An internship developed as a requirement to obtain the degree of Bachelor’s in Basic Education Majoring in English

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CHAPTER I: PRESENTATION

Introduction

In this chapter, we will state the aim and the importance of our internship project as well as its general components. This project is focused on showing the importance of teaching language by using other features of language learning different from the morpho-syntactical and lexical aspects. For this purpose we chose a public school (San Pedro Claver school) in which there was a lack of cultural aspects in the syllabus for 4th and 5th graders for the English subject; one of the main problems of the syllabus was the absence of cultural aspects linked to the grammatical and morpho-syntactical, understanding culture as one of the most important aspects when learning a foreign language. In order to fulfill all the necessities of the institution, which are expressed on their PEI, which seeks to enhance the communicative competence in the students as it states “El proyecto educativo del colegio SAN PEDRO CLAVER IED, orientará sus acciones pedagógicas, administrativas directivas y de comunidad hacia la formación de las competencias comunicativas de los estudiantes con especial atención en el análisis, crítica, producción y uso pedagógico de los medios en la escuela.”, we decided to carry out this internship Project in this school with 4th and 5th graders.

Our internship project is based on the creation of different activities that fulfill the necessities of the institution and the students learning process. The creation of these activities shows our intention as English teachers of creating a theoretical and methodological basis for the further creation and implementation of a more complete syllabus, not only for 4th and 5th grades but also as a model for all the primary section of Colegio San Pedro Claver IED that includes both linguistic and cultural features of the language and the target context.
The internship that we are carrying out and structuring in this school is also looking at the future English teachers in this school as creators and innovators, so as to encourage them to propose more activities of this kind in the institution, where not only cultural aspects of the language which are the ones we are working with are taken into account, but also with other aspects of the languages that can improve even more the language learning process of the students.

Talking about the pedagogical intervention in the school and the professional improvement we seek, English teaching demands a wide variety of activities in which most of the aspects of the language should be taken into account bearing in mind that the methodologies have to be different according to the necessities of the students and the institution. For this reason our activities are thought to be dynamic and appealing to the students because they will be created considering their immediate context where the whole content in the activities has a specific objective that in the long run is connected to the general and specific objectives of this internship project.
Justification

This internship project rose up from the need of creating a syllabus for 4th and 5th graders which have its foundations in an approach, and that answers to specific learning needs of the students according to the policies fostered by the National Government for the EFL learning, and the PEI of the institution which makes a special emphasis on the enhancement of the communicative competence in the students.

Our project is important because the English subject in San Pedro Claver IED does have a syllabus that corresponds with the National Government for the EFL learning requirements and the PEI of the institution, but it lacks of some cultural content that is very important so as to improve even more their English language learning process. Besides, the features included in the syllabus are not explicit enough all along the document. The teacher in charge of those grades prepares the lessons according to a set of topics which are tended to be taught according to the courses the children are in, which is perfect so as to attend the necessities of students according to their age. However the theoretical foundations and approach we consulted, state that English language learning is not only related to grammatical features of the language but it is also related to other aspects of the language such as the sociolinguistic competence. That is why an optional syllabus in which other skills apart from the linguistic one are taken into account would be a very good option for the students to strengthen the English learning process they have been already having.

Along these lines, a proposal of syllabus for 4th and 5th graders is needed with its corresponding theoretical and methodological basis in which English language is learnt and taught by taking into account not only the grammatical and lexical content, which would make them linguistically efficient but not communicatively efficient as the theory of the fluent fool (Bennett, 1977) states, where the students may be linguistically allowed to use a foreign language, but they may be not allowed to use it in a foreign language context. These
aspects explained by Bennett are very important when learning a foreign language according to the “Estándares Básicos de Competencias en Lenguas Extranjerás: Inglés” and “Colombia very well” which are the official guidelines for English learning, which highlight the communicative competence (a skill to be enhanced in the students according to the PEI of the institution) and its main components, linguistic competence, pragmatic competence, and sociolinguistic competence. Our function in the institution is to design a series of activities, and a proposal for syllabus as a guide for the institution to undertake a formal construction of a syllabus for 4th and 5th graders that gathers all the corresponding foundations and that takes into account the students, San Pedro Claver IED PEI and National Government needs.
Problem statement

San Pedro Claver School is a public school whose English classes for primary school are based on a syllabus which briefly describes the topics to address along the corresponding terms, the objectives, and the competences. However, we, in our role of pre-service teachers, considered that the syllabus was not explicit enough and that the topics in there seemed not to be connected to the competences. Instead, the topics seemed for us just as a list of isolated grammatical features. Being a syllabus a main guide to conduct the lessons, we agreed in the necessity of developing a more descriptive syllabus that included not only the topics, but also the theoretical basis widely explained and the corresponding lesson planners, each of them with specific objectives in harmony with the general objectives of the syllabus, a list of activities and the resources needed for them. A more explained syllabus would allow the teachers to clearly and easily identify the connection between the students’ needs, the competence to be strengthened, and the topic to be addressed; in doing so, the lessons would be clearer, effective, and appealing to the students. Otherwise, the classes could easily turn to predictable and monotonous ones since the grammatical features are not clearly connected to competences and objectives different from grammatical purposes.

To solve this problem, we intend to create a proposal of syllabus, including a set of activities which encourage students to effectively learn the corresponding topics proposed in the syllabus, while they learn about their own culture and the American culture. Learning a foreign language by learning and reflecting about cultural aspects of their own environment and a foreign culture, bearing in mind that culture is an important issue on foreign languages learning (Kramsch, 1993), may lead to a successful English language learning process that fulfills the students, the institution, and the national standards’ needs.
Objectives

General Objective
- To propose a syllabus with theoretical and methodological foundation for the English language class for 4\textsuperscript{th} and 5\textsuperscript{th} graders
- To foster in the students an intercultural awareness through the implementation of English classes based on a culture-based English language teaching approach.

Specific Objectives.
- To design and implement lesson planners based on a culture-based English language teaching approach that fulfills the current necessities of the students, the institution and the national standards.
- To contrast the current English class curriculum for primary of the institution with the national standards for English language teaching, the institution needs and the students current needs.
- To draw some conclusions about our pedagogical intervention in the institution which may lead some other partners to continue working on the elaboration of a syllabus with theoretical and methodological foundation for the English language class for 1\textsuperscript{st}, 2\textsuperscript{nd} and 3\textsuperscript{rd} graders so as to connect all the primary section through the same approach.
CHAPTER II: THEORETICAL FRAMEWORK

Theoretical Foundation

*Language Perspective: Input Hypothesis*

Input hypothesis The perspective about language that we decided to assume during our internship was a communicative one, in which the second language learning and acquisition is a process where students are supposed to learn and then acquire the language so as to use it for communicative purposes. As we assume the language and language acquisition as a process, as a means to communicate ideas, we chose the input hypothesis as a suitable language perspective that could be taken into account during the whole internship process. The input hypothesis was stated by Stephen Krashen and it assumes the language learning and acquisition process as one in which language learners first learn and then progressively acquire a language when they comprehend how language works and how it can be used in different situations. According to Krashen’s theory of comprehensive input (1982), the language learning process is being successful when students acquired the language subconsciously and it produces spontaneous communicative uses of the target language. According to Krashen, there is a difference between learning and acquiring. The difference is that learning is a conscious process in which learner study and analyze how language works, and acquiring is about subconsciously understand the target language. Following the previous ideas, in our internship project we tried to encourage students first to learn some language features that were going to be used lately to practice and use the second language accurately and in a fluent way. The material we used to do this was supposed to enhance students to use the language features previously learned in a natural way where students finally acquired those language features so as to use them to communicate the feelings and emotions they felt towards the materials and new intercultural knowledge they were facing in the classes.


**Learning perspective: Presentation, Practice, Production (PPP)**

As our internship project takes into account the communicative competence and its components (linguistic competence, pragmatic competence, and sociolinguistic competence), being this one of the most important theoretical basis for both San Pedro Claver IED and Ministerio de Educación Nacional, we chose Presentation, Practice, and Production model (PPP) as the most suitable model to conduct our classes since this model allowed us to go through each one of the competences following three simple but very organized stages.

PPP is defined as an approach composed of three teaching parts or stages in which high-teacher-control and autonomous work converge. PPP is known as an effective approach to address grammar lessons (Maftoon, n.d) what we consider an advantage due to the academic context in which the students are emerged, where standardized exams measure linguistic competence rigorously.

The first stage proposed in PPP model is presentation. According to Criado (2013) the presentation stage is highly teacher-oriented since this stage seeks to set the grammatical feature of the lesson. Through this stage we went into the linguistic competence, giving our students the chance to know the specific feature of language to be evaluated then in “pruebas saber” by the Ministerio de Educación Nacional (in case of fifth grade) and “pruebas cognitivas”.

The second stage, practice, is still teacher-oriented but in a moderated level in comparison to first stage. Through practice stage we gave our students the opportunity to put into practice the features previously learned in the first stage by developing a series of activities intended to use grammatical features not as isolated pieces of language, but as full meaningful forms to be used in real life situations, this way going through the pragmatic competence.

The third stage is production. This stage involves autonomous work in which the students test their understanding after the stages of presentation and practice, both guided
stages. After monitoring the students’ understanding in the previous stages, the last stage allowed us to set activities based on cultural features in which the grammatical features addressed in stages one and two could be used, but not as the target of the lesson, but as a means to acquire knew cultural meaningful learning (sociolinguistic competence).

**Teaching perspective: Content-Based Approach (CBI)**

The Content-Based Approach (CBI) is a teaching approach in which the target language is learned with little or no-direct effort to teach language itself, through the teaching of content or information (Heo, 2006).

We considered that CBI had the proper characteristics needed to carry out our lessons at San Pedro Claver IED. Firstly, being CBI an approach intended to teach language accompanied by content, allowed us to prepare culture-based lessons where the target language worked as a means to study some American and Colombian cultural features in our intention to use language to raise intercultural awareness.

Moreover, CBI, as Crandall, who is quoted by Heo (2006) states, CBI can be used in various ways, with different teaching methods, neither traditional nor contemporary. For example, CBI used with the grammar-based traditional teaching method allowed us to enhance the linguistic competence in our students and their writing skill, having in mind the exams they were to present at that time; all of this through cultural-content teaching. On the other hand, CBI used with communicative language teaching method allowed us to strengthen the pragmatic competence in our students and their listening and speaking skills since we prepared lessons in which they were given the opportunity to interact with their peers and the content in an oral way.

A third characteristic of CBI is that is an approach widely supported and used in different contexts. Stroller and Grabe (1997) point out some of the contexts where CBI is used: English for Specific Purposes (ESP) programs, second language immersion programs,
vocational and workplace instructional contexts, university-level language instruction, English for Academic Purposes (EAP) programs, among others.

To summarize, CBI is an approach which has special characteristics such as language learning and content learning are accompanied, it can be used in various ways and different teaching methods, and it is widely applied and supported in academic programs. Those characteristics give the approach enough validity and reliability to be applied for us at San Pedro Claver IED.
Theoretical Constructs

The constructs that build up the basis of this internship project are: Culture, interculturality, cultural awareness, and culture teaching.

**Culture**

As this internship project is focused on what kind of cultural perceptions the San Pedro Claver school’s students have, it is necessary to analyze what culture means seen from different point of views. To do this the authors will give the meaning of culture taking into account the two main perspectives that have categorized the concept of Culture, these two perspectives are: The Social sciences perspective and the humanities perspective (Kramch, 1993).

Taking into account this, the authors can see and analyze different concepts of culture given by different authors from these two perspectives to build a complete and clear concept of culture that will be compared with the thoughts of the students about culture and cultural aspects they may consider important or relevant.

After taking these considerations, the authors can start by defining culture from the humanities perspective. To do this it can be said that culture is “the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday life, and the mechanisms for their reproduction and preservation through history.” Kramch (1993). The concept of “culture” also has been conceived since the Ancient Greek from its etymological origin (from Latin: cultura that means "cultivation") as *the cultivation of the soul*. From humanities, Culture and its interpretations have come from studies made by the anthropology and archeology. Another definition of culture from humanities is the one given by Macionis, G. John, L (2010) that
states that culture can be defined as the material production that represent the way a big group of people see their reality.

To define culture, the social sciences perspective have studied this term to state that culture is “The attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community” (Nostrand, 1989) This previous definition is important because states that even the visions of culture are affected by our context.

The concept culture is quite hard to define due to the different elements that this term includes as Trujillo (2002) states, but the definition that were mentioned before are the ones that describe and include most of the general issues that the term culture involves.

There are two other perspectives apart of the mentioned previously that are closer to Education and language teaching that came from communication studies where Culture may be defined, according to Geertz (1973), as a system of meanings and symbols which is historically transmitted.

**Interculturality**

Interculturality is defined as an active participation in communication between people from different cultures through critical awareness and analysis, argumentative discourse represents a privileged setting to link language teaching and culture (Trujillo, 2002). As it can be seen here, interculturality requires an analytical cognitive process where two or more cultures interact actively. In the case of this study, interculturality will play an important role in the interaction of the Colombian culture and the American culture, not through the communication with American people, but the interaction of these cultures in the students’ mind. That could have a useful pedagogical implication of this research, which is one of the objectives of this study which wants to know what the students’ perceptions are about their own and a foreign culture, and to analyze if those thoughts and beliefs could be used to create an intercultural learning environment.
Interculturality is also a phenomenon that includes certain reactions of the student who is learning English through culture towards culture itself. This reactions or phenomena include culture shock, cultural adaptation, and cultural adjustment (Cohen et al. 2003) and processes that are somehow related with one of the authors’ objectives with this research such as Acculturation (Brown, 1994) that has to be analyzed in this research to determine the consequences of implementing culture as a way to teach English.

Finally, by quoting Trujillo (2002) it can be said that language teaching and learning have to be affected by interculturality because it has come to cover the space that culture has always had in the language curriculum, and it has to be considered as another competence to aim at in the learning process.

Cultural awareness and Culture teaching
This concept is the one which summarize the objective to reach in the San Pedro Claver School depending on the analysis of the results of this research, because developing cultural awareness requires the analysis and reflection about important parts that construct the culture of a determined group of people like the way they see the reality and how they face the different problems a society could have, as Frank (2013) states.

Taking into account that cultural awareness is really important to teach culture in a foreign English class, it is important to analyze how cultural awareness could be applied in San Pedro Claver School if necessary, by improving cultural learning strategies as Frank (2013) states, who includes in their research some strategies and activities to teach and learn culture through language issues.
CHAPTER III: PEDAGOGICAL INTERVENTION

Contextualization

The present pedagogical intervention was mainly focused on developing an alternative syllabus whose objective is to use English as a tool to understand different cultural features from the USA and the Colombian culture. This syllabus was used to carry out English classes with a cultural content by using English language as a means to understand other ways to conceive the world by creating an intercultural awareness. This project was implemented during a fourth – month period of time. The project was led by us, by carrying out all the activities with their corresponding execution, methodology and assessment. We developed this project with more than 90 students from 4th and 5th grades in the afternoon shift.

Working plan

The following working plan is thought to fulfill the 384 hours needed so as to complete the internship project. This amount of time is divided on three stages of development: the first one refers to the design and development of the initial pedagogical research and report, the second is about the pedagogical intervention in the school, and the final stage of this project is about the design of the final pedagogical research and report, taking into account that the design of the materials are part of both the first and the second stage of the internship project.
First stage: Design of the initial pedagogical research and report:
In this stage of the internship project we created the necessary theoretical, methodological, and research contents so as to be able to propose this internship project as a necessary project to be carried out in the institution.

90 hours
The first stage of the internship project was developed during the Research project in education L2 where we designed the initial research report in which we include all the necessary issues to present our proposal for its further implementation such as the theoretical foundations of the project, revising academic information related to or propose for project, planning the main aspects about the pedagogical intervention and reflecting about the possible implications of the application of this project on its current setting.

Second stage: intervention in the school:
This stage gathers all the time of intervention in the school (lessons) as well as the time needed to the design of the activities (lesson planning, material design) and the corresponding evaluation/feedback of the activities proposed as well as the corresponding tutorial sessions with the tutor given by the university.

270 hours
This stage is composed by “pre-classroom-activities” (lesson planning, material design), in-classroom activities (formal lessons in the school in the grades 4th 5th for the development of the project, and 7th and 10th grades to complete the ours needed for the internship), and post-classroom activities (evaluation-feedback of the class activities).

Third stage: Final report elaboration:
In this last stage we are going to analyze the result of the internship project and prepare and organized the final report that is going to be presented in the university.

30 hours
In this period of time we are going to design and organize the final document required for the university for us to finish our internship in which we analyzed the results of the internship and write the final conclusions of the pedagogical intervention.

Besides, the following Gantt’s diagram illustrates the schedule in which some specific activities are tent to take place:

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTIVITIES</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>1  2</td>
<td>3  4</td>
<td>1  2</td>
<td>3  4</td>
</tr>
<tr>
<td>EXPLORATION</td>
<td>Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DESIGN</td>
<td>Planners, materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPLEMENTATION</td>
<td>Class activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOCUMENT</td>
<td>Reflections, Final paper and conclusions</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
CHAPTER IV: FINAL PRODUCT: SYLLABUS

The following is the proposal of syllabus, resulting from our internship project, which was submitted to the institution, as it was agreed at the beginning of the process:

Introduction

The following is a proposal of syllabus for fourth and fifth graders as part of an internship project developed by the students Óscar Steven Carreño and Diego Alejandro Cardona from the Universidad Distrital Francisco José de Caldas. The syllabus aims to enhance or build up an intercultural awareness in the students of San Pedro Claver IED through the implementation of a series of activities which are designed considering the current necessities of the students and the institution, and following the guidelines from national and international standards for English language teaching.

