



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA SCHOOL OF EDUCATION AND LANGUAGE
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“CASE STUDY FOR THE 10TH GRADE SECTION B,
AT THE UNIDAD EDUCATIVA BILINGÜE
AMERICANO, SCHOOL YEAR 2021- 2022”**

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

Author: CUENCA ZAMBRANO GENESIS FABIOLA

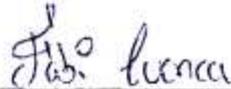
Advisor: LEONARDO CHÁVEZ GONZABAY, MSC.

La Libertad – Ecuador

2022

STATEMENT OF AUTHORSHIP

I, GENESIS FABIOLA CUENCA ZAMBRANO with ID number 2450476144 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the case study "CASE STUDY FOR THE 10TH GRADE SECTION B, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021- 2022" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

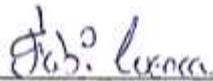
A handwritten signature in cursive script, reading "Fabiola Cuenca", written over a horizontal line.

GENESIS FABIOLA CUENCA ZAMBRANO

AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.

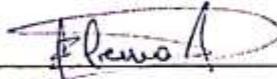


Genesis Fabiola Cuenca Zambrano

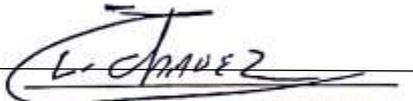
BOARD OF EXAMINERS



Ing. Eliana León, MSc.
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR'S
DIRECTOR**



Elena Niola Sanmartín MSc.
UIC COMMISSION



Leo Chavez Gonzabay MSc.
ADVISOR



Christian Zuñiga MSc.
SPECIALIST PROFESSOR

ABSTRACT

This case study is established to find various tensions or situations that can affect the proper teaching-learning process of the English language in high school students. The findings found in this study considered that one of the main aspects that affect the performance of students at this stage is usually rooted in special educational needs such as attention deficit hyperactivity disorder (ADHD) which is causing a lot of damage in the teaching-learning process to young students based on the educational needs the students present. Based on that, lesson plans with curricular adaptations are proposed to improve student's learning of the English language. The current Study Case presents the opportunity for teachers to get out of their comfort zone and be encouraged to implement strategies and tools as teaching resources which are the means to the better academic formation, which will be reflected in the learning and mastery of a foreign language.

Keywords: teaching-learning process; English language; special educational needs; attention deficit hyperactivity disorder; curricular adaptations; teaching resources

INDEX

Index	6
Introduction	7
Background	8
Case Analysis	10
Proposed Solution/Changes (Lesson Plan)	13
Conclusions	19
Recommendations.....	19
References	20
Appendices	21
Lesson Plans	21
Traffic Light Cards.....	27
Activities.....	28
Lesson.....	29
Urkund.....	30

INTRODUCTION

Attention deficit hyperactivity disorder (ADHD) is prevalent in the neurodevelopment of children, which puts at risk a set of problems related to inattention, hyperactivity, and impulsivity. This results in significant difficulties that can interfere with the full growth and development of the infant from childhood to adolescence, these symptoms can interfere with daily activities and the correct learning process.

The present case study is focused on a group of 46 students belonging to the 10th Grade, Section B at the "Americano" Bilingual Educational Unit; this class is made up of 26 boys and 20 girls aged between 14 and 15. Taking the case study as a tool to find problems in the teaching-learning process through observation it was possible to determine that within the classroom there are problems that need attention, one of them is attention deficit hyperactivity disorder (ADHD), which could be distinguished in a particular student. Additionally, there is the important issue that the English class is not managed by implementing the language, but rather the teacher in charge of the subject explains and gives orders to the students completely in her L1 mother tongue, which is Spanish. This scenario generates stagnation in the acquisition of a second language or the L2, which in this case English in students.

Consequently, sufficient importance should be given and work on the motivation of the student prone to ADHD, since in this type of student learning happens on another scale which needs the correct planning and pedagogical resources that illustrate and immerse it completely in teaching English such as flashcards and interactive games.

Taking these problems into account, it is of vital importance to establish solutions, which will be reflected in the preparation of a lesson plan with the appropriate strategies and methodology for the needs of the students. The effectiveness of this planning will be reflected in a demonstration class with the topic "Past Simple: Time expressions" designed to work with the class in general.

BACKGROUND

Mastery of a second language L2, in this case focusing on English, is a situation of great advantage for the students who are able to learn it well, since it is globally known that the correct use of a second language allows breaking boundaries of language and have a greater possibility of communicating with native or non-native people of the language, this is because there are countries around the world in which they are handled not only with one official language but from an early age with two different languages; For this, we can take Canada as an example, a country in which its inhabitants communicate using two official languages such as French and English.

Undoubtedly, in Ecuador English has gained strength over time, if we go back about three decades ago in the early 90's the Ministry of Education (MINEDUC) through an agreement with the British Council welcomed the teaching of the English language in public and fiscomisional education. However, it was not until 1950 that the MINEDUC gave the order that the subject of English would be one more requirement within the Ecuadorian educational system from which no public educational institution could be exempt from teaching classes of English.

