wears a gray jacket and a black boots. The sentences created are reviewed by the teacher and written in the notebooks of the students.		
5.ASSESSMENT & EVALUATION	FASHION SHOW Students exchange their costumes and create a fashion show. Each student must write down his or her classmate's outfits.	70	The students practice monitored by the teacher.
6.EXTRA ACTIVITIES (OPTIONAL)	N/A		
OBSERVATIONS:			

Lesson plan 6

STUDENT TEACHER'S NAME: SERGIO ARLEY DAVID USUGA **CODE:** 1007460610 **CEAD:** MEDELLIN		
CLASS LEVEL: 7th **Nº OF STUDENTS:** 16	**DATE:** Wednesday, November 16	**TIME FRAME :** 110 minutes
TOPIC: Comparatives and Superlatives.		
LESSON OBJECTIVES By the end of the class, the students will be able to build oral and written texts using comparatives and superlatives. •		
MATERIALS: • Video beam		

STAGE OF THE LESSON	PROCEDURE	TIME	INTERACTION
1.WARM UP	Students listen attentive at following dialog. WHICH IS LARGER? Listen and practice.	10	The teacher through questions and

	 WHICH IS LARGER? Listen and practice. Mike: Here is a geography quiz in the paper. Wendy: Oh, I love geography. Ask me the questions. Mike: Sure, first question. Which country is larger, China or Canada? Wendy: I know. Canada is larger than China. Mike: Ok, next. What are the longest rivers in the Americas? Wendy: Hmm, I think it is the Mississippi. Mike: Here is a hard one. Which country is more crowded, Monaco or Singapore. Wendy: I am not sure. I think Monaco is more crowded. Mike: Ok, one, more. Which south American capital city is highest: La Paz, Quito, or Bogotá? Wendy: Oh, that is easy. Bogotá is the highest		answers facilitates the understanding of the audios.
2.INTRODUCTION / ENGAGE	 WHICH ONE DO YOU PREFER? 15 minute Anne: Look! These jackets are really nice. Which one do you prefer? Sue: I like the wool one better Anne: The wool one? Why? Sue: It looks warmer. Anne: Well, I like the leather one better. It´s more stylish than the wool one. Sue: Hmm. There´s no prices tag. Anne: excuse me: How much is this jacket? Clerk: It´s $ 499. Would you like to try it on? Anne: Uh, no That´s Ok! But thanks anyway. Clerk: You´re welcome. After practice, the teacher asks: What is the central theme in each dialogue? Who similarities exist between the two dialogues? tracks: What does Anne buy? What does Sue think of it? Which country is larger, Canada or China? With these questions the teacher aims to bring students to the subject.	10	The teacher through questions and answers facilitates the understanding of the audios.
3.PRESENTATION / EXPLANATION	Then, the teacher explain that:	40	The teacher provides a clear and timely explanation using examples, exercises, among others.

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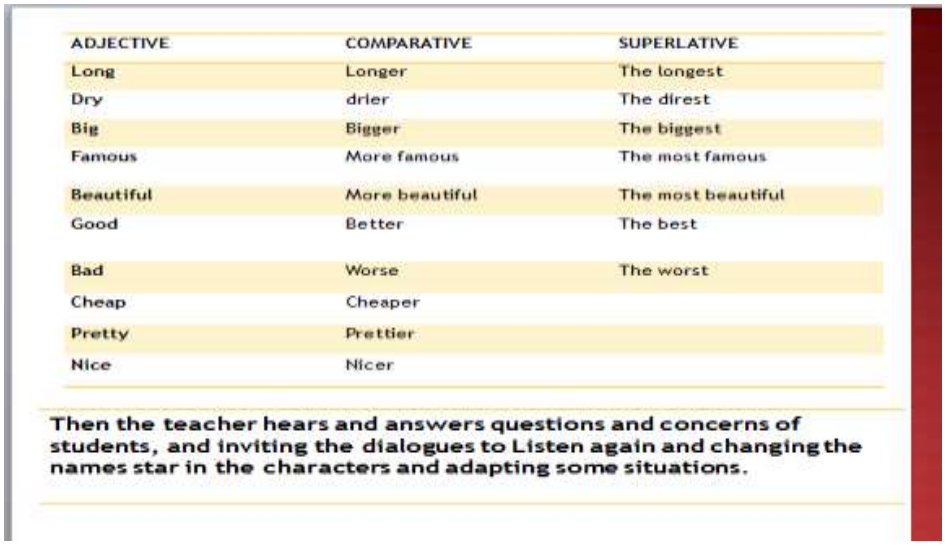
PRESENTATION
COMPARATIVES AND SUPERLATIVES
Adjectives describe qualities of nouns. Some of these qualities may vary in the degree or intensity. As in Spanish, when we make comparisons contrasted qualities or attributes using adjectives in their varying degrees.
Example:
Which country is larger, Canada or China?
Canada is larger than China
Which city is has the largest population: Tokyo, Mexico city or Sao Paulo?
Tokyo has the largest population of the three.
Which one does you like better /more?
I like the leather one better /more.
That one is cheaper that the wool one.
On the underlined words you notice that:
TIME
45 minute
hot hotter hottest
fat fatter fattest


ADJECTIVE	COMPARATIVE	SUPERLATIVE
Long	Longer	The longest
Dry	drier	The direst
Big	Bigger	The biggest
Famous	More famous	The most famous
Beautiful	More beautiful	The most beautiful
Good	Better	The best
Bad	Worse	The worst
Cheap	Cheaper	
Pretty	Prettier	
Nice	Nicer	

Then the teacher hears and answers questions and concerns of students, and inviting the dialogues to Listen again and changing the names star in the characters and adapting some situations.
</td>
<td></td>
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<tr>
<td>4.PRACTICE</td>
<td>ONE DAY ON THE MARKET

Then a teacher invites students to imagine a day shopping, for them provides elements associated with the activity (images of articles and products), so they can make comparisons (in quality and usefulness of the goods).

The negotiations and comparisons missing during the activity they must be recorded in the portfolio of notes.</td>
<td>30</td>
<td>Students work in teams while the teacher only guides the activity.</td>
</tr>
</table>

5.ASSESSMENT & EVALUATION	Students turn to their daily lives to build dialogues and contexts where reflect the use of comparative and superlative adjectives. Activity carried out in pairs and in front of the group.	30	Students work in teams while the teacher only guides the activity.
6.EXTRA ACTIVITIES (OPTIONAL)	N/A	N/A	
OBSERVATIONS: N/A			