Justification

This document rose up from the need of creating a syllabus for 4th and 5th graders which had its foundations in an approach and that answered to specific learning needs of the students according to the policies fostered by the National Government for the EFL learning, the Common European Framework of Reference for Languages (CEFR), and the PEI of the institution, which makes a special emphasis on the enhancement of the communicative competence in the students.

The design and application of a syllabus that gathers national and international guidelines for English language learning and teaching is important because it may lead San Pedro Claver IED students to an effective language learning process in harmony with what the National Government and the school seek to promote in the students.

Moreover, the characteristics of the present syllabus offer the students the opportunity to build up an intercultural awareness which enhance their language learning
process since they are able to link a foreign language within a context, that is, while they learn about culture they have the chance to practice their language skills meaningfully.

**Objectives**

- To implement lesson planners based on a culture-based English language teaching approach that fulfills the current necessities of the students, the institution and the national standards.
- To foster in the students an intercultural awareness through the implementation of English classes based on a culture-based English language teaching approach.

**Theoretical basis**

**Standards**

One of the theoretical basis of this syllabus is the “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” (2006), being the official guideline for English learning and teaching in Colombia, supported by the Ministerio de Educación Nacional. This guideline suggests the foundations for the organization of the standards: levels of proficiency and competences.

**Levels of proficiency.**

The levels of proficiency set the skills any foreign language learner must acquire in order to classify in a given level which measures their proficiency as a foreign language speaker. Those organized levels are proposed by an international standard resulting from research, the Common European Framework of Reference for Languages (CEFR) (2001), that seeks to be a guide that helps standardize the way in which curriculums, syllabuses, didactic material, and international exams regarding foreign language teaching and learning are designed, used, and evaluated. The levels proposed by the CEFR are three: A, B, and C, which correspond to the levels basic, intermediate and advanced, respectively. Each of the three levels is
subdivided into two, resulting A1 and A2, B1 and B2, and C1 and C2. Colombian government from the Ministerio de Educación Nacional has set the goal for high school students of achieving B1 level. The following chart illustrates the three levels high school students have to go through, as well as the skills to be developed for each level according to the CEFR:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
<tr>
<td>A2</td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td>B1</td>
<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
</tbody>
</table>

Having in mind the levels of proficiency and the skills to be developed for each of them, it is worth clarifying the division of the courses in the institutions according to the three levels:
Teaching Language and Culture Through Intercultural Awareness

This chart is taken from the “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” and it is retrieved from: http://www.mineducacion.gov.co/cvn/1665/article-115174.html

For the current syllabus which belongs to fourth and fifth graders, the level A2 and its skills are going to be taken into account.

**Competences.**

According to the glossary elaborated by the Ministerio de Educación Nacional, a competence implies knowing, being and knowing how-to. The specific competence that both the Ministerio de Educación Nacional and the institution San Pedro Claver IED are intended to strengthen in the students is the communicative competence. This means that the students should be able to know the language (knowing), know how to use it (knowing how-to), and being an efficient user of it (being). The communicative competence is composed by three competences: linguistic competence, pragmatic competence, and sociolinguistic competence.

**Linguistic competence.**

It refers to the theoretical knowledge of language (phonetics, phonology, lexis, semantics, grammatical and orthographic rules) as well as the ability to use them in the elaboration of messages.

**Pragmatic competence.**

It refers to the capacity of creating sequences of statements so as to produce elaborated texts. Briefly, this competence refers to the formal use of linguistic resources.
Sociolinguistic competence.

It refers to the knowledge of the social and cultural conditions given in a specific context in which a given language is being used, and which are implicit to the use of that language. This competence helps the speaker know and understand different social and cultural manifestations of language such as sayings, dialects, lexicon, etc.

Language Skills.

The language skills are those skills that allow us to use the language correctly in all the forms in which the language can be reproduced or perceived. The language skills are: Writing, reading, speaking and listening. These four skills are the ones needed so as to comprehend, use and understand a language.

These skills are developed during the whole language learning process and they are developed on different ways according to the language proficiency level that the person has. According to “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés”, the 4 skills for an A2 2.1 level must allow the students to reach the next linguistic, pragmatic and sociolinguistic goals, they are:
Teaching Language and Culture Through Intercultural Awareness

<table>
<thead>
<tr>
<th>Escucha</th>
<th>Lectura</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.</td>
<td>2, 3</td>
</tr>
<tr>
<td>• Participo en juegos y actividades siguiendo instrucciones simples.</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.</td>
<td>1</td>
</tr>
<tr>
<td>• Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación.</td>
<td>3</td>
</tr>
<tr>
<td>• Identifico de quién me hablan a partir de su descripción física.</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Comprendo información personal proporcionada por mis compañeros y mi profesor.</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Identifico la secuencia de las acciones y las asociaciones con los momentos del día, cuando alguien describe su rutina diaria.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>• Memorizo y digo el ritmo de canciones populares de países angloparlantes.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conversación</th>
<th>Escritura</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario.</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada.</td>
<td>2, 3</td>
</tr>
<tr>
<td>• Saludo cortésmente de acuerdo con la edad y rango del interlocutor.</td>
<td>2, 3</td>
</tr>
<tr>
<td>• Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.</td>
<td>2, 3</td>
</tr>
<tr>
<td>• Pido y acepto disculpas de forma simple y cortés.</td>
<td>2, 3</td>
</tr>
<tr>
<td>• Sigo y doy instrucciones básicas cuando participo en juegos conocidos.</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula.</td>
<td>1, 2</td>
</tr>
<tr>
<td>• Pregunto y respondo sobre las características físicas de objetos familiares.</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

| Escrito sobre temas de mi interés. | 2 |
| Escrito descripciones y narraciones cortas basadas en una secuencia de ilustraciones. | 2 |
| Escrito tarjetas con mensajes cortos de felicitación o invitación. | 1, 2, 3 |
| Describo los rasgos personales de gente de mi entorno. | 1, 2 |
| Enlazo frases y oraciones usando conectores que expresan secuencia y adición. | 1, 2 |
| Escribo textos cortos que describen mi estado de ánimo y mis preferencias. | 1, 2 |
| Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. | 1, 2 |
| Verifico la ortografía de las palabras que escribo con frecuencia. | 1 |
| Escribo pequeñas historias que me imagino. | 1, 2, 3 |

These charts are taken from the “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” and it is retrieved from: [http://www.mineducacion.gov.co/cvn/1665/article-115174.html](http://www.mineducacion.gov.co/cvn/1665/article-115174.html)
Approach and Methodologies

The approach and methodologies proposed for the current syllabus are explained from three main perspectives which are: Language Perspective, Learning perspective, and Teaching Perspective.

Language Perspective: Input Hypothesis

Input hypothesis The perspective about language that we decided to assume during our internship was a communicative one, in which the second language learning and acquisition is a process where students are supposed to learn and then acquire the language so as to use it for communicative purposes. As we assume the language and language acquisition as a process, as a means to communicate ideas, we chose the input hypothesis as a suitable language perspective that could be taken into account during the whole internship process. The input hypothesis was stated by Stephen Krashen and it assumes the language learning and acquisition process as one in which language learners first learn and then progressively acquire a language when they comprehend how language works and how it can be used in different situations. According to Krashen’s theory of comprehensive input (1982), the language learning process is being successful when students acquired the language subconsciously and it produces spontaneous communicative uses of the target language. According to Krashen, there is a difference between learning and acquiring. The difference is that leaning is a conscious process in which learner study and analyze how language works, and acquiring is about subconsciously understand the target language. Following the previous ideas, in our internship project we tried to encourage students first to learn some language features that were going to be used lately to practice and use the second language accurately and in a fluent way. The material we used to do this was supposed to enhance students to use the language features previously learned in a natural way where students finally acquired those language features so as to use them to communicate the
feelings and emotions they felt towards the materials and new intercultural knowledge they were facing in the classes.

*Learning perspective: Presentation, Practice, Production (PPP)*

As our internship project takes into account the communicative competence and its components (linguistic competence, pragmatic competence, and sociolinguistic competence), being this one of the most important theoretical basis for both San Pedro Claver IED and Ministerio de Educación Nacional, we chose Presentation, Practice, and Production model (PPP) as the most suitable model to conduct our classes since this model allowed us to go through each one of the competences following three simple but very organized stages.

PPP is defined as an approach composed of three teaching parts or stages in which high-teacher-control and autonomous work converge. PPP is known as an effective approach to address grammar lessons (Maftoon, n.d) what we consider and advantage due the academic context in which the students are emerged, where standardized exams measure linguistic competence rigorously.

The first stage proposed in PPP model is presentation. According to Criado (2013) the presentation stage is highly teacher-oriented since this stage seeks to set the grammatical feature of the lesson. Through this stage we went into the linguistic competence, giving our students the chance to know the specific feature of language to be evaluated then in “pruebas saber” by the Ministerio de Educación Nacional (in case of fifth grade) and “pruebas cognitivas”.

The second stage, practice, is still teacher-oriented but in a moderated level in comparison to first stage. Trough practice stage we gave our students the opportunity to put into practice the features previously learned in the first stage by developing a series of activities intended to use grammatical features not as isolated pieces of language, but as full
meaningful forms to be used in real life situations, this way going through the pragmatic competence.

The third stage is production. This stage involves autonomous work in which the students test their understanding after the stages of presentation and practice, both guided stages. After monitoring the students’ understanding in the previous stages, the last stage allowed us to set activities based on cultural features in which the grammatical features addressed in stages one and two could be used, but not as the target of the lesson, but as a means to acquire knew cultural meaningful learning (sociolinguistic competence).

**Teaching perspective: Content-Based Approach (CBI)**

The Content-Based Approach (CBI) is a teaching approach in which the target language is learned with little or no-direct effort to teach language itself, through the teaching of content or information (Heo, 2006).

We considered that CBI had the proper characteristics needed to carry out our lessons at San Pedro Claver IED. Firstly, being CBI an approach intended to teach language accompanied by content, allowed us to prepare culture-based lessons where the target language worked as a means to study some American and Colombian cultural features in our intention to use language to raise intercultural awareness.

Moreover, CBI, as Crandall, who is quoted by Heo (2006) states, CBI can be used in various ways, with different teaching methods, neither traditional nor contemporary. For example, CBI used with the grammar-based traditional teaching method allowed us to enhance the linguistic competence in our students and their writing skill, having in mind the exams they were to present at that time; all of this through cultural-content teaching. On the other hand, CBI used with communicative language teaching method allowed us to strengthen the pragmatic competence in our students and their listening and speaking skills.
since we prepared lessons in which they were given the opportunity to interact with their peers and the content in an oral way.

A third characteristic of CBI is that is an approach widely supported and used in different contexts. Stroller and Grabe (1997) point out some of the contexts where CBI is used: English for Specific Purposes (ESP) programs, second language immersion programs, vocational and workplace instructional contexts, university-level language instruction, English for Academic Purposes (EAP) programs, among others.

To summarize, CBI is an approach which has special characteristics such as language learning and content learning are accompanied, it can be used in various ways and different teaching methods, and it is widely applied and supported in academic programs. Those characteristics give the approach enough validity and reliability to be applied for us at San Pedro Claver IED.

**Pedagogical Roles**

*Teacher’s Role*

Taking into account that our internship project was encouraged to allow students to learn English as a means to know more about cultural information that they did not know or that was not that familiar to them, the role that we assumed was focused on guiding the students through the information they were receiving in the moment. Due to the topics and the flexible methodology we used to give our classes we sometimes assumed a role in which we were in total control of the dynamics of the class, but this happened most of the times when we were explaining son grammatical parts so as to make them very clear and use on further activities. The guiding role was focused mainly about approaching students to the new knowledge presented and giving them the necessary tools to use that knowledge to improve their communicative and linguistic skills. This guiding role that we assumed was very important so as to make students feel comfortable about the fact of learning new things apart
of English and avoid a feeling of pressure while receiving this new knowledge.

**Student’s Role**

Throughout the pedagogical intervention, the students always played an active role in the classes. The lessons were characterized for being either grammar-based or culture-based. Even for grammar-based lessons, which are commonly characterized for a less-active student’s role, the students paid attention to the teacher’s explanation, but also were constantly responding to different questions, short contests, or other dynamics as a way for the teacher to check and assess their understanding. In the case of the culture-based lessons, the students played the main role of the class, in which they were given the chance to interact with the material from the beginning to the end.

**Material’s Role**

The materials had a very important role throughout the pedagogical intervention since they were used as the basis of the correlation student-culture (understood as American and Colombian cultural issues)-English language; in short, the main function of the materials was to approach students to the use of English language in real life situations. In order to succeed in their function, the materials should fulfill some specific characteristics that were considered for their creation and implementation. The characteristics or principles for the materials creation-implementation that were considered, were some of the proposed by Tomlinson (1998), they are the following:

- Materials should achieve impact
- Materials should help learners to feel at ease
- What is being taught should be perceived by learners as relevant and useful
- Materials should expose the learners to language in authentic use
- The learners’ attention should be drawn to linguistic features of the input
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- Materials should take into account that learners differ in learning styles.

**Assessment**

Bearing in mind that we taught our classes by combining different methodologies in which the focus of the classes could vary depending of the methodology that was being used in that moment, we used two different kinds of assessment so as to evaluate the process that the students were having during the classes. These two types of assessment were used depending on the type of class and methodology used, along these lines, if the class had been based only on a Presentation, Practice and Production methodology, the assessment used with students in that case was a Criterion-referenced test. On the other hand, if the class was based on Presentation, practice and production and Content based instruction, the assessment used would have been a summative assessment.

Taking into account the previous statements, the aspect that we focus on when doing classes with Presentation, practice production methodology, was the language proficiency only. To do this, we used a Criterion-referenced test that according to Linn, R. L., & Gronlund, N. E. (2000) is conceived as “A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.” (p. 42)

This type of assessment was useful because we could evaluate students’ proficiency on the language and capability of performing determined tasks.

On the other hand, the main aspect that we evaluated when we were doing intercultural classes with presentation, practice production and content-based instruction methodology, was the one related to the use of the foreign language when talking about the topic they were discovering in that moment. We also tried to measure the comprehension,
differentiation and categorization of the new cultural and intercultural knowledge received. In order to assess this type of classes we used a summative assessment, whose goal is “to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark” (Allyn and Bacon 2009), which suited perfectly with our internship project because we could evaluate the language and content acquiring range students had during an intercultural class.
# Syllabus

## Syllabus Grades Fourth and Fifth

### Ciclo II

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Goals</th>
<th>Competences</th>
<th>Skills</th>
<th>Methodologies</th>
</tr>
</thead>
</table>
| 1    | Greetings, introducing yourself | To make the students use in a proper way the different expressions related to saying hello and goodbye in which they can used all the content seen in class according to the correspondent context in which they may be involved. *To encourage students to use different expressions so as to give personal information and basic information in which they can be accurate when giving the information needed or to establish a very basic communicative situation with another person. | -Linguistic competence  
-Pragmatic competence | -Speaking  
-Listening | Presentation, Practice, Production |
| 2    | School vocabulary and commands | To present the students some basic school commands/vocabulary by discussing the school/classroom organization in the USA and Colombia. | -Linguistic Competence  
-Sociolinguistic Competence  
-Pragmatic Competence | -Speaking  
-Listening  
-Writing | Presentation, practice, production  
Content-based instruction |
| 3    | Daily routine | -To be able to mention all the daily activities in English. | -Linguistic competence  
-Pragmatic Competence | -Speaking | Presentation, Practice, Production |
| 4    | Numbers and ordinal numbers. | -To learn the numbers and ordinal numbers in English (pronunciation-spelling).  
- To discover practical uses of the “numbers in English” in a real context. | - Linguistic Competence  
-Pragmatic Competence  
-Sociolinguistic competence | -Speaking  
-Listening  
-Reading  
-Writing | Presentation, Practice, Production  
Content-based instruction |
| 5    | Places of the city. | -To learn vocabulary related to places of the city.  
-To discover the differences between the places of the cities in the USA and Colombia. | - Linguistic Competence  
-Pragmatic Competence  
-Sociolinguistic | -Speaking  
-Listening  
-Writing | Presentation, Practice, Production  
Content-based instruction |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>competence</th>
<th>instruction</th>
</tr>
</thead>
</table>
| 6 | Professions and occupations and their daily activities.         | - To make students learn vocabulary related to professions and occupations and the activities they normally do.  
                               | - To encourage students to know more about some important public figures in Colombia and the USA.          | - Speaking                  
                               |                                                                | - Listening                 
                               |                                                                | - Writing                   | Presentation, Practice, Production |
| 7 | Adjectives, Colombian and American Art                        | - To encourage students to be aware of the importance and beauty of art and how it has been done and conceived by Colombian and American culture  
                               |                                                                | - Speaking                  
                               |                                                                | - Listening                 
                               |                                                                | - Writing                   | Presentation, Practice, Production |
| 8 | Body parts, verb “have”, and description: Discovering Colombian and American fauna. | - To practice the grammatical uses of verb “have” by exploring different animals in the USA and Colombia.  
                               |                                                                | - Speaking                  
                               |                                                                | - Listening                 
                               |                                                                | - Writing                   | Presentation, Practice, Production |
| 9 | The family members, possessive adjectives, musical figures in Colombia and the USA. | - To learn the vocabulary related to the family members and the possessive adjectives through the use of previous topics such as professions and adjectives.  
                               |                                                                | - Speaking                  
                               |                                                                | - Listening                 
<pre><code>                           |                                                                | - Writing                   | Presentation, Practice, Production |
</code></pre>
<p>| 10 | House and house elements.                                     | - To make students learn about the different parts of the house and the elements that can be found there | Linguistic Competence         | Presentation, Practice, Production |
|                                                                | - Writing                   |                             |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
</table>
| 11 | Prepositions of place: Recognizing some interesting places in Colombia and the USA | - To make students understand how to locate themselves, people, places, and objects by using preposition of place. | - To make students recognize some famous places in the United States and Colombia through the use of prepositions of place. | - Linguistic Competence | - Writing  
- Speaking  
- Listening  
- Reading | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence |
| 12 | Wh Questions in simple present. What do you do on your vacations? | - To encourage students to use wh questions as a means to ask for new information and keep conversations going. | - To encourage students to be aware of the different activities that can be done on vacations depending on the country or culture in which they are involved | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence | - Writing  
- Speaking  
- Listening | - Writing  
- Speaking  
- Listening | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence |
| 13 | Modal verb “Can”, Expressing abilities: Let’s see American and Colombian Athletes | - To encourage students to be able to express the possibilities of doing something by someone. | - To introduce students to the world of sports by talking about the sports that are very practiced in Colombia and in the United States | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence | - Writing  
- Speaking  
- Reading | - Writing  
- Speaking  
- Reading | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence |
| 14 | Present progressive: Vacations! | To make students understand the use and the structure of the present progressive. | - To make the students understand what the differences are between the activities done in the seasons in America and the activities done in Colombian vacations | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence | - Writing  
- Speaking | - Writing  
- Speaking | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence |
| 15 | Simple Past: reviewing history | - To review some historical characters in Colombian and American cultures through the understanding of past simple. | | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence | - Writing  
- Speaking  
- Listening | - Writing  
- Speaking  
- Listening | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence |
| 16 | Comparatives | - To encourage students to use the | Linguistic | - Writing | Presentation,  
Practice,  
Production  
Content-based instruction | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence | - Writing  
- Speaking  
- Listening | - Linguistic Competence  
- Pragmatic Competence  
- Sociolinguistic competence |
Teaching Language and Culture Through Intercultural Awareness

| and Superlatives | English language to make comparisons among the people, places and things they are surrounded by. To encourage students to analyze the information they may collect by observing two or more concepts to be compared | Competence - Pragmatic Competence - Sociolinguistic competence | - Speaking - Listening - Reading | Practice, Production Content-based instruction |
INTRODUCTION

In this unit vocabulary and expressions commonly used to say hello and goodbye are going to be taught to the students. The student through this lesson will also see the different ways to say hello and goodbye depending on the context in which they can be involved by watching videos and doing activities where students can use all this linguistic content properly.

Students will also be introduced on how to introduce themselves and how to give very basic personal information.

TOPICS: Greetings, introducing yourself.

OBJECTIVES:
- To make students use in a proper way the different expressions related to saying hello and goodbye in which they can use all the content seen in class according to the correspondent context in which they may be involved.
- To encourage students to use different expressions so as to give personal basic information in order to be accurate in very basic communicative situations.

LESSONS: 2

LESSON # 1 GREETINGS AND FAREWELLS

VOCABULARY BANK: Good morning, good afternoon, good evening, greetings, what’s up, hey, hi, yo, look who it is. see you, goodbye, take care, see you later, see you tomorrow, bye, have a nice day...

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>

36
<table>
<thead>
<tr>
<th><strong>GENERAL PRESENTATION</strong></th>
<th>10 minutes</th>
<th>The teacher will elicit students' different vocabulary and expressions they may know about greetings and farewells in English as in Spanish and in which contexts they think those expressions can be used (formal and informal)</th>
<th>Students' participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARM UP</strong></td>
<td>10 minutes</td>
<td>Students will listen to the song “Hello To All The Children Of The World” (<a href="#">video 1</a>) without watching the video and they will try to guess from which countries they think the greetings are from. After listening to the song, they will watch the video. After doing this, the students will watch another video (<a href="#">video 2</a>) in which different greetings in English are shown.</td>
<td>Audiovisual aids</td>
</tr>
<tr>
<td><strong>Activity N°1</strong></td>
<td>40-50 minutes</td>
<td>The teacher will introduce all the vocabulary and expressions related to greetings and farewells by drilling the pronunciation as much as the teacher considers it necessary. Then the teacher will explain their proper usage depending if they are on a formal or informal situation by comparing the vocabulary taught with the one the students already know in Spanish. After doing this, the teacher will also explain that saying hello or goodbye can also change depending on the context in which they may be involved. Then the teacher will give students a guide (<a href="#">see annex 1</a>) in which they have to match some greetings and farewells with the correspondent image or situation.</td>
<td>Printed material</td>
</tr>
</tbody>
</table>
### Activity N° 2

| 30 - 50 minutes | The teacher will play some games so as to make the students understand the usage of greetings and farewells in English and in Spanish depending on the context.  

The first game is called: “greeting in name of the course”. The activity consists on dividing the classroom on different zones (the family, the friends, the street, the bus, the supermarket, the job etc.); these “zones” are spread in the entire classroom. Then the teacher organizes all the students together in the center of the classroom. The teacher will act with a previously selected student a situation with a specific greeting. The students have to identify the greeting acted out and they have to run to the zone in which they think the greeting is used correctly. (e.g. Teacher: What’s up man, student: what’s up teacher. students run to the zone of the classroom called “friends”)  

The final activity is very simple and it can work as final classwork or homework. The teacher will ask the student to write on their note book 2 people from their context and they have to record themselves saying hello according to the greeting they consider necessary to use with that specific person (e.g. Student Juan record himself saying “greetings” to the teachers on teachers’ room, then he records himself saying “what’s up” to his best friend). | Students’ attention and participation |

---

### LESSON # 2  INTRODUCING YOURSELF

**VOCABULARY BANK:** Greetings seen in the previous class, How are you doing, what is your name, I am/my name is______, where are you from? I am from__________ how old are you? I am _____, where do you live? I live in __________. What do you do? I am a ____________. What is your favorite color? my favorite color is____
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL PRESENTATION</td>
<td>10 minutes</td>
<td>The teacher will present the topic of the class by explaining the importance of introducing yourself or a friend, partner, parents etc. to another person</td>
<td></td>
<td>Students’ attention.</td>
</tr>
<tr>
<td>WARM UP</td>
<td>10 minutes</td>
<td>The teacher will play a very simple game call “Chinese whisper”. The game is about asking the students to make rows with certain quantity of students (depending on the number of students), then the teacher will whisper to the first student of each row a word or a very short sentence; the students have to do the same with the student behind him, and that student has to do the same with the student behind him and so on until the end of the row. The last person in the row has to say louder the word or sentence given by the teacher to the very first student of the row. Each row is a group and every group has a point if the word given at the end of the row corresponds with the one given by the teacher.</td>
<td></td>
<td>Students’ participation.</td>
</tr>
<tr>
<td>Activity N°1</td>
<td></td>
<td>The teacher will ask the students how they introduce themselves when they are meeting new people and the information they give when they are introducing themselves. The teacher will introduce all the vocabulary and sentences needed to introduce yourself or someone else. This information can be asked and answered in Spanish. Then the teacher will introduce all the vocabulary needed to introduce yourself or someone else by explaining the “logical” order in which all that vocabulary must be used. The teacher is supposed to emphasize on spelling and pronunciation in this part of the lesson as much as he consider. After doing this the teacher will ask the</td>
<td>Printed Material</td>
<td>Students’ participation</td>
</tr>
</tbody>
</table>
students to look at different parts of the classroom in which the teacher has already posted some images of famous people or TV characters (4 guys and 4 women, 4 Colombian and 4 from the USA) (Annex 2) then the teacher will explain the activity. The activity consists on asking the students to pick one of those characters and write the corresponding information on their notebook and be prepared to introduce themselves like they were the character they chose. The teacher will give them no more than 15 minutes to write and prepare this presentation.

After doing this, the teacher will choose at random (e.g. hot, hot potatoes) who is going to introduce him/herself to the rest of the class and who is going to be the student that is going to act like the interviewer (by using the vocabulary about questions seen in class) . The teacher at the end of the activity will introduce him/herself by acting out two characters important for the history of Colombia and the history of the USA. Those two characters are chosen by the teacher.

| Activity N° 2 | For the next activity, the teacher will give the students a worksheet in which they have to fill the information (Annex 3) with people from their family, and at the end they have to present one of those members of their family to the rest of the class. The students that are going to present their family can be chosen randomly.

They have to paste that worksheet on their notebook. |
| Printed material | Students’ autonomous work |
INTRODUCTION

In this lesson students will learn some vocabulary about the school. This new vocabulary will be presented in a way in which the students can analyze and discuss about the public school organization in Colombia and in the United States and what the differences and similarities are between these two countries when talking about school organization.

TOPICS: School vocabulary and commands.

OBJECTIVES:
- To present the students some basic school commands/vocabulary by discussing the school/classroom organization in the USA and Colombia.

LESSON #1

VOCABULARY BANK: pen, pencil, notebook, book, locker, stand up, sit down, silence, etc.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 minutes</td>
<td>To introduce the topic, the students will watch a video of a famous TV show whose characters are high school students from the USA (video 3). Then the teacher will tell the students what the topic of the class is, and will discuss with them some differences between the school organization in the USA, and</td>
<td>Audiovisual aids</td>
<td>Students’ attention</td>
</tr>
</tbody>
</table>
Colombia, some of the differences are: uniforms in public school in Colombia, the use of lockers in the USA, number of years in the school, educación básica y media vs. Elementary and high school (freshman, sophomore, junior, and senior.)

| WARM-UP       | 30 minutes | After watching the video, the teacher will present the vocabulary about the objects in the school/Classroom and some commands and phrases that are used very often in these places. the teacher will ask students to repeat in choral repetition the pronunciation of the vocabulary taught and the teacher will explain all this vocabulary by using the objects that can be found in the school/classroom in that moment. | Basic classroom material |

| Activity N°1  | 20 minutes | The teacher will play a video (video 4) in which the students have to write down all the objects that they can see in the video, for this activity they have to be very concentrated so as to write down the largest amount of vocabulary that they can see during the video. The video will be played twice and at the end the teacher will check who the students who wrote down the largest quantity of vocabulary were. | Audiovisual aids |

| Activity N° 2 | 30 minutes | The final activity will be the game “Simon says” in order to check the students’ understanding of the basic commands for the class: stand up, sit down, silence, open your notebooks, etc. As homework, the students will |

<p>|                         |                          | Students’ concentration and ownership of knowledge |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>have to study the new vocabulary (orally) at home in order for</td>
<td>heart to be able to use it all along the school year.</td>
</tr>
<tr>
<td>them to learn it by</td>
<td></td>
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<tr>
<td>in their home in order for them to learn it by heart to be able</td>
<td></td>
</tr>
<tr>
<td>to use it all along the school year.</td>
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</tbody>
</table>
INTRODUCTION

In this lesson students will learn the vocabulary and expressions about the activities that most of the people normally do on their daily life. In this lesson students will use their communicative skills to ask and give information about the activities they normally do. At the end of the class the student must be able to communicate and ask what they do on a regular day.

TOPICS: Daily routine.

OBJECTIVES:
- To be able to mention all the daily activities in English.

LESSON #1

VOCABULARY BANK: wake up, get up, get dressed, have breakfast, lunch, do homework, sleep, take the bus, go to school, go home etc.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 min</td>
<td>The students will watch a funny introductory video of a daily routine (video 5).</td>
<td>Audiovisual aids</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>The teacher will play another video (video 6) where the basic vocabulary of daily routine is shown. The students will watch the video twice, and then, with the teacher, they will check the vocabulary.</td>
<td>Audiovisual aids</td>
<td>Students’ attention</td>
</tr>
</tbody>
</table>
In this lesson, students are going to learn how to express what their school schedule is and the activities they are supposed to do on each class they take in school. For this class students will review present simple and the combination of two or more sentences.

**TOPICS:** Schedule and activities

**OBJECTIVES:**
- To make students express how their school schedule is, and what they do on each class
- To review present simple, verbs and sentence formation

**LESSON #2**

**VOCABULARY BANK:** write, read, solve problems, learn, paint, draw, play instruments, practice sports...

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<thead>
<tr>
<th>ACTIVITY</th>
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<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>Since this topic is based on daily activities, the teacher will make a short review about present simple.</td>
<td>Basic classroom material.</td>
<td>Students’ attention</td>
</tr>
</tbody>
</table>
### WARM-UP

**30 minutes**

After the review, the teacher will ask the students about the specific and different activities they do in every subject in the school. For example: in Maths class we solve problems, in Biology we study the nature. The teacher will make a list on the board with the activities the students say.

- Basic classroom material.
- Students’ attention

### Activity N°1

When the teacher finish writing on the board all the corresponding activities proposed by the students, the students are going to make a chart with their school schedule, including the activities they do in every subject.

**Example:**

**Monday**

- **English:** we write and read in English
- **Arts:** we sing and play instruments

- Basic classroom material.
- Students’ concentration

### Activity N° 2

**30 minutes**

The teacher will ask students to write 2 sentences for every day of the weekdays with the activities and subjects of that specific day. For this activity students have to use the vocabulary about actions they do in every single subject and the present simple structure as well as the vocabulary of the days of the week.

- Students’ concentration and ownership of knowledge
INTRODUCTION

Through this unit the students will explore the numbers and ordinal numbers in English. This knowledge will allow them to use language in real life situations in which numbers are used such as writing/telling the date and activities that involve money like shopping or buying stuff.

TOPICS: Numbers and ordinal numbers.

OBJECTIVES:
- To make students learn about the numbers and ordinal numbers in English (pronunciation-spelling).
- To encourage students to discover the practical uses of the “numbers in English” in a real context.

LESSONS: 2

LESSON #1

VOCABULARY BANK: Numbers, ordinal numbers, date, buy, pay, how much does/do it cost?
what is your date of birth?

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<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will tell the students what the topic for the class is (the numbers), the teacher will also ask the students why they think learning the numbers in English is important and in what situations a person may use the numbers in English.</td>
<td>Basic classroom materials</td>
<td>Students’ attention and participation</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>20 minutes</td>
<td>The students are going to watch a video about zodiac signs accompanied with a little introduction to the video (video 7) done by the teacher.</td>
<td>Audiovisual aids</td>
<td>Students’ attention and participation</td>
</tr>
</tbody>
</table>
After watching the video the teacher and the students will talk about the zodiac signs and the importance of knowing the date of birth (use of ordinal numbers) to identify the zodiac signs. Then, the students are going to watch another video (video 8) related to shopping. After the video the students and the teacher will discuss the importance of knowing the numbers in order to go shopping.

| Activity N°1 | 60 minutes | Once the students know that learning the numbers in English is important even for common things and situations, the teacher will proceed to check the numbers and ordinal numbers (pronunciation-spelling). As the teacher writes the numbers on the board, the students do it so on their notebooks. After completing the sequence of numbers from 0-30, allow the students to use their logical thinking in order to follow the sequence, provide them with the needed vocabulary (40,50,60...) and let them complete with (41,42,43...etc.). Note 1: keep the sequence until 99. check understanding note 2: Then teach the students how to say 100, 1000, and set examples of how to say bigger numbers, make sure students are able to say bigger numbers combinations ex: 200, 552, 1200. Note: repeat the pronunciation of the numbers as much as the teacher considers it necessary. | Basic classroom materials | Students’ autonomy. |
### Activity N° 2

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Materials</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an activity in order to practice the numbers they already learned. Ask them to write on their notebooks the number(s) you write on the board, then correct them (spelling) and practice pronunciation. ex: teacher writes: (11) students should write: (eleven). Following the same dynamic, assign homework so that students can practice spelling at home.</td>
<td>Basic classroom materials</td>
<td>Students’ active participation.</td>
</tr>
</tbody>
</table>

### Lesson #2

**Vocabulary Bank:** Numbers and ordinal numbers.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Procedure</th>
<th>Materials</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 min</td>
<td>As the first activity the teacher is going to correct the homework assigned in the previous lesson, using the board. As the homework is being corrected, the pronunciation should be practiced by using choral repetition.</td>
<td>Basic classroom materials</td>
<td>Students’ responsibility.</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>The teacher is going to develop a dictation on numbers. One number at a time, and then correction (teacher says twelve, student should write 12). Then, the teacher will challenge the students with big numbers. The teacher will ask for volunteers to write on the board the number he dictates, if the student fails, give other the chance, if wins offer a reward (a candy, for example).</td>
<td>Basic classroom materials, candies.</td>
<td>Students’ active participation.</td>
</tr>
<tr>
<td>Activity N°1</td>
<td>30 min</td>
<td>The teacher is going to ask the students if they remember the videos they watched in the previous lesson. Then the teacher will tell the students that they are going to do 2 activities regarding the videos (zodiac signs and</td>
<td>Printed materials.</td>
<td>Students’ active participation.</td>
</tr>
</tbody>
</table>
The first activity is: Give each student a chart *(annex 4)* and ask them to walk around the classroom and interview different partners in order to fill in the chart (explain in advance the questions in the chart and the pronunciation. Students should fill in with numbers ex: 1, 7, 3rd, **NOT** one, seven, third.). Once the students finish, choose some of them randomly in order to share the information they got.

**Note:** In the chart the square (?) is for making the interviewer discover the zodiac sign of their partners according to the date of birth. Ask them to ignore that column until they finish interviewing, then explain them and deliver them the corresponding annex with the zodiac signs *(annex 5).*

| Activity N° 2 | 30 minutes | The activity number 2 is: Explain the whole class that money (bills, coins) changes around the world. Show them didactic bills (dollars and Colombian pesos as in *(annex 6)*) use choral repetition as the material is shown to the students. Then organize the students into groups and provide them with the didactic bills (each group must have the same quantity and denomination of bills). Once they are organized, the teacher will say a quantity of money and each group must combine the bills in order to get the quantity the teacher told. Correct them and repeat the cycle. As homework the teacher will write on the board some random products (1 libra de arroz, 1 manzana, etc) the students should find the price of the products and write them on their notebooks, ex: 1 manzana= 1000$: one thousand pesos. |
| Printed material. | Students’ active participation. |
INTRODUCTION

In this lesson students will learn the vocabulary about the different places that can be found in the city. The students are going to learn this vocabulary by learning about the organization of a city in Colombia and a city in the USA, and the different places that can be found in cities in Colombia and the USA.

TOPICS: Places of the city.

OBJECTIVES:
- To learn vocabulary related to places of the city.
- To discover the differences between the places of the cities in the USA and Colombia.

LESSON #1

VOCABULARY BANK: Restaurant, bank, coffee shop, mall, supermarket, bakery, park, zoo, amusement park, monuments, downtown, church, school, university

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<thead>
<tr>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>To start with the lesson, the teacher will show two images of two different cities (<a href="#">Annex 7</a>) (one from Colombia, the other one from the USA) and will ask the students to mention famous places from the cities in both Colombia and the USA. As the students mention different places, the teacher will present the corresponding vocabulary to the places they mentioned,</td>
<td>Audiovisual aids</td>
<td>Students’ attention and participation</td>
</tr>
</tbody>
</table>
example: S: Teacher I recognize Salitre Mágico, and Disney World. T: Very good, they are called amusement parks. Then the teacher will complete the vocabulary necessary for the lesson (drugstore, butcher’s, bakery, etc).

### WARM-UP

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>30 minutes</td>
<td>After the general presentation, the teacher will show the students some videos (<a href="#">video 9 and 10</a>) and images (<a href="#">annex 8</a>) of specific and famous places of the city which are different in Colombia and the USA. ex: Zoológico Santa Cruz vs. San Diego Zoo, Almacenes Éxito vs. Walmart, Salitre Mágico vs. Disney World, centro de Bogotá vs. Time square.</td>
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</table>

### Students’ attention

<table>
<thead>
<tr>
<th>Audiovisual aids</th>
<th>Students’ attention</th>
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</thead>
<tbody>
<tr>
<td>Audiovisual aids</td>
<td>Students’ attention</td>
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</table>

### Activity N°1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>50 minutes</td>
<td>The teacher will give each student a piece of paper. Then the students will divide the paper into two. In the first half of the paper the students will write the title “My Colombian city”, and in the other half they will write the title “My American city”. For each half, the students will design a map of their imaginary city from both countries, including the name of the places (the vocabulary they learned at the beginning of the lesson: avenues, bridge, traffic light, bakery, streets, supermarket, grocery store, etc.). The students then will receive a clipping of a male or female character (<a href="#">annex 9</a>) that they are going to put in different places on their maps of their imaginary cities, their respective pair has to locate that character by using the vocabulary already learned and practiced in the class, example: Juanito puts their character on supermarket Jumbo, and his pair Anita says: He is in supermarket Jumbo</td>
</tr>
</tbody>
</table>

### Students active participation

<table>
<thead>
<tr>
<th>An A4 piece of paper for each student, basic classroom materials</th>
<th>Students active participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed material</td>
<td>Students active participation</td>
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</tbody>
</table>

### Activity N° 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>As closure for this lesson, the teacher will play a video (<a href="#">video 11</a>) of the youtuber Zack Morris, in which Zack shows the differences between Bogota and New York City, then the teacher will discuss about the video with the students about what they think about their city Bogota, and an American one like New York</td>
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</table>

### Audiovisual aids

<table>
<thead>
<tr>
<th>Audiovisual aids</th>
<th>Students’ attention and participation</th>
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</thead>
<tbody>
<tr>
<td>Audiovisual aids</td>
<td>Students’ attention and participation</td>
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</tbody>
</table>
INTRODUCTION

In this lesson the students will learn about the different occupations and professions, they will also learn about the activities that people normally do on their jobs. To approach students to communicate and understand what the professions and occupations are, they will learn about some important/famous people in the USA and Colombia.

TOPICS: Professions and occupations and their daily activities.

OBJECTIVES:
- To make students learn the vocabulary related to professions and occupations and the activities they normally do.
- To encourage students to know more about some important public figures in Colombia and the USA.

LESSON #1

VOCABULARY BANK: Police officer, firefighter, housekeeper, doctor, vet, driver, nurse, baker, butcher, teacher, artist, bricklayer, singer, lawyer etc.

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</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will play a video to students about The Life of Homer Simpson in 2 minutes <em>(video 12)</em>. After watching the video, the teacher will elicit students about what they think is the topic of the class. The teacher will explain the topic and he will ask students to tell the teacher about their</td>
<td>Audiovisual aids</td>
<td>Students’ attention and participation</td>
</tr>
</tbody>
</table>
In this lesson students will learn how to express actions that happen frequently through the use of present simple, This lesson will use all the other topics seen in the previous two classes so as to reinforce the knowledge seen on those classes

**TOPICS:** Professions and occupations and their daily activities present simple
## OBJECTIVES:
- To learn how to express the daily actions performed in different professions and occupations through the use of present simple.

## LESSON #2

### VOCABULARY BANK:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>To introduce the class, the teacher will call some students and will ask them to act one or two actions (related to common activities performed in different professions ex: action: jump, performed by football player, action: write, performed by writer, secretary. Etc.) given by the teacher, the rest of the students are supposed to guess what action the students are acting out. After finishing, the teacher will explain what the topic of the class will be and how, when and why it is used for</td>
<td>Basic classroom materials</td>
<td>Students’ attention and participation</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 minutes</td>
<td>After the general presentation the teacher will explain the students the structure of present simple by using the same verbs (and others) used in the previous activity. Also, the students will practice the pronunciation of the vocabulary and the general structure of present simple in choral repetition. Then, the teacher will ask some students to write sentences using the new structure and the new vocabulary on the board.</td>
<td>Basic classroom materials</td>
<td>Students’ attention and participation</td>
</tr>
<tr>
<td>Activity N°1</td>
<td>50 minutes</td>
<td>For the activity the students will use a map made in a previous lesson. The teacher will foster students to practice present simple+professions+daily activities+places. The teacher will ask the students to think in the profession he proposes, the activities that are performed in that profession, and a place in the city to locate the person of</td>
<td>Basic classroom materials, Materials from the previous class (Map)</td>
<td>Students’ attention and active participation</td>
</tr>
</tbody>
</table>
that profession. The teacher will make sentences with the students as follows: A bus driver, a bus driver drives cars; he is at the bus station. Football player, a football player jumps, a football player plays, and the football player is at the stadium.

| Activity N° 2 | 30 minutes | As homework the teacher will ask them to use the daily activities and the professions not as separated topics but as complementary topics. The homework is very simple, they will connect these two topics through the present simple form by writing sentences where they talk about some daily actions done by people from different professions, example: He is a Bus Driver, he gets up at 5:00 am, he drives a bus in the city. They are supposed to do those kinds of sentences with ten professions with ten daily activities. | Basic Classroom materials | Students’ autonomous work |
INTRODUCTION

In these lessons the students will learn about Colombian and American pieces of art (paintings) which are considered very important and representative of these two countries. As they are going to learn about art, they are going to learn some history behind the art shown in the class. They are going to learn about how to describe things (In this case art). To reach this objective they are going to learn adjectives.

The first class is going to be a grammatical one, in which they will learn the usage of adjectives, the second class will be the practical one, in which they are going to learn and discuss about art through the use of adjectives.

TOPICS: Adjectives, Colombian and American Art

OBJECTIVES:
- To encourage students to be aware of the importance and beauty of art and how it has been done and conceived by Colombian and American culture
- To make students understand the use of adjectives and make them able to use them when necessary

LESSON #1

VOCABULARY BANK: Tall, short, big, small, beautiful, colors, happy, sad, strong, weak, funny, fat, thin, intelligent, smart, ugly...

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</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will explain what adjectives are and their use. Then the teacher will give the students a list of common adjectives in English as the basis for the lesson. The students will write on their Basic classroom material</td>
<td>Students’ attention</td>
<td></td>
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</tbody>
</table>
notebooks the new vocabulary and will practice the pronunciation with the help of the teacher.

<table>
<thead>
<tr>
<th>WARM-UP</th>
<th>30 minutes</th>
<th>Once the students finish writing and practicing the pronunciation of the adjectives, the teacher will show them an image of famous cartoons (annex 11) and the students will describe them using the new vocabulary. The teacher will write on the board some examples of the sentences created by the students in order to check the correct grammar structure for descriptive sentences (verb to be, adjectives before nouns)</th>
<th>Basic classroom material . Audiovisual aids</th>
<th>Students’ attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity N°1</td>
<td>For the class activity each student will choose a character they like, and then they will draw it on their notebooks and write descriptive sentences about their character. At the end of the activity they will share with their partners the character they drew and the sentences they wrote.</td>
<td>Basic classroom material .</td>
<td>Students’ agility and concentration</td>
<td></td>
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</tbody>
</table>

**LESSON #2**

**VOCABULARY BANK:** strange, colorful, boring, natural, ugly

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<thead>
<tr>
<th>ACTIVITY</th>
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<th>ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 minutes</td>
<td>The teacher will play some videos of cartoons where a lot of famous pieces of art are shown (videos 13 and 14). They will describe the paintings they watched in the videos with the vocabulary learned in the previous lesson. Then the teacher will explain what the topic of the class is: Colombian and American art (paintings).</td>
<td>Audiovisual aids</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>Teaching Language and Culture Through Intercultural Awareness</td>
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<tr>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>WARM-UP</strong></td>
<td>30 minutes</td>
<td>After watching the previous videos the teacher will review with the students the vocabulary learnt the class before (adjectives, descriptive sentences). For the review the students will describe random objects which are in the classroom.</td>
<td>Basic Classroom materials</td>
<td></td>
</tr>
<tr>
<td><strong>Activity N°1</strong></td>
<td>50 minutes</td>
<td>the teacher will show the students images of 10 very representative and important paintings from Colombian and American artists (<a href="#">annex 12</a>), the teacher will explain the relevance of each painting by explaining the historical and artistic background of the paintings, the students are supposed to describe each scene by using the grammatical structures learnt in class</td>
<td>Audiovisual aids</td>
<td></td>
</tr>
<tr>
<td><strong>Activity N°2</strong></td>
<td>25 minutes</td>
<td>For the final activity, the students are going to choose one picture they liked the most, and they are going to write a detailed description of that painting. The images of the paintings are going to be posted in the board and the students will be able to analyze the pictures.</td>
<td>Audiovisual aids</td>
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<tr>
<td></td>
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<td>Students’ attention and participation</td>
<td>Students’ autonomous work</td>
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</tbody>
</table>
INTRODUCTION

In this lesson the students will review the topic “adjectives” by learning body parts and how to describe physical characteristics of people.

TOPICS: Body parts

OBJECTIVES:
- To make students review the topic “adjectives” by learning the new topic: body parts and how to describe physical characteristics of people.

LESSON #1

VOCABULARY BANK:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will review the adjectives in English learnt in previous lessons. For doing so, the teacher will ask the students to make short sentences to describe an object he mentions. Ex Teacher: the object is the T.V Student: The T.V is big.</td>
<td>Basic classroom materials.</td>
<td>Students’ attention and participation</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 minutes</td>
<td>The teacher will draw on the board the body parts and their name in English and the students will do the</td>
<td>Basic classroom materials.</td>
<td>Students’ participation</td>
</tr>
</tbody>
</table>
same on their notebooks. When the students finish drawing, the teacher will check the vocabulary they just learnt.

<table>
<thead>
<tr>
<th>Activity N°1</th>
<th>50 minutes</th>
<th>The teacher will teach the students how to use the verb “have” in present simple to describe people by describing himself.</th>
<th>Basic classroom materials.</th>
<th>Students’ attention and participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity N° 2</td>
<td>30 minutes</td>
<td>The teacher will give each student a printed material (annex 13) which has the shape of 4 human heads. The teacher will make a short oral description of 4 people. According to the description of the 4 people given by the teacher, the students will complete the drawings of the human head shapes. Next to each of the drawings, the students will write the corresponding description in English. <strong>Homework:</strong> As homework, the teacher will ask the students to search in the dictionary some vocabulary related to animal body parts for the next lesson: fur, fangs, antlers, wings, tail, paws, whiskers, horns, feathers, beak, claws, and fins.</td>
<td>Printed material</td>
<td>Students’ attention and autonomous work</td>
</tr>
</tbody>
</table>
INTRODUCTION

In this unit students will learn about American and Colombian animals which are very common on their respective countries. In this lesson students will use the verb have and the adjectives to describe and know more about these animals and their physical appearance. The idea of this lesson is to encourage them to know more about the fauna that lives in both countries and encourage them to be aware of their environment.

TOPICS: Animals and simple present.

OBJECTIVES:
- To practice the grammatical use of verb “have” by exploring different animals in the USA and Colombia.
- To enhance the students’ understanding of previous topics such as adjectives and body parts.

LESSON #2

VOCABULARY BANK:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>In this part of the class, the teacher will review the use of the verb have with several examples of it. After that, the teacher will check the vocabulary assigned as homework in the previous lesson.</td>
<td>Basic classroom materials.</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 minutes</td>
<td>The teacher will ask the students to describe their pets, the students who do not own a pet will describe the pet they would like to have.</td>
<td>Basic classroom materials.</td>
<td>Students’ attention and participation</td>
</tr>
</tbody>
</table>
### Activity N°1
- **Duration:** 50 minutes
- **Materials:** Audiovisual aids, Printed material
- **Activity:** The teacher will show the students some videos *(videos 15-25)* about some representative animals in Colombia and The USA. Then the teacher will provide them with some curious information about those animals and the importance of taking care of the habitats where they live. The teacher will write on the board the name of the animals from the videos.
- **Procedure:** After watching the videos, the students will be given a printed material *(annex 14)* and a sheet of paper. The students will divide the paper into 2 parts. In one half of the paper the students will write the title “Colombia” and in the other half they will write the title “USA”. Then the students will cut all the clippings from the printed material, and will paste them in the divided paper as it corresponds to the videos and the teacher’s explanation. The students will write the name of each animal next to the clipping. E.x Bald eagle will be pasted on “USA” half, and Andean Condor will be pasted on “Colombia” half.

### Activity N° 2
- **Duration:** 30 minutes
- **Materials:** Printed material
- **Activity:** Later on, the teacher will ask the students to write at the back of the divided paper 10 descriptive sentences using verb have and present simple. Example: Grizzly Bear has 4 big legs, The frog doesn’t have fur.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
<th>Materials</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity N°1</td>
<td>50 minutes</td>
<td>The teacher will show the students some videos <em>(videos 15-25)</em> about some representative animals in Colombia and The USA. Then the teacher will provide them with some curious information about those animals and the importance of taking care of the habitats where they live. The teacher will write on the board the name of the animals from the videos. After watching the videos, the students will be given a printed material <em>(annex 14)</em> and a sheet of paper. The students will divide the paper into 2 parts. In one half of the paper the students will write the title “Colombia” and in the other half they will write the title “USA”. Then the students will cut all the clippings from the printed material, and will paste them in the divided paper as it corresponds to the videos and the teacher’s explanation. The students will write the name of each animal next to the clipping. E.x Bald eagle will be pasted on “USA” half, and Andean Condor will be pasted on “Colombia” half.</td>
<td>Audiovisual aids, Printed material</td>
<td>students’ agility and concentration</td>
</tr>
<tr>
<td>Activity N° 2</td>
<td>30 minutes</td>
<td>Later on, the teacher will ask the students to write at the back of the divided paper 10 descriptive sentences using verb have and present simple. Example: Grizzly Bear has 4 big legs, The frog doesn’t have fur.</td>
<td>Printed material</td>
<td>Students’ concentration and ownership of knowledge</td>
</tr>
</tbody>
</table>
INTRODUCTION

In this lesson students will learn about the family members vocabulary. The possessive pronouns will be also explained so as to complement the topic of the family members. The topic of possessive adjectives will be taught by showing them some important musicians and bands that have been very important in Colombia and the USA for their contributions to their countries.

TOPICS: The family members, possessive adjectives, musical figures in Colombia and the USA.

OBJECTIVES:
- To learn the vocabulary related to the family members and the possessive adjectives through the use of previous topics such as professions and adjectives.
- To learn about the usage of possessive adjectives by talking about famous musical figures in the USA and Colombia.

LESSON #1

VOCABULARY BANK:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will explain students that the topic is going to be about the family members and the vocabulary related to them. The teacher will explain the topic by using as example The Simpsons</td>
<td>Basic classroom materials</td>
<td>Students’ attention</td>
</tr>
</tbody>
</table>
family, and this family and the vocabulary will be taught by creating a family tree.

<table>
<thead>
<tr>
<th>WARM-UP</th>
<th>30 minutes</th>
<th>To practice the vocabulary, the teacher will ask the students to make their own family tree including the name of their relatives, the corresponding word in English, and a little drawing of them.</th>
<th>Basic classroom materials</th>
<th>Students’ autonomous work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity N°1</td>
<td>50 minutes</td>
<td>Then, the teacher will introduce the new topic which is possessive adjectives. The teacher will make various examples on the board, as well as practical examples by using the students’ belongings so as to enhance the grammatical understanding of the topic. Ex. This is your pen, this is his notebook, this is my bag, and this is her pencil.</td>
<td>Basic classroom materials</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>Activity N°2</td>
<td>30 minutes</td>
<td>As homework the teacher will ask them to write five sentences in which they talk about their family members, their professions and where they are, their location in the city, they have to do sentences like: He is my dad, he is a bricklayer, he is in the building.</td>
<td>Basic Classroom materials</td>
<td>Students’ autonomous work</td>
</tr>
</tbody>
</table>

LESSON #2

VOCABULARY BANK:
### General Presentation

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10 minutes</td>
<td><strong>The teacher will tell the students what the topic of the class is going to be (singers). Then the teacher will start to talk about some artists (4 American, 4 Colombian), their lives and their careers as the students listen to some of the famous hits of those artists. The artists are: Michael Jackson, Elvis Presley, Aretha Franklin, Ella Fitzgerald, Jorge Veloz, Rafael Escalona, Toto la momposina and Shakira.</strong>&lt;br&gt;&lt;br&gt;<strong>NOTE:</strong> LOOK FOR <strong>VIDEOS 26 – 41</strong> WHICH CORRESPOND TO SOME HITS OF THE ARTISTS PREVIOUSLY MENTIONED.</td>
</tr>
</tbody>
</table>

### WARM-UP

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td><strong>After the students listen to the little introduction to the American and Colombian singers as well as to their songs, the teacher will discuss with the students about what their favorite artist and songs were.</strong></td>
</tr>
</tbody>
</table>

### Activity N°1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td><strong>After discussing about the artists and songs previously shown in the class, the teacher will ask students to fill a chart (annex 15) where they have to fill with information given by their partners, they have to use possessive pronouns so as to fill this chart.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic classroom materials</th>
<th>Students’ attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic classroom materials</td>
<td>Students’ participation</td>
</tr>
<tr>
<td>Basic classroom materials</td>
<td>Students’ active participation</td>
</tr>
</tbody>
</table>
INTRODUCTION

In this lesson the students will learn about the vocabulary of the parts of the house and some elements that can be found there.

TOPICS: House and house elements.

OBJECTIVES:
- To make students learn about the different parts of the house and the elements that can be found there.

LESSON #1

VOCABULARY BANK:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will play a video <em>(Video 42)</em> about the parts of the house that the teacher will use to elicit students information and vocabulary related to the house</td>
<td>Audiovisual aids</td>
<td>Students’ attention</td>
</tr>
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</tr>
<tr>
<td>WARM-UP</td>
<td>30 minutes</td>
<td>The teacher will write and draw on the board the different parts of the house as well as the house elements that can be found in there. As the teacher writes the parts and elements, he will check the students’ pronunciation.</td>
<td>Basic classroom materials</td>
<td>Students’ active participation</td>
</tr>
<tr>
<td>Activity N°1</td>
<td>50 minutes</td>
<td>The teacher will give each student pieces of paper with a shape of a house drawn on it <em>(annex 16)</em>. The students will draw the house elements for each room of the house. Then at the back of the paper, they will write sentences describing what elements are drawn in their houses. Example: in my kitchen I have a fridge; in my bedroom I have a bed. When the students finish, they will present their houses to their partners.</td>
<td>Printed material</td>
<td>Students’ autonomous work and attention</td>
</tr>
<tr>
<td><strong>Activity N° 2</strong></td>
<td><strong>30 minutes</strong></td>
<td>As homework, the teacher will ask students to take some photos of their houses and print those photos so as to write behind the photos some sentences talking about what can be found on each photo</td>
<td>Photographs taken by the students</td>
<td>Students’ autonomous work</td>
</tr>
</tbody>
</table>
INTRODUCTION

In this unit the students are going to learn about location and how to locate themselves, people, places and objects by using the prepositions of place and “where is/where are”, this topics are going to be developed through activities in which they are going to get in touch with American and Colombian Geography and famous places in these two countries by using the language related to location.

TOPICS: where is/where are, Prepositions of place

OBJECTIVES:
- To make students understand how to locate themselves, people, places, and objects by using preposition of place.
- To make students recognize some famous places in the United States and Colombia through the use of prepositions of place.

LESSONS: 2

LESSON #1

VOCABULARY BANK: under, in, on, in front of, behind, over, next to, near, between,

<table>
<thead>
<tr>
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<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will elicit students how they locate themselves in a city or the objects they have in their houses. Then the teacher will ask students to locate different objects in the classroom</td>
<td>Basic classroom materials</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>Activity N°1</td>
<td>20 minutes</td>
<td>After the explanation about the topic given by the teacher, the teacher will ask one student to be in one part of the classroom according to the instruction given by the teacher (e.g. Juan, go between Paula and Laura. Camilo, be next to María. Alejandro, go behind Sofia), when the students get the idea about how to give orders, the teacher will ask one student to give one order to their partners, finally the teacher will ask the students to follow instructions by using prepositions of place but in this case with the objects they have on their bags.</td>
<td>Basic classroom materials</td>
<td>Students’ agility and concentration</td>
</tr>
<tr>
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</tr>
<tr>
<td>Activity N° 2</td>
<td>30 minutes</td>
<td>For the second activity, the teacher will provide the students with a piece of paper. Once the students have the piece of paper the teacher will show the students an image on the T.V (annex 17) and will ask them to look at it carefully. Then, the teacher will ask the students some</td>
<td>Audiovisual aids Piece of paper.</td>
<td>Students’ concentration and ownership of knowledge</td>
</tr>
</tbody>
</table>
questions about the image (e.g. where is the ____? / Where are the____?) And they will answer them in the piece of paper, using the prepositions of place.

### LESSON #2:

**VOCABULARY BANK:** Under, in, on, in front of, behind, over, next to, near, between,

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>10</td>
<td>The teacher will ask students about what famous places they know in the United States and in Colombia, then the teacher will also ask students about what they know about the cities and states of the USA as well as the “departamentos” and cities in Colombia</td>
<td>Basic classroom materials</td>
<td>Students’ attention and active participation.</td>
</tr>
<tr>
<td>Presentation</td>
<td>minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30</td>
<td>The teacher will show students some videos about some famous places in Colombia and the United States [Videos 43-46] and the teacher will explain the importance and history of those places</td>
<td>audiovisual aids</td>
<td>Students’ attention</td>
</tr>
<tr>
<td></td>
<td>minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity N°1</td>
<td>30</td>
<td>After watching the videos, the teacher will ask the students to organize in pairs. Once the students are organized, the teacher will give each pair a piece of paper with the map of Colombia and the map of the USA [Annex 18]. In those maps and with the help of the teacher, the students will locate the famous places they watched on the videos. The teacher will review the topic</td>
<td>Printed material</td>
<td>Students’ participation of the activity and understanding of the topic.</td>
</tr>
<tr>
<td></td>
<td>minutes</td>
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</tr>
<tr>
<td>Activity N° 2</td>
<td>40 minutes</td>
<td>Prepositions of place using the maps by asking for the location of different states and cities.</td>
<td>Printed Material</td>
<td>Students’ participation of the activity and understanding of the topic.</td>
</tr>
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<tr>
<td></td>
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<td>The teacher will ask the students to organize in pairs. Once the students are organized, the teacher will give each pair a piece of paper with some images of places, people, and objects [Annex 19]. The students are going to cut every image. When the students finish cutting the images, the teacher will tell them some sentences and the students have to represent those sentences through the images they have. (e.g. James Rodriguez is in front of the statue of liberty, next to the statue is a blue car...)</td>
<td></td>
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</tbody>
</table>
INTRODUCTION

In this lesson students will learn about how kids spend their vacation on the USA and in Colombia by discussing what the differences are between Colombian and American vacations. The students will discuss about this topic by using “wh” questions.

TOPICS: What do you do on your vacations?

OBJECTIVES:
- To encourage students to use “wh” questions as a means to ask for new information and keep conversations going.
- To encourage students to be aware of the different activities that can be done on vacations depending on the country or culture in which they are involved.

LESSON #1

VOCABULARY BANK: what, where, when, why.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>40 minutes</td>
<td>To start the class, the teacher will do a little review of the topics “present simple” and “present progressive” followed by an explanation of the two possibilities of formulating questions, open and closed questions. For the explanation, some examples in Spanish are going to be set, then the new vocabulary of the target</td>
<td>Basic classroom materials</td>
<td>Students’ participation and attention</td>
</tr>
</tbody>
</table>
### WARM-UP

| Activity N°1 | 30 minutes | Before the first activity for the class, the students will check their understanding through a dictation combining present simple, present progressive and wh questions. | Basic classroom materials | Students’ attention and understanding of the topic. |

### Activity N°1

| Activity n°2 | 30 minutes | After the explanation given by the teacher about wh questions, the teacher will show the students some images (Annex 20) in which they have to ask for relevant information about the pictures that are being shown. The students are supposed to identify what information they need in order to make an accurate question about the image e.g: there is an image of a famous singer in a concert. The students will ask about who the person is, what the person is doing, where the person is. | Audiovisual aids | students’ active participation |

### Activity n°2

| Activity n°2 | As homework the teacher will ask the students to bring some photographs about what they do on their last vacations | Photographs | Students’ autonomy |

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### LESSON #2

#### VOCABULARY BANK:

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<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will play a video in which some famous cartoon characters are doing different activities, enjoying their vacation (video 47).</td>
<td>Audiovisual aids</td>
<td>students’ attention</td>
</tr>
</tbody>
</table>
### WARM-UP

**30 minutes**

Once the video finish, the students and the teacher will discuss the activities the character did in the video, and the activities we, as Colombian people, do in our vacation. (for this activity the photographs of the students’ vacation assigned as homework in the previous lesson are going to be used)

<table>
<thead>
<tr>
<th>Printed Material</th>
<th>Audiovisual aids</th>
<th>Students’ attention and understanding of the topic</th>
</tr>
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<tbody>
<tr>
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</table>

### Activity N°1

After the discussion, the teacher will play a video of a real summer camp in the U.S in which different activities are being developed by the campers [video 48]. During the video the teacher will pause the video for a moment while the students write on a sheet of paper the questions they may have about what they are watching e.g: What are they doing? Where are they?

<table>
<thead>
<tr>
<th>Printed Material</th>
<th>Audiovisual aids</th>
<th>students’ agility and concentration</th>
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### Activity N°2

The teacher will ask the students to take a piece of paper in which they are going to answer a multiple choice quiz about “WH questions”

Note: the teacher will create the quiz in advance using the “Hot Potatoes” software

<table>
<thead>
<tr>
<th>Audiovisual aids</th>
<th>students’ concentration</th>
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</table>
INTRODUCTION

In this lesson students will learn how to express abilities through the usage of the modal verb “can”. The students will check the correct grammar structures needed to be able to express accurately the possibilities of doing something. In the first part of the unit student will learn all the grammatical structure through some didactic activities. In part 2 of the unit students will learn the use of the modal verb can by talking about an American and Colombian pop culture topic: sports and athletes.

TOPICS: Modal verb “Can”, Expressing abilities: let’s see American and Colombian Athletes.

OBJECTIVES:
- To encourage students to be able to express the possibilities of doing something by someone.
- To introduce students to the world of sports by talking about the sports that are commonly practiced in Colombia and in the USA.

LESSON #1

VOCABULARY BANK: hit, kick, pass, ride, play, practice, jump, throw, run, slow, fast,

<table>
<thead>
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<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>40 minutes</td>
<td>The teacher will ask the students (in Spanish) about activities they may or may not be able to do e.g. ¿puedes nadar? ¿puedes patinar? Etc. The teacher will write on the board some of the students’ answers. Then the teacher will explain what the verb can is and its function. The use and structure of verb “can” is going to be explained following</td>
<td>Basic Classroom materials</td>
<td>students’ participation</td>
</tr>
</tbody>
</table>
the sentences written on the board: e.g: **Interrogative:** ¿puedes nadar?/ can you swim? **Affirmative:** sí, yo puedo nadar/ yes, I can swim **Negative:** no, yo no puedo nadar/ no, I can’t swim.

<table>
<thead>
<tr>
<th>WARM-UP</th>
<th>30 minutes</th>
<th>Once the students understand the structure and use of verb can, there will be a short contest that consists on choosing two students (randomly) and providing them with a marker, and telling a sentence in Spanish using the modal verb can, the first student who translates the sentence into English and writes it on the board wins.</th>
<th>Basic Classroom materials</th>
<th>Students’ agility and participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity N°1</td>
<td>30 minutes</td>
<td>The students will be provided with a printed guide (<a href="#">Annex 21</a>) that will help them practice the structure of verb can in <strong>Affirmative</strong>, <strong>negative</strong>, and <strong>interrogative</strong></td>
<td>printed material</td>
<td>students’ autonomous work</td>
</tr>
</tbody>
</table>

**LESSON #2**

**VOCABULARY BANK:** hit, kick, pass, ride, play, practice, jump, throw, run, slow, fast,

<table>
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<tr>
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<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will ask the students what sports are commonly practiced and known here in Colombia and in the USA, and then the teacher will talk about some of the most important athletes in these two countries. Finally the teacher will ask students what other famous athletes from these two countries they may know</td>
<td>Basic classroom materials</td>
<td>students’ attention</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>40 minutes</td>
<td>The teacher will play some videos of important athletes of both countries (<a href="#">videos 49 – 57</a>) and they will try to guess who the athletes that are shown in the videos are. The students will be asked to create sentences with can or cannot to talk about the abilities</td>
<td>Audiovisual aids</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>Activity No.1</td>
<td>Duration</td>
<td>Description</td>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>30 minutes</td>
<td>After watching the video students will write on their notebooks ten actions athletes can do and cannot do according to what they saw previously in the videos</td>
<td>Basic classroom materials, students' agility and concentration</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

In this unit the students will learn what the present progressive is, its structure, and its use. In this lesson students will also strength their writing and listening skills through the exercises carried out by the teachers. On this activity they are going to learn the different activities American people do in the different seasons their country have by using the present progressive tense already explained in the class.

The Unit is divided in two classes: the first one in which the students will learn the basics about how the present progressive works. The other class will be used to practice the present progressive through the topic of the seasons, in which students are going to watch videos and describe the activities that are shown.

TOPICS:  Present progressive: Affirmative, negative, interrogative.

OBJECTIVES:
- To make students understand the use and the structure of the present progressive.
- To make the students understand what the differences are between the activities done in the seasons in America and the activities done in Colombian vacations.

LESSONS: 2

LESSON #1  What are you doing?

VOCABULARY BANK: summer, winter, autumn, fall, spring, cold, hot, sun, ski, snowman, snow, vacation, flowers,

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will start the class by explaining what the present progressive is and how and why it is used in daily communication.</td>
<td>Basic classroom materials</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>45 minutes</td>
<td>The teacher will explain the grammatical structure and rules for the use of the present progressive in</td>
<td></td>
<td>Students attention and participation</td>
</tr>
</tbody>
</table>
English. Some examples are going to be shown for each present progressive form (affirmative, negative, interrogative) then the students are going to be asked to create their own examples as a way to check their understanding of the topic.

<table>
<thead>
<tr>
<th>Activity N°1</th>
<th>20 minutes</th>
<th>The teacher will make a dictation activity (sentence by sentence) in which the students have to translate sentences Spanish-English, by using the present progressive. NOTE: the teacher will invent the sentences (randomly) in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity N°2</td>
<td>30 minutes</td>
<td>For the second activity, the teacher will write on the board five sentences in Spanish that are in present progressive. The students have to translate the sentences given by the teacher into English in their notebooks, and write those sentences in negative, affirmative or interrogative forms of present progressive</td>
</tr>
</tbody>
</table>

**LESSON #2: The seasons and my vacations**

**VOCABULARY BANK:** summer, winter, autumn, fall, spring, cold, hot, sun, ski, snowman, snow, vacation, flowers.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will ask the students about what they know about the seasons in Colombia and in the USA. As in Colombia there are no seasons, the teacher will explain to the students that only in northern and southern countries on the planet there are seasons, and that in some countries like the USA people do some special or specific activities on every single season. The teacher then will elicit students what</td>
<td>Basic classroom materials</td>
<td>Students attention and participation</td>
</tr>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>activities they think people do on each season.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 minutes</td>
<td>The teacher will give the students a worksheet with different activities (<a href="#">Annex 22</a>). The first activity (warm-up) is a word-search puzzle in which the students are going to look for 10 words regarding the seasons.</td>
<td>Printed material</td>
<td>Students’ active participation</td>
</tr>
<tr>
<td>Activity N°1</td>
<td>30 minutes</td>
<td>According to some videos the students will watch (<a href="#">Videos 58-60</a>), and the explanation of the seasons, the students will do the next activity from the worksheet: write sentences in present progressive describing the activities a person can do in the different seasons.</td>
<td>Audiovisual aids</td>
<td>Students’ active participation</td>
</tr>
<tr>
<td>Activity N° 2</td>
<td>40 minutes</td>
<td>The teacher will ask the students to draw themselves on their favorite season and to write 5 actions that they could do in that season, using present progressive. Then the teacher will play hot, hot potato in order to choose some students to write on the board one activity they wrote on their notebook. The teacher will ask the other students to re-write the sentence previously written by their partner in negative and interrogative form.</td>
<td>Basic classroom materials</td>
<td>Students’ participation</td>
</tr>
</tbody>
</table>
DIDACTIC UNIT: 15
DATE:

SCHOOL: San Pedro Claver-IED
GRADE:

INTRODUCTION:

In this unit students will learn how to communicate events that happened in the past. They are going to learn this topic by learning about people that were very relevant for the history of the USA and Colombia

TOPICS: Simple Past: reviewing history

OBJECTIVES:
- To review some historical figures in Colombian and American cultures through the understanding of past simple.

LESSON #1

VOCABULARY BANK: Verbs in past

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The teacher will ask students what activities they did the previous week, the students can answer in Spanish so as to introduce the topic of the day to the students.</td>
<td>Basic classroom materials</td>
<td>Students’ participation</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 minutes</td>
<td>Then the teacher will explain the topic (simple past) by using the sentences the students said at the beginning of the class. After the explanation, the teacher will do a short contest which will consist in translating some sentences in past simple from Spanish to English.</td>
<td>Basic classroom materials</td>
<td>Students’ participation and attention</td>
</tr>
</tbody>
</table>
Activity N°1

50 minutes

For the activity number 1 the students will write their own daily routine in past simple.

Basic classroom materials

Students’ participation

Activity N° 2

30 minutes

As homework the teacher will ask students to look for the past simple form of the following verbs: Be, discover, write, fight, talk, look, see, travel.
2. The students will write a sentence for each of the previous verbs.

Basic classroom materials

Students’ autonomy

### LESSON #2

<table>
<thead>
<tr>
<th>VOCABULARY BANK: Verbs in past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
</tr>
<tr>
<td>General Presentation</td>
</tr>
<tr>
<td>WARM-UP</td>
</tr>
<tr>
<td>Activity N°1</td>
</tr>
<tr>
<td>Activity N° 2</td>
</tr>
</tbody>
</table>
INTRODUCTION

In this didactic unit the students will learn how to compare and express superiority by using comparatives and superlatives adjectives, these topics will be presented with curious information about Colombia and The USA.

TOPICS: Comparatives and Superlatives

OBJECTIVES:
- To encourage students to use the English language to make comparisons among the people, places and things they are surrounded by.
- To encourage students to analyze the information they may collect by observing two or more concepts to be compared

LESSON #1 Comparatives

VOCABULARY BANK: Adjectives previously seen in class

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>To start the lesson, the teacher will make a short review of adjectives since that topic is very important to understand the new topics. The review will be divided into two parts. The first part will be a short quiz of vocabulary English-Spanish Spanish-English to measure the previous knowledge of the students. The second part will be a guided review in which the teacher will write some adjectives on the board in order for the students to remember</td>
<td>Basic classroom materials</td>
<td>students’ attention</td>
</tr>
</tbody>
</table>
their meaning.

WARM-UP

30 minutes

After the review previously done, the teacher will use the adjectives already taught to explain the new topic and its use which is comparatives. The teacher will use one short adjective and a long adjective

Basic classroom materials

Students’ attention

Activity N°1

40 minutes

For the activity the teacher will show some images to the students. As the students watch the images they will write comparatives sentences.

Audiovisual aids

Students’ agility and concentration

Activity N° 2

30 minutes

As homework the teacher will ask students to compare two people and two places they know very well, they have to do 5 sentences for each comparison. They are going to do 10 sentences in total

Basic Classroom materials

Students’ autonomy

LESSON #2: Superlatives

VOCABULARY BANK: Adjectives previously seen in class

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>10 minutes</td>
<td>The class will begin with a short review of the previous topic: comparatives.</td>
<td>Basic Classroom materials</td>
<td>students’ attention</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 minutes</td>
<td>After the previous review of comparatives given by the teacher, the teacher will explain to the students the topic of superlatives first by explaining them the use of comparatives superlatives, and then by teaching them the grammar structure of superlatives. The grammar will be taught using the structure of comparatives as a model to construct superlative sentences. The teacher will use one short adjective and a long one.</td>
<td>Basic Classroom materials</td>
<td>Students’ attention</td>
</tr>
</tbody>
</table>
### Activity N°1

For the activity the teacher will play a video of a famous T.V cartoon **video 67**. Once the students watch the video, the teacher will show them an image of the cartoon **annex 24** and will make some questions about it using superlatives. The students have to answer the questions following the superlatives structure.

### Activity N°2

The teacher will ask students to answer the following questions:
- Who is the fattest of your family?
- Who is the tallest of your family?
- Who is the shortest of your family?
- Who is the prettiest of your family?
- Who is the bravest of your family?
- Who is the most intelligent of your family?

## LESSON #3 Comparatives and Superlatives

### VOCABULARY BANK: Comparatives and superlatives previously seen in class

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>10 min</td>
<td>To start the class the teacher will check the homework previously assigned and will make a quick review of the topics “comparatives” and “superlatives”.</td>
<td>Basic Classroom materials</td>
<td>Students’ attention</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| WARM-UP        | 30 min | The students will be organized into groups of 5-6 students. Once the groups are conformed, the teacher will give each group an amount of “money” **Annex 6**, same amount for each group. Then the teacher will show the students some questions **PowerPoint annex** with multiple-choice answers whose topic is “guess what’s/ who’s the most...”. Each question will have a price, the groups that choose the wrong answer for the question, lose their money; the groups that choose the correct answer keep their money. When all the questions are presented, the group that has more money wins. | Printed material Audiovisual aids | Students’ attention |

|                 |        |                                                                           |                          |                     |
### Activity N°1

**50 minutes**

The teacher will show students some images *(Annex 25)* where there are some famous places and people about the USA and Colombia, then the teacher will give information to the students about the images that are being shown with general information about Colombia and the USA as population, size, founding of the countries, monuments, important cities, etc.

After doing this the teacher will ask the students some questions about the information and images previously given by the teacher that the students have to answer with comparatives and superlatives. The answers can be written or spoken.

| Audiovisual aids |
| Suggested video for teacher *(video 68)* |
| students’ agility and concentration |

### Activity N° 2

**30 minutes**

As homework the teacher will ask the students to answer the following questions:

- Who is faster? Nairo Quintana or Tj Van Garderen
- What
- Which one is higher? The Empire State or BD Bacata
- Which one is longer? Gran Cañon del Chicamocha or Great Canyon of Colorado
- Which is the most beautiful house?
- Which is the highest building?
- Who is the best tennis player?

| Basic Classroom materials |
| Students’ autonomy |
Annex 1

1. Match the image with the corresponding greetings and farewells.

**Greetings**

Good morning

Good afternoon

Good evening

What’s up

Hey

Hi

Yo

Look who it is

**Farewells**

See you

Goodbye

Take care

See you later
Name: Ariana Grande
Age: 24
Profession: Singer/actress
Nationality: American
Name: Steve Rogers
Age: 76
Profession: Super hero
Nationality: American
Name: James David Rodriguez Rubio
Age: 26
Profession: Football player
Nationality: Colombian
Name: Mariana Pajón Londoño
Age: 26
Profession: Biker
Nationality: Colombian
Name: Stefani Joanne Angelina Germanotta (Lady Gaga)
Age: 31
Profession: Singer
Nationality: American
Name: Nairo Alexander Quintana Rojas
Age: 27
Profession: Biker
Nationality: Colombian
Name: Shakira Isabel Mebarak
Age: 40
Profession: Singer
Nationality: Colombian
Name: Vin Diesel
Age: 50
Profession: Actor
Nationality: American
Annex 3

LET ME INTRODUCE...

Choose a member of your family, draw him/her and complete the information!

_____ name is ________________________.

_____ is ________________________ years old.

_____ favorite food is ________________.

_____ favorite color is ________________.
Annex 4

Ask your partners and fill in the chart:

<table>
<thead>
<tr>
<th>WHAT IS YOUR NAME?</th>
<th>HOW OLD ARE YOU?</th>
<th>WHAT IS YOUR DATE OF BIRTH?</th>
<th>?</th>
<th>NUMBER OF LUCK</th>
<th>HOW MANY COUSINS DO YOU HAVE?</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

Ask your partners and fill in the chart:

<table>
<thead>
<tr>
<th>WHAT IS YOUR NAME?</th>
<th>HOW OLD ARE YOU?</th>
<th>WHAT IS YOUR DATE OF BIRTH?</th>
<th>?</th>
<th>NUMBER OF LUCK</th>
<th>HOW MANY COUSINS DO YOU HAVE?</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Annex 6
Annex 7

Ilustración 1 Bogotá

Ilustración 2 New York City
Annex 8

Ilustración 3 Parque Simón Bolívar

Ilustración 4 Walmart
Ilustración 7 Centro Comercial Gran Estación

Ilustración 8 Supermercado JUMBO
Ilustración 9 Estadio El Campín

Ilustración 10 Zoológico de Santa Cruz
Teaching Language and Culture Through Intercultural Awareness

Ilustración 11 Aventura Mall

Ilustración 12 Starbucks Café
Ilustración 17 Plaza de Bolívar - Bogotá

Ilustración 18 Massachusetts Institute of Technology
Teaching Language and Culture Through Intercultural Awareness

Ilustración 19 Madison Square Garden

Ilustración 20 Juan Valdez Café
Annex 9

(To be cut)
Annex 10

Ilustración 23 Albert Einstein

Ilustración 24 Neil de Grasse Tyson
Ilustración 25 Alex Morgan

Ilustración 26 Donald Trump
Ilustración 34 Robinson Díaz

Ilustración 35 Scarlett Johansson

Ilustración 36 Shakira
Ilustración 37 Sofía Vergara

Ilustración 38 Stephen King
Annex 12

Ilustración 40 Nighthawks - Edward Hopper
Ilustración 41 Los jugadores de cartas - Fernando Botero
Ilustración 42 A Friend in Need - Cassius Marcellus Coolidge
Ilustración 43 Not titled - Denis Peterson
Ilustración 44 La Danza - Débora Arango
Ilustración 45 Bailarina - Fernando Botero
Andy Warhol

Ilustración 47 Marilyn Monroe - Andy Warhol
Ilustración 48 Number 5 - Jackson Pollock
Ilustración 49 Not titled - Omar Rayo
Ilustración 50 Cóndor - Alejandro Obregón
<table>
<thead>
<tr>
<th>PERSON</th>
<th>FAVORITE SINGER (FEMALE)</th>
<th>FAVORITIE SONG</th>
<th>FAVORITE SINGER (MALE)</th>
<th>FAVORITE SONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY NAME IS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MY PARTNER:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MY PARTNER:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 16

[Diagram of a house with labelled rooms: Bedroom, Bathroom, Kitchen, Living Room]
Práctica
Escribe oraciones para describir dónde están las cosas en el dibujo.

tree = árbol
dog = perro
bicycle = bicicleta
basket = canasta

ball = balón, pelota
Annex 18
Annex 19

(To be cut)
Annex 21

SCHOOL

Name: ___________________________ Class: _____ Number: ______

1. Look at the pictures.

HELEN KATE JOHN ALICE

TOM AND JIM BEN PETER JOE AND MEG

1.1- Write what people can or can’t do.

PLAY FOOTBALL - SWIM - RUN FAST - ROLLER SKATE
PLAY CHESS - PLAY THE GUITAR - DRAW - RIDE A BIKE

a) Helen can play football. ___________________________ (Helen)
b) ___________________________ (Kate)
c) ___________________________ (John)
d) ___________________________ (Alice)
e) ___________________________ (Tom and Jim)
f) ___________________________ (Ben)
g) ___________________________ (Peter)
h) ___________________________ (Joe and Meg)
2. Look at the table and answer the questions.

<table>
<thead>
<tr>
<th></th>
<th>Ann</th>
<th>Mike</th>
<th>Tim and Samantha</th>
<th>Cathy</th>
<th>John and Paul</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing</td>
<td>x</td>
<td>v</td>
<td>x</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>Ride a bike</td>
<td>v</td>
<td>x</td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>Cook</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>Play the guitar</td>
<td>x</td>
<td>v</td>
<td>x</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>Swim</td>
<td>v</td>
<td>v</td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>Dance</td>
<td>x</td>
<td>v</td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
</tbody>
</table>

a) Can Ann sing? __________
b) Can Mike ride a bike? __________
c) Can Tim and Samantha cook? __________
d) Can Ann play the guitar? __________
e) Can John and Paul swim? __________
f) Can Cathy dance? __________

3. Complete the sentences with can or can’t.

a) Mike can dance but Ann __________
b) Cathy can swim but she __________ cook.
c) Tim and Samantha __________ ride a bike.
d) John and Paul __________ play the guitar but they __________ sing.
e) Mike __________ play the guitar but Cathy __________
f) Mike __________ ride a bike but he __________ cook.
g) Tim and Samantha __________ swim but they __________ sing.
Annex 22

1. Find the following words related to the different seasons

Surf = Surfear
Snow = Nieve
Kite = Cometa
Sun = Sol
Beach = Playa
Swimming Pool = Piscina
Leaves = Hojas
Flowers = Flores
Cold = Frío
Ski = Esqui

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

2. According to the video, write down the corresponding activities to each season. USE PRESENT PROGRESSIVE.

<table>
<thead>
<tr>
<th>Summer</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall/Autumn</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. In the back of the paper, draw yourself or your family in a place with your favorite season. Then write 5 sentences using present progressive with the things you would like to do in that place.
Annex 23

Ilustración 51 Abraham Lincoln

Ilustración 52 Thomas Jefferson
Ilustración 54 Benjamin Franklin

Ilustración 53 Francisco José de Caldas
Ilustración 58 Policarpa Salavarrieta

Ilustración 57 Simón Bolívar
Annex 25

Ilustración 59  Metro de Medellín

Ilustración 60  New York Subway
Ilustración 61 Casa de Nariño

Ilustración 62 The White House
Ilustración 65 Iglesia de Monserrate

Ilustración 66 Rushmore Mount
Ilustración 67 The Empire State

Ilustración 68 Edificio Bacatá
Vid eos

We do not own the videos used for academic purposes in this syllabus, they are taken from and available on:

Video 1: https://www.youtube.com/watch?v=2nYjGy_ZUG8
Video 2: https://www.youtube.com/watch?v=6V_3HbfFeSc
Video 3: https://www.youtube.com/watch?v=gllhlmv5zX8
Video 4: https://www.youtube.com/watch?v=UGg1p1CIRUU
Video 5: https://www.youtube.com/watch?v=ALQ1_GjcSFA
Video 6: https://www.youtube.com/watch?v=59DiWb8gXl
Video 7: https://www.youtube.com/watch?v=ykTETMQYjc4
Video 8: https://www.youtube.com/watch?v=4YrSmOFKHE
Video 9: https://www.youtube.com/watch?v=KTTBrbJ2mdA
Video 10: https://www.youtube.com/watch?v=Hk3mr9nh4M
Video 11: https://www.youtube.com/watch?v=be2wHnfewXc
Video 12: https://www.youtube.com/watch?v=dDtfQ4Qssgc
Video 13: https://www.youtube.com/watch?v=30Y5gtxU1WU
Video 14: https://www.youtube.com/watch?v=5zjLFPOK1M
Video 15: https://www.youtube.com/watch?v=SRRT4kRK_KM
Video 16: https://www.youtube.com/watch?v=uhBV7oPFx8eQ
Video 17: https://www.youtube.com/watch?v=PznurRUCd3Q
Video 18: https://www.youtube.com/watch?v=fqcTQ1mlC3I
Video 19: https://www.youtube.com/watch?v=DSgPXy9PTaY
Video 20: https://www.youtube.com/watch?v=2lw0EOF6Xv4
Video 21: https://www.youtube.com/watch?v=LLyJL_kUQHk
Video 22: https://www.youtube.com/watch?v=iQu88HFA2pM
Video 23: https://www.youtube.com/watch?v=8IYquEyWu4
Video 24: https://www.youtube.com/watch?v=xkmGfJs8pn4
Video 25: https://www.youtube.com/watch?v=M-xEgVK5yqA
FROM VIDEOS 26-41 (UNIT 9) PLAY JUST A SHORT PART OF EACH SONG

Video 26: https://www.youtube.com/watch?v=e9BLw4W5KU8
Video 27: https://www.youtube.com/watch?v=gj0Rz-uP4Mk
Video 28: https://www.youtube.com/watch?v=sOnqkJTMaA
Video 29: https://www.youtube.com/watch?v=XAi3VTSdTxU
Video 30: https://www.youtube.com/watch?v=6FOUqQi3Kg0
Video 31: https://www.youtube.com/watch?v=ONWeGngQqOJ
Video 32: https://www.youtube.com/watch?v=1JaJtNhlfk
Video 33: https://www.youtube.com/watch?v=2Gn9A-kdsRo
Video 34: https://www.youtube.com/watch?v=Xk6n3XKqTo0&list=PLFN2pv72pkZOgqg8DOQKvNJq5rHDevIdb
Video 35: https://www.youtube.com/watch?v=gXjujYeTttA&list=PLFN2pv72pkZOgqg8DOQKvNJq5rHDevIdb
Video 36: https://www.youtube.com/watch?v=6-jm09r3fp4
Video 37: https://www.youtube.com/watch?v=Yu-p0DUiy5s
Video 38: https://www.youtube.com/watch?v=Iqlq_i4Ik1z1w
Video 39: https://www.youtube.com/watch?v=Vptjlofa70w
Video 40: https://www.youtube.com/watch?v=KrbE9V1gfYE
Video 41: https://www.youtube.com/watch?v=IK3jNLfTEDw
Video 42: https://www.youtube.com/watch?v=sE2GEaQJrwc
Video 43: https://www.youtube.com/watch?v=42vO2FUI6A
Video 44: https://www.youtube.com/watch?v=CDWguUhZmE4
Video 45: https://www.youtube.com/watch?v=RaWVIoFs1k8
Video 46: https://www.youtube.com/watch?v=5ube8S61s0
Video 47: https://www.youtube.com/watch?v=uW6zYn9RI8I&t=51s
Video 48: https://www.youtube.com/watch?v=2AVQeob9v44
Video 49: https://www.youtube.com/results?search_query=carl+lewis+100m+world+record
Video 50: https://www.youtube.com/watch?v=SMwT2N55raA
Video 51: https://www.youtube.com/watch?v=LAr6oAKieHk
Video 52: https://www.youtube.com/watch?v=B2Kkw4LFZho
Video 53: https://www.youtube.com/watch?v=jsH2expUm_k
Video 54: https://www.youtube.com/watch?v=rj7LRABuXKA
Video 55: https://www.youtube.com/watch?v=361zo0DS8ek
Video 56: https://www.youtube.com/results?search_query=nairo+quintana+gana+giro+de+italia
Video 57: https://www.youtube.com/watch?v=39AqTGC6ZK4
Video 58: https://www.youtube.com/watch?v=GmLv9thbHZI
Video 59: https://www.youtube.com/watch?v=lo1NpiO4RgA
Video 60: https://www.youtube.com/watch?v=ngMsdfU19jKI
Video 61: https://vimeo.com/4287175
Video 62: https://www.youtube.com/watch?v=cdmzUOuiqU0
Video 63: https://www.youtube.com/watch?v=vQ9OU4z0mEw
Video 64: https://www.youtube.com/watch?v=fVlHReRyuo8
Video 65: https://www.youtube.com/watch?v=DX3n75cSGKI
Video 66: https://www.youtube.com/watch?v=IXNLNLx38gs
Video 67: https://www.youtube.com/watch?v=3hGPbxREVPg
Video 68: https://www.youtube.com/watch?v=y48Jqdglal0
CHAPTER V: FINAL REFLECTIONS

In this chapter there will be pointed out the corresponding reflections resulting from the lessons through reflective journals, and also the general and final conclusions regarding the whole internship project.

Reflective journals

The following reflective journals correspond to the cultural lessons we had the opportunity to apply according to the school schedule.

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SCHOOL OF SCIENCES AND EDUCATION
TEACHING LANGUAGES THROUGH INTERCULTURAL AWARENESS INTERNSHIP
COLEGIO SAN PEDRO CLAVER IED
REFLECTIVE JOURNAL

INTERNS: Diego Alejandro Cardona Castro - Óscar Steven Carreño Merchán
DATE: _____________ TIME: 4 hours
GRADE: 5th grade
TOPIC: 4 Numbers and ordinal numbers.

After each session:
1. According to what was planned, what difficulties did we have? Why? What could we do?
(Possible categories)

Group Work: One of the problematic situations had to do with group work. Students were too excited towards the activity that they started shouting as a means to be heard by the teachers. Besides, throughout the activity dealing with the didactic bills, some students showed somehow selfish, they did not want to share the material with their partners.

2. During the class, which were the positive and negative (if any) aspects? Explain.
During the class, the students were very excited and enthusiastic about the activities, knowledge and materials that were presented to them. The students did all the activities that were proposed. Most of the students used the linguistic and cultural knowledge in an accurate way by identifying the numbers and quantities required for the activity and the different types of money and its denomination from Colombia and the USA.

The negative aspects were the class disruption during some part of the class due to the group work activity proposed and the problems few students had with the understanding of the knowledge presented.

3. According to the objectives planned for the class, did we reach them? What did we evaluate? How did we evaluate? Were there any difficulties?

Yes, the objectives were reached. The students learned the numbers and discovered practical uses of the numbers in English in real life. Through the activity of guessing the price of several products, for example, the students learned how to use small and big numbers which correspond to different denomination of bills (dollars).

Since the topic depends on the capacity the students have to memorize, it is recommended to practice the topic in different lessons in order to reinforce the knowledge.

4. What do we need to take into account for the next sessions according to the aspects related above?

For the next class we have to analyze whether the group work with the students is convenient or not so as to avoid class disruption. The class should be divided in groups only if necessary in order to avoid class disruption.
After each session:
1. According to what was planned, what difficulties did we have? Why? What could we do?
(Possible categories)

There were no difficulties for this lesson.

2. During the class, which were the positive and negative (if any) aspects? Explain.

The students were very curious with the Colombian and American art presented and explained, they wanted to know more about those pieces of art and the history behind them. They were also very accurate and fluent when describing the pieces of art by using the vocabulary and structure of adjectives. They were so excited and interested about the activity that they tried to describe the pieces of art as precise as possible, so they used the cultural and grammatical knowledge in a correct way.

3. According to the objectives planned for the class, did we reach them? What did we evaluate? How did we evaluate? Were there any difficulties?

The objectives were reached. In first instance, the grammatical use of the adjectives was perfectly understood by the students. Besides, the students learned some American and Colombian artists and their paintings and the history behind them. Also, the students were able to identify pieces of art that surround their own context, for example, pieces of art that are shown in different cartoons and T.V shows.

4. What do we need to take into account for the next sessions according to the aspects related above?

The idea of linking topics which seem not of the students' main likes (paintings) with things which are very appealing to them (cartoons) was a great success. By using those sources and materials we can get to reach the main objectives of the syllabus.
After each session:
1. According to what was planned, What difficulties did we have? Why? What could we do? (Possible categories)

   **Students’ time management:** The students were very enthusiastic and interested about the knowledge they were facing, but the main activity of the class in which they were supposed to cut some clippings about animals took a lot of time because they were slow when cutting and pasting the clippings. We consider that cutting and pasting clippings is an activity that should not take too much time, because is not related to the objectives of the class.

2. During the class, which were the positive and negative (if any) aspects? Explain.

   One negative aspect was the time management for the activities. The students spent too much time when cutting the images. That time they spent cutting could had been spent on writing the corresponding sentences proposed for the activity.

   One positive aspect was that the students found the lesson very appealing and were very concentrated all along it. They found the topic “animals” very interesting, they enjoyed learning different “tips” about Colombian and American fauna.

3. According to the objectives planned for the class, did we reach them? What did we evaluate? How did we evaluate? Were there any difficulties?
In these classes we reached the objectives proposed for the class because the students were very enthusiastic when learning about different representative animals from Colombia and the USA.

Most of the students used new and old vocabulary used in previous classes such as adjectives, simple present or parts of the body, so as to do the activities required for the current classes.

We evaluated their knowledge learning and acquiring by identifying if they categorized the set of animals clippings in an accurate way. We also evaluated students linguistic competence by observing and analyzing the cohesion and coherence of the sentences written by the students on the pieces of paper given by the teachers.

4. What do we need to take into account for the next sessions according to the aspects related above?

We need a better planning to all concerning time management since there could be different activities which may take valuable time.

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SCHOOL OF SCIENCES AND EDUCATION
TEACHING LANGUAGES THROUGH INTERCULTURAL AWARENESS INTERNSHIP
COLEGIO SAN PEDRO CLAVER IED
REFLECTIVE JOURNAL
INTERNS: Diego Alejandro Cardona Castro - Óscar Steven Carreño Merchán
DATE: _____________ TIME: 4 hours
GRADE: 4th grade
TOPIC: 11 - Prepositions of place: Recognizing some interesting places in Colombia and the USA

After each session:
1. According to what was planned, what difficulties did we have? Why? What could we do? (Possible categories)

   **Students´ understanding of the activity:** Most of the students were using the grammatical and cultural knowledge accurately but some students did not understand how to do the activity, some students were not able to link the grammatical topic with the cultural one, and some of them were not able to understand the grammatical topic so they could not do the activity proposed or they did not finish it.

2. During the class, which were the positive and negative (if any) aspects? Explain.
Positive aspect: The students liked the way we linked the grammatical topic (prepositions) with a very interesting cultural topic (famous Colombian and American places), that way we succeeded in catching their attention.

Negative aspect: Some of the students found difficult the grammatical topic although it was presented in a very didactical way.

3. According to the objectives planned for the class, did we reach them? What did we evaluate? How did we evaluate? Were there any difficulties?

The objectives of the class were achieved because the students recognized the places that were shown in the class, they even talked about the places and gave their personal opinion about them, and they could connect that knowledge with the action of locating places by using the prepositions of place.

We evaluated students according to their understanding of the topic, which was reflected on the sentences written on their notebooks, and the coherence on the sentences they wrote. This coherence was reflected on the accurate location of the places in the map of the USA and Colombia and the sentences written according to the location of those places.

4. What do we need to take into account for the next sessions according to the aspects related above?

Spend (when necessary) an extra lesson so as to solve all the doubts/difficulties students may have.
In spite of the explanation, the examples, and the practice, the topic still was very difficult for the students. When developing the main activity for the lesson, the students’ understanding of the topic was still weak.

2. During the class, which were the positive and negative (if any) aspects? Explain.

One positive aspect of the class was that the students were very enthusiastic and interested about the activities done in Colombian and American vacations, they talked and gave their opinion about this topic and talked about what they do on their own vacations.

The negative aspect about this class was that the grammatical topic was not clear enough for them. The idea of combining the topic of present continuous which was confusing for them before starting the class, even with the explanation given by us, with a new topic like Wh questions, was very hard for them.

3. According to the objectives planned for the class, did we reach them? What did we evaluate? How did we evaluate? Were there any difficulties?

They learned and liked the cultural topic, so the cultural objective was reached. Nevertheless, the grammatical objective was partly reached since there were problems to understand the specific grammatical features for the current lesson.

4. What do we need to take into account for the next sessions according to the aspects related above?

Spend (when necessary) an extra lesson so as to solve all the doubts/difficulties students may have.

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COLEGIO SAN PEDRO CLAVER IED
REFLECTIVE JOURNAL

INTERNS: Diego Alejandro Cardona Castro - Óscar Steven Carreño Merchán

DATE: _____________ TIME: 4 hours
GRADE: 5th grade

After each session:
1. According to what was planned, what difficulties did we have? Why? What could we do?
(Possible categories)

**Students’ attention and understanding:** Some students did not understand the topic of the class and some others did not know how to do the activities proposed by the teacher because it was confusing for some of them.

2. During the class, which were the positive and negative (if any) aspects? Explain.

The only negative aspect was that a worksheet the students were supposed to complete as homework was not correctly filled. Despite the instructions and the positive response of the students when we asked them if they had understood how to develop the homework, they did not do it correctly.

3. According to the objectives planned for the class, did we reach them? What did we evaluate? How did we evaluate? Were there any difficulties?

The cultural and the grammatical objectives were both successfully reached. The students were able to recognize some athletes and they knew some other new Colombian and American athletes. Through the understanding of verb "can" they were able to make sentences describing the abilities/activities each of the athletes they learned were able or not to perform.

4. What do we need to take into account for the next sessions according to the aspects related above?

Check the students’ understanding of the instructions to develop activities at home all the times which are necessary.

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**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**

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SCHOOL OF SCIENCES AND EDUCATION

TEACHING LANGUAGES THROUGH INTERCULTURAL AWARENESS INTERNSHIP

COLEGIO SAN PEDRO CLAVER IED

REFLECTIVE JOURNAL

INTERNS: Diego Alejandro Cardona Castro - Óscar Steven Carreño Merchán

DATE: _______________ TIME: 4 hours

GRADE: 4th grade

TOPIC: Present progressive: Seasons!

After each session:
1. According to what was planned, What difficulties did we have? Why? What could we do? (Possible categories)

**Time management:** We did not manage the time of the class so we did not control the time to watch the videos, and explain the topic of the class, for this reason we did not have time to make students complete the whole worksheet so they could not finish the activity. We asked them to complete the classwork at home but they did not understand the instructions we gave and for the following class some of the students did not finish the activity so we could not evaluate this activity properly.

2. During the class, which were the positive and negative (if any) aspects? Explain.

**Positive aspect:** Students were able to identify the seasons in the USA and their characteristics by watching videos of a famous cartoon they like.

**Negative aspect:** There was a little difficulty regarding time management. Students took too long to complete the whole activity.

3. According to the objectives planned for the class, did we reach them? What did we evaluate? How did we evaluate? Were there any difficulties?

The objectives were reached. The students presented some difficulties when understanding the grammatical structure for the current lesson, but they finally reached the grammatical objective.

4. What do we need to take into account for the next sessions according to the aspects related above?

Spending some more time for practicing the grammatical features may be very constructive for the students’ understanding of the topic.

**Conclusions and Pedagogical Implications**

On this general conclusion about the internship process carried out at San Pedro Claver IED School with 4th and 5th graders, we should first state that one of our general objectives during the whole internship was to improve students English level proficiency while fostering students to an intercultural awareness process so as to make students’ learning process a more meaningful one for them.

It is important to take into account that we first used an interview done to our external tutor Angélica Vergara (see general annex 8) to know about students’ learning environment.
and context, this information was very useful for us to create our final 4th and 5th grade syllabus and plan our classes and objectives for these classes.

Along these lines, the general conclusion is that we could dare to state that the objective of improving students’ English level proficiency while fostering students to an intercultural awareness process so as to make students’ learning process a more meaningful one for them was successfully reached. In the following paragraphs we are going to explain why and how we reached this objective.

The instruments that we used to monitor and evaluate the process were students’ class and homework worksheets and written activities and the reflective journals in which we registered the different positive and negative situations during the dynamic of the different classes where we could use both content-based instruction and Presentation Practice Production methodologies. Through these instruments we are going to demonstrate why we reached the objectives proposed for this internship process.

By analyzing the different cultural classes we realized that students were always very enthusiastic about the material and knowledge presented to them so as to learn any grammatical feature of English language. The seven journals of the seven cultural classes that we could teach during the internship process demonstrate this statement. On these journals we could observe that the students were always excited about the idea of learning about different cultural features from Colombia and the USA.

This was also reflected during the dynamics of the cultural activities we proposed for the classes (in which we include videos, worksheets and written and spoken exercises), in which students always tried to use English language in order to give their opinion about the knowledge and content they were facing in that moment. They used language as a means to know and learn about the American and Colombian culture. During the cultural classes, the students rarely saw English language as the most important thing to be learnt, except when
they did not understand the grammatical feature needed to participate in the cultural activities and classes.

In one class where we were teaching famous places from Colombia and the USA and the history behind those places, one student said something very meaningful for us, the student said with happiness and enthusiasm that: “*no pareciera que fuera una clase de inglés, pareciera que fuera una clase de sociales*”, most of the students in that class agreed with their partner’s comment. This comment made by that student and other students support towards this comment, reflected that students were interested on both English language learning and cultural learning and awareness, sometimes they were more interested on learning English or learning more about culture, but the students were always interested on learning English by learning and discussing about cultural knowledge.

We can also state that was also meaningful and effective because the cultural classes were not teacher-centered and grammar centered though grammar and teachers ‘guidance were very important, but keeping in mind that these classes were focused on using language as a means to be aware of our Colombian culture and a foreign culture like the American one in order to have a better understanding of who we are and in which context we are involved. The classes were also students-centered because they had the opportunity to express what they felt and what they thought about the new knowledge they faced during those classes and we were just a guide for them to approach this new knowledge through the linguistic competences needed for each class.

-Suggestions

Concerning our suggestions, we would like to humbly propose to foster the implementation of a cultural-based syllabus even from early grades to high school grades since we consider that our ideas expressed in the syllabus, mixed with the expert advice of the head teacher really contributed to the students’ learning process. Another reason that
leads us to propose the continuation of our process is that the students’ view towards the
English classes totally change because we used resources and materials which are appealing
to kids of their age, that way our English classes sought to break the traditional stereotype of
English classes (bored and monotonous).

Another suggestion is to cordially strengthen the institutional relationship San Pedro
Claver IED-Universidad Distrital Francisco José de Caldas by fostering the academic
cooperation through the implementation of other diverse internship projects. The pre-service
teachers can contribute to San Pedro Claver IED by providing fresh and innovative
pedagogical proposals, and at the same time they are given the opportunity to learn and
strengthen concepts thanks to the expert advice of San Pedro Claver IED’s teachers.

To sum up we could say that this internship process was very enriching for us as
interns and for San Pedro Claver IED School. It was very rewarding for us as teachers
because we learned a lot from the experience of working with this population by using this
type of content that is not very common for students. The pedagogical leaning taken from this
experience was very rewarding and useful. We also learned a lot from the experience from
our home teacher who was a very kind person who gave us a lot of advice when needed, she
was also very attentive with all the things we needed and was also very comprehensive with
us and the few inconvenient we may had during this internship process. This internship
process was also enriching for the San Pedro Claver IED because students had the
opportunity to learn English in a way that they may not had the chance to learn before. The
4th and 5th graders really enjoyed the classes and the learning process they had with us.
References

Allyn and Bacon (2009). *Supervision and instructional leadership: a developmental approach*, Boston, MA.


Criado, R. (2013). *A critical review of the Presentation-Practice-Production Model (PPP) in Foreign Language Teaching*. In R. Monroy (Ed.)


Challenges and Promises for ELT.


General Annexes

Legal documents:
Annex 1:

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
FORMATO INSCRIPCIÓN DEL TRABAJO DE GRADO - ACUERDO 038 DE 2015
MODALIDADES DE GRADO
PROYECTO CURRICULAR Licenciatura en Educación Básica con Énfasis en Inglés

Manifestamos nuestro compromiso de inscribir el espacio académico TRABAJO DE GRADO I en el año 2017, período 3.

NOMBRE: DIEGO ALEJANDRO CARDONA CASTRO
CÓDIGO: 20121165136   ACUERDO DE PERMANENCIA: 004 - 2011

NOMBRE: ÓSCAR STEVEN CARREÑO MERCHÁN
CÓDIGO: 20121165126   ACUERDO DE PERMANENCIA: 004 - 2011

PLAN DE ESTUDIOS: (Créditos)

MODALIDAD DE GRADO DE SU INTERÉS:

Señale con una (x) la modalidad de su interés (según el Acuerdo 038 de 2015)

PASANTÍA (X) Espacios académicos de posgrado ( )
MONOGRAFÍA () Investigación-Innovación ( )
CREACIÓN O INTERPRETACIÓN () Proyecto de emprendimiento ( )
PRODUCCIÓN ACADÉMICA ( )

TEMÁTICA DE SU INTERÉS EN LA CUAL DESEA FORMULAR SU TRABAJO DE GRADO:

Syllabus Design, Cultural Awareness, and Interculturality.

DOCENTE QUE POSIBLEMENTE DIRIGIRÁ SU TRABAJO DE GRADO
ÓSCAR ORLANDO REYES

FIRMA DOCENTE ENCARGADO DE RESEARCH PROJECT IN L2 EDUCATION

[Signature]

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CÓDIGO ESTUDIANTIL: 20121165176

En constancia firma:

[Signature]

C.C.: 1013600124 Bia
CÓDIGO ESTUDIANTIL: 20121165176
Annex 2:

Bogota D.C, 24 de julio de 2017

Doctora
NORMA ALEJANDRA DIAZ ROJAS
Rectora
Colegio San Pedro Claver IED
Ciudad

Respetada doctora
La presente tiene como objetivo brindar información con respecto a la gestión a desarrollar por los estudiantes de la Universidad Distrital Francisco José de Caldas mencionados a continuación. Dicha gestión incluye el desarrollo durante el segundo semestre del año 2017 del proyecto de pasantía “Teaching language and culture through intercultural awareness”, intervención pedagógica, observaciones y todos los procesos necesarios para tal fin, los cuales deben ser autorizados previamente por usted.

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<tr>
<td>OSCAR STEVEN CARREÑO MERCHAN</td>
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Los estudiantes en mención hemos optado por llevar a cabo una pasantía en una institución educativa como modalidad de grado para obtener el título profesional de Licenciados en educación básica con énfasis en inglés. Dicho proyecto de pasantía como modalidad de trabajo de grado deberá tener una duración de 384 horas por pasante, repartidas en intervención pedagógica, diseño de materiales, diseño del proyecto de investigación, y el desarrollo de cualquier otra actividad necesaria para tal fin, en un periodo no mayor a 6 meses, según lo establecido en el acuerdo 038 de 2015 de la Universidad Distrital Francisco José de Caldas.

De acuerdo a Políticas internas de la Universidad, es necesario realizar un oficio en el que solicitemos la autorización por parte del rector(a) de la institución educativa para así poder comenzar con la aplicación del proyecto.

Asimismo, es necesaria una respuesta de aprobación del rector(a) por medio escrito para así presentar el proyecto, los objetivos, la implementación de cronogramas, acuerdos, entre otros aspectos que la institución requiera.

Agradecemos su atención

DIEGO ALEJANDRO CARDONA CASTRO
OSCAR STEVEN CARREÑO MERCHAN
Estudiantes de pregrado – Universidad Distrital Francisco José de Caldas
Licenciatura en educación básica con énfasis en inglés
Annex 3:

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
FACULTAD DE CIENCIAS Y EDUCACION
LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS
Forma de autorización

Yo, NORMA ALEJANDRA DÍAZ ROJAS identificada con cédula de ciudadanía S19518195, encargada de ejercer la rectoría del Colegio San Pedro Claver IED, autorizo a los estudiantes en mención de la Licenciatura en educación básica con énfasis en inglés de la Universidad Distrital Francisco José de Caldas a desarrollar el proyecto de pasantía “Teaching language and culture through intercultural awareness” y su correspondiente intervención pedagógica; el cual tendrá lugar en nuestra institución educativa durante el segundo semestre del 2017 en la jornada de la tarde.

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Lo anterior teniendo en cuenta la aprobación y aceptación como tutora externa por parte de la docente ANGELICA MARÍA VERGARA VERGARA, quien estará a cargo de acompañar y certificar el proyecto de pasantía a ser desarrollado por los estudiantes anteriormente mencionados.

De igual manera expreso por medio de la presente mi disociación como rectora para facilitar los espacios físicos y académicos, las herramientas y todo lo que sea necesario para que el proyecto de pasantía y su intervención pedagógica sean llevados a cabo con éxito, beneficiando a los estudiantes, docentes, pasantes y en general a la comunidad educativa del Colegio San Pedro Claver IED.

El presente documento se firma a los 26 días del mes de setiembre de 2017

Cordialmente,

[Signature]

NORMA ALEJANDRA DÍAZ ROJAS
Rectora
Colegio San Pedro Claver IED
Annex 4:

Yo, ANGÉLICA MARÍA VERGARA VERGARA, con cédula de ciudadanía N° 52175497 de Bogotá docente del Colegio San Pedro Claver IED, expreso por medio de la presente mi disposición para ser tutora externa del proyecto de pasantía Teaching Language and Culture Through Cultural Awareness y su correspondiente intervención pedagógica; el cual tendrá lugar en nuestra Institución Educativa durante el segundo semestre del año 2017 en la jornada de la tarde. Dicho proyecto estará a cargo de los estudiantes en mención de la Licenciatura en Educación Básica con Énfasis en Inglés de la Universidad Distrital Francisco José de Caldas:

<table>
<thead>
<tr>
<th>NOMBRES Y APELLIDOS DE LOS PASANTES</th>
<th>IDENTIFICACIÓN</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIEGO ALEJANDRO CARDONA CASTRO</td>
<td>C.C 1013660124 de Bogotá D.C.</td>
</tr>
<tr>
<td>ÓSCAR STEVEN CARREÑO MERCÁN</td>
<td>C.C. 1073516344 de Funza – Cundinamarca</td>
</tr>
</tbody>
</table>

Asimismo, afirmo mi compromiso de certificar, acompañar, monitorear y dar cuenta del proceso que se lleve a cabo durante el mencionado proyecto de pasantía.

El presente documento se firma a los 27 días del mes de Abril de 2017.

Cordialmente,

ANGÉLICA MARÍA VERGARA VERGARA
Docente
Colegio San Pedro Claver IED
Annex 5:

Bogotá. D.C. 27 de abril de 2017

Docente

LIC ANGELICA MARÌÁ VERGARA VERGARA

Asunto: tutoría externa

Respetada profesora,

La presente tiene como fin solicitarle, de manera muy atenta, ser la encargada de monitorear, certificar y asumir la tutoría externa del proyecto de pasantía Teaching Language and Culture Through Cultural Awareness; propuesto por los estudiantes del proyecto curricular de Licenciatura en Educación Básica con Énfasis en Inglés de la Universidad Distrital Francisco José de Caldas, quienes son mencionados a continuación:

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</tbody>
</table>

La tutoría externa tiene como objetivo principal dar cuenta de los procesos que los pasantes llevaremos a cabo en la institución educativa, así como la certificación del tiempo y de la intervención pedagógica que se realizará en el Colegio San Pedro Claver IED.

Las funciones de los estudiantes en su condición de pasantes se expresan a continuación:
- Elaboración de "lesson plan" correspondientes a cada hora de trabajo en el aula
- Asistir puntualmente en los horarios establecidos para trabajo directo en el aula (clases de inglés)
- Realización de procesos evaluativos y de retroalimentación con todo lo que conlleva lo mencionado (calificación de tareas, asignación de notas y reporte oportuno de las mismas a la profesora titular)
- Entrega final de un banco de actividades "Lesson plan" y una propuesta de syllabus para la asignatura inglés correspondiente a los grados cuarto y quinto

Las anteriores funciones corresponden a 230 horas de las 384 horas estipuladas para la realización de la pasantía. Las horas restantes se comprenden entre la creación y terminación del documento final de pasantía, así como las correspondientes tutorías con el tutor de nuestro proyecto asignado por la universidad.

Agradecemos su atención,

Diego Alejandro Cardona Castro

Óscar Steven Carreño Merchán

C.C 1013 660 124 de Bogotá D.C.

C.C 1073516344 DE Funza – Cund.
Annex 6:

ACUERDO DE VOLUNTAD PARA LA REALIZACIÓN DE PASANTÍAS DEL PROYECTO CURRICULAR LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS, DE LA FACULTAD DE CIENCIAS Y EDUCACIÓN, FUNDAMENTADO EN EL ACUERDO 038 DE JULIO 28 DE 2015 SOBRE MODALIDADES DE TRABAJO DE GRADO DE LA UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS Y EL COLEGIO SAN PEDRO CLAVER

El presente documento acordado entre las dos partes tiene como objeto establecer bases de cooperación académica y/o educacional y/o social entre la UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS y el COLEGIO SAN PEDRO CLAVER IED, para la realización de PASANTÍAS de los estudiantes (DIEGO ALEJANDRO CARDONA CASTRO Y OSCAR STEVEN CARREÑO MERCHAN).

OBLIGACIONES DE LA UNIVERSIDAD DISTRITAL: Esta se obliga a: a.) Presentar por escrito a la INSTITUCIÓN el COLEGIO SAN PEDRO CLAVER IED, los estudiantes que desarrollarán la pasantía. b.) Asignar al Docente DIRECTOR, quien será el/la profesor(a) MARIA ANGÉLICA VERGARA VERGARA responsable de la supervisión y evaluación del proceso de pasantía y del logro de los objetivos propuestos. c.) Establecer los correctivos necesarios en caso que el estudiante contravenga las normas del COLEGIO SAN PEDRO CLAVER IED. d.) Velar porque el estudiante cumpla con los pactos del presente acuerdo. e.) Velar porque el estudiante esté afiliado a una EPS o al SISBEN y tenga contratada una póliza de accidentes escolares o esté afiliado a una ARL, documentos que se deberán presentar a la INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED antes del inicio de las pasantías. PARÁGRAFO: El tiempo reglamentado para el desarrollo de la pasantía será de mínimo 384 horas y la distribución de ese tiempo se establecerá de acuerdo con el plan de trabajo previamente aprobado.

OBLIGACIONES DE LA INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED. OFERENTE DE LA PASANTÍA: Esta se obliga a: a.) Certificar la legalidad y permanencia de esta institución mediante registro de Cámara de comercio y Matrícula de Industria y Comercio vigentes u otras formas equivalentes de certificación de existencia legal jurídica. b.) Manifestar su interés de trabajo con la UNIVERSIDAD DISTRITAL y declarar sus responsabilidades mediante la firma de este documento dentro del cual se establecen los objetivos de la pasantía y la remuneración respectiva, si existiere. c.) Designar a una persona de la institución oferente que actúe como profesional encargado del acompañamiento del proceso de pasantía, quien en este caso será el/la señor(a) MARIA ANGÉLICA VERGARA VERGARA. d.) Avalar el plan de trabajo y la propuesta de desarrollo e innovación del estudiante donde de estipule el cumplimiento de las 348 horas mínimas reglamentadas para el desarrollo de la pasantía, distribuidas en trabajo presencial, documentación, búsqueda bibliográfica u otras requeridas por la pasantía. Este plan de trabajo debe ser concertado entre el profesional encargado del acompañamiento de la pasantía, el Docente DIRECTOR y el PASANTE. e.) Suplir las necesidades de recursos humanos, físicos y técnicos para la realización de las pasantías. f.) Oficializar un Concepto de finalización de pasantía que se remitirá al Docente DIRECTOR, en el que se evalúe el desempeño de los pasantes y los resultados obtenidos, para ser usados como instrumento de soporte en la evaluación y calificación final del trabajo de grado.
OBLIGACIONES DEL PASANTE: a) Cumplir la labor asignada en el plan de trabajo según la distribución de horas acordadas que beneficien tanto a la UNIVERSIDAD DISTRITAL como a la INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED, oferente. b) Demostrar ante la INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED que están afiliados a una EPS o SISBEN y que tiene contratada una póliza de accidentes Escolares o que está afiliado a la ARL. c) Los estudiantes no podrán por sí o por terceros reclamar personal o judicialmente a la INSTITUCIÓN indemnizaciones en dinero o en especie por cualquier enfermedad, accidente que sufra mientras se encuentre en desarrollo de la pasantía. d) Cuidar los útiles, materiales y equipos que para adelantar la pasantía se les haya facilitado. e) Cumplir los reglamentos y normatividad de la INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED y de la UNIVERSIDAD DISTRITAL. f) Concurrir puntualmente al lugar donde se desarrollará su pasantía y asumir las instrucciones disciplinarias que impone la INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED, si ésta así lo considera. g) Elaborar un trabajo teórico-práctico producto del desarrollo de la pasantía, según los lineamientos reglamentarios del Consejo Curricular de la Licenciatura en educación básica con énfasis en inglés. h) Socializar el trabajo de pasantía ante la comunidad académica y ante los docentes DIRECTOR y Evaluador.

OBLIGACIONES DEL DOCENTE DIRECTOR: a) Verificar el desarrollo del plan de trabajo del PASANTE. b) Garantizar el desarrollo del plan de trabajo del PASANTE. c) Garantizar la previa programación y diseño de las clases y/o actividades académicas con los pasantes, así como con su respectiva evaluación y/o corrección en caso de ser necesario. d) Realizar seguimiento por escrito de las actividades presenciales y no presenciales del pasante, acordadas en el plan de trabajo. e) Promover el estricto cumplimiento de los horarios establecidos en el presente acuerdo por parte de los pasantes. f) Generar y garantizar a los pasantes los espacios necesarios que garanticen el buen desarrollo de la pasantía, así como los espacios para el desarrollo bibliográfico y de contenido para la elaboración del documento final que los pasantes se comprometan a entregar a la INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED. g) Evaluar en conjunto con el profesional encargado del acompañamiento por parte de la institución COLEGIO SAN PEDRO CLAVER IED, el desempeño general del pasante en el desarrollo de la pasantía. h) Presentar al Consejo Curricular mediante oficio, el documento final realizado por el pasante, con sus respectivos soportes, y una copia del concepto final emitido por el profesional encargado del acompañamiento en la institución.

OBLIGACIONES DEL PROFESIONAL ENCARGADO DEL ACOMPAÑAMIENTO EN LA INSTITUCIÓN COLEGIO SAN PEDRO CLAVER IED: a) Suministrar la información institucional requerida para el desarrollo de la pasantía. b) Realizar seguimiento, acompañamiento y evaluación al plan de trabajo del pasante y a las actividades programadas. c) Facilitar la consecución de recursos institucionales. d) Apoyar al pasante en las actividades académicas que se programen. e) Convocar al pasante a las reuniones programadas por la institución. f) Realizar seguimiento por escrito de las actividades presenciales y no presenciales del pasante, acordadas en el plan de trabajo de la pasantía. g) Evaluar en conjunto con el Docente DIRECTOR el desempeño general de los pasantes durante el desarrollo de la pasantía. h) Elaborar el informe final de la pasantía y remitirlo al Docente DIRECTOR.

EVALUACIÓN: El resultado final del proceso de la pasantía se precisa a través de la evaluación permanente por parte del profesional encargado de la institución COLEGIO SAN PEDRO CLAVER IED.
y del Docente DIRECTOR. El Docente DIRECTOR mediante un oficio, presentará ante el Consejo Curricular el documento final realizado por los pasantes, con sus debidos soportes, al igual que una copia del concepto final emitido y firmado por el profesional encargado del acompañamiento en la institución.

Para constancia se firma en la ciudad de Bogotá, el día (____) (______) de (____) (______) de (2017) Dos mil dos mil dieciséis

MARIO MONTOYA CASTILLO
Decano
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

NORMA ALEJANDRA DIAZ ROJAS
Cargo: Rector o Representante Legal
COLEGIO SAN PEDRO
CLAYER IED

OSCAR ORLANDO REYES
Docente Director
Proyecto Curricular:
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

Aníbal María Vergara Vergara
Cargo: Docente de Inglés Colegio San Pedro Claver IED

Estudiante

Proyecto Curricular:
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas
Annex 7:

**Ethical Issues**

The following was a format that each student’s father, mother or legal tutor filled in to approve their participation in our project and all the related and necessary activities for it to be successfully developed. Each one of the formats was given back to us with all the data and signature of the parents.
Annex 8:

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
FACULTAD DE CIENCIAS Y EDUCACIÓN
LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS Y LENGUAS EXTRANJERAS
PASANTÍA ‘TEACHING LANGUAGE AND CULTURE THROUGH CULTURAL AWARENESS’
COLEGIO SAN PEDRO CLAVER IED
DEVELOPED BY: OSCAR STEVEN CARREÑO MERCHÁN / DIEGO ALEJANDRO CARDONA CASTRO

TRANSCRIPCIÓN ENTREVISTA TUTORA EXTERNA

✓ Datos identificadores de la grabación:
  Nombre de la profesora: Angélica Vergara
  Fecha de la grabación: 25 de mayo de 2017
  Tiempo de la grabación: 2 Min. 53 seg.
  Lugar de la grabación: Colegio San pedro Claver IED

✓ Tipo de discurso: Conversación semidirigida
  Tono: Formal
  Canal: Oral
  Investigador: I
  Entrevistado: E

I: Muy buenas tardes, estamos aquí en las instalaciones del colegio San pedro Claver, ubicado en la localidad de Kennedy, en la ciudad de Bogotá para realizar unas preguntas referente a la enseñanza del inglés a los estudiantes de primaria en la institución, vamos a hablar con la profesora Angélica .. eh .. muy buenas tarde profe, ¿cómo está?
E: Eh .. gracias, buenas tardes
I: Eh profe, cuéntenos un poco de usted, ¿cuánto lleva usted trabajando en la institución?
E: Bueno, este ya es mi décimo año trabajando en la institución con la sección de primaria, y E: encargada de inglés
I: Eh bueno profe y cuéntenos un poco cómo ¿cuáles han sido sus estudios y su bagaje académico?
E: Bueno, yo licenciada en educación básica primaria y también estudie 3 años de inglés en Boston y allá también estuve trabajando como docente, lo cual me ha permitido dominar un poco más la lengua, la gramática e incluir un poquito de cultura sobre este idioma en el currículo
I: Aah bueno, listo profe, allí pues aprenden cosas aparte del idioma, entonces ¿es licenciada en pedagogía infantil con estudios en la lengua inglesa?
E: Sí, pues se puede decir que los estudios en Boston ya demás aquí pues en Bogotá he estudiado en la Universidad Nacional cursos libres y en la Universidad Distrital
I: Aah listo profe, y en toda la sección de primaria ¿no hay nadie que sea licenciada en la lengua inglesa? ¿Solo usted?
E: Bueno, ahora a los profesoras que salimos de maestría, nos exigen un nivel de maestría entonces los profes que están en magister, que son unos dos o tres tienen un nivel b1
I: Ah listo profe, profe, y cuáles cree usted que son las falencias que encuentra en la malla curricular pues de acá de la sección de primaria en la parte pues de inglés?
E: Emm buen, pues te cuento que fui yo quien diseñó la malla curricular para la sección de primaria y preescolar, la falta que veo es que, en cuanto a los estudiantes es que tienen poco dominio del vocabulario, y gramatical pues se les dificulta en las primeras clases, y además lo profes pues que no dominan el inglés entonces piden bastante asesoría y toca ayudarles en la clase de inglés. De resto los estudiantes le ponen bastante empeño lo que ayuda en el desarrollo de la actividad.

I: Ah listo profe, y ¿cómo ve el nivel de la lengua inglesa aquí en la institución en la parte de primaria?

E: Yo digo y según lo que escuchado de los profes de sexto que ha mejorado el desempeño de los estudiantes que ingresan a bachillerato y que salen de primaria acá en los últimos años, entonces pues eso nos tranquiliza un poquito, todavía hay falta pero creo que se pueden mejorar.

I: Ah listo profe muchísimas gracias y que tenga una buena tarde.

E: Bueno gracias.
VISUAL EVIDENCE