Despite this great initiative in the teaching of the English language in the Ecuadorian territory, this fact was not enough for the simple reason that the teachers in charge of teaching the subject are not professionals in the management of the English language and were not considered more than simple "fanatics" in the teaching of this subject, this generated, as a result, the stagnation of the objective of teaching English to Ecuadorian students. It was not until the government of Rafael Correa in 2007 that attention and priority were given to the educational system and of course, it was focused on the adequate teaching of the English language to the students of basic education and high school. One of the measures taken was the adaptation of the common European framework of reference for languages (CEFR) through which a foreign language

curriculum was established in 2016 which would govern all educational institutions in Ecuador with the aim that students complete their secondary studies with a B1 level of English. On the other hand, the government put English teachers under pressure when it required of them to their bachelor's degree in English and their international English certification B2, only those who had these requirements were considered fit to teach in the public educational system, thus generating a filter in which not everyone could teach, this action was very beneficial for education since the teachers were professionals with an extensive knowledge and mastery of methodologies and strategies to manage a classroom. Also, they must be able to solve any type of problem that may arise in the teaching process. According to Ventouri "Attention-Deficit Hyperactivity Disorder is a disorder that significantly affects students' behavior, resulting in significant learning difficulties." This disorder negatively affects 15-year-olds since this is a stage in which they have to deal with factors such as physical change; this, added to the academic responsibility, generates many conflicts in the student, such as the difficulty in being able to concentrate in class, the constant fear of making mistakes and the lack of confidence, resulting in withdrawn students.

Attention Deficit Hyperactivity Disorder is divided into two main parts: primary attention deficit disorder, spontaneous movement hyperactivity disorder, and secondary symptoms, including school problems, which include difficulty coping with failure which may be related to the existence of other learning difficulties, the limited number of friends and social relationships and the low level of self-confidence.(**Ventouri, 2020**)

Given these points, it is important to take into consideration the tools for correct learning of first-year high school students in groups and individually, since taking as a reference the problems that a student with ADHD can go through, it is essential that the teacher take the necessary adaptations to achieve an effective process of teaching the English language.

CASE ANALYSIS

Currently, the English language has become very relevant in the Ecuadorian population since mastery of a foreign language such as English generates opportunities that a person with only managing their L1 does not, an example of this is a better job offer, this does not apply to only within the country but has the opportunity to go abroad with a good job and a substantial salary.

However, it is important to mention that to be a suitable applicant for the exchange, proficiency in English is essential. As a result of this great need for the English language, the Ecuadorian Ministry of Education (MINEDUC) created programs for the preparation and intensive training of teachers in the English language, such as the program called "Go Teacher" launched in 2012 which benefited thousands of Ecuadorian teachers offering scholarships to study abroad, this to ensure quality in the teaching of the English language received by students at the middle and higher levels in public educational institutions in Ecuador. Another important thing that the Ecuadorian government ordered was the significant change that was proposed in the Curricula Foreign Language in which the parameters were established for students from 9th to 10th grade of Junior High and from 10th to 12th grade of High School.

The Grammar Translation method implemented by the English teacher in charge of the 10TH Grade, Section B, students is just the beginning of a lot of problems that could be detected by observing the class taught According to Calle et al. (2012)" argue that English teachers in Ecuador have focused on the teaching of grammar despite having arranged in 1993, the application of Communicative Language Teaching (CLT) as a contribution of the CRADLE project (Ministry of Education and Cultures of Ecuador). Ecuador, 2009).

This generates many problems since with the implementation of the Grammar Translation Method the learning of the students is affected by the fact that this method is already obsolete and its adaptation to the needs of current students does not work anymore. Another of the problems found in the English class is related to the teacher's methodology, this is because the class is managed in 90% Spanish and only 10% English, which generates a certain irony since the class is supposed to be English, that is only the beginning of an endless cycle in which students are leaving gaps in their learning and the consequences will be seen when they starting a new school year.

On the other hand, within the class the lack of concentration of the students is palpable, this is generated mainly by the previously mentioned obsolete methodology and based on that both the strategies and the activities designated in class are boring, giving as an example the teacher explains grammar and then hand out worksheets with a writing to be completed with words which does not offer students the opportunity to interact more with the language but rather this type of activity limits their abilities. This is why the students lose complete interest in the class and in completing the activity given by the teacher and that is where another important problem in the classroom comes in, such as the fact that the class is very large and the students get distracted easily for anything and it is impossible to give them the necessary attention since the number of students exceeds the human capacity of the teacher.

Furthermore, these are the worst conditions for students with ADHD since this class of students in particular needs adequate attention and the process of keeping them motivated and with the need to participate in classes is practically impossible. On the other hand, due to a large number of students within the same classroom, feedback, which is a daily tool of the teacher, is very difficult because there is a great deal of academic unevenness

among the students themselves and this affects all students in general, but it is very noticeable that the student with ADHD is much more affected by the lack of these basic elements in the class.

Given these points, it is important to mention that from the 10th Grade, Section B students, designated by the American High school, through observation and research questions, it was possible to bring to light the case of a student who is not medically diagnosed but is very notorious in her academic development that she is susceptible to suffering from ADHD; this conclusion is reached based direct observation in the classroom. In class, she is completely lost and this is a very serious scenario since the English teacher in charge does not make sure that this specific student participates or even completes the activity designated in class. Additionally, I consider that the fact that the teacher has not been aware of the student's condition is alarming. The teacher does not apply the language to teach the class but rather maintains her L1 throughout the entire class, resulting in a stagnation in the students in English language proficiency.

PROPOSED SOLUTION/CHANGES (LESSON PLAN)

LESSON PLAN

Teacher: Genesis Fabiola Cuenca Zambrano

Date:	Level	Unit	Lesson
31/08/2022	A2	6	4
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> • Use time adverbial words <i>yesterday</i>, <i>last</i> and <i>ago</i> as past time expressions to describe past situations. • Review the Simple Past Tense • Learn new vocabulary related to time expressions • Read for specific details 			
Materials used:	Worksheets – whiteboard – markets – flashcards - pictures		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the scene for the lesson implement a warm up activity called “Telephone” in which the students will pass a message to their classmates provided by the teacher to introduce the topic of the class.	Listening for information	5 min.	T ==> Ss
Step 1	<p>1 – Preparation: T. Prepares the class giving some instructions: Introduce Traffic light cards.</p> <p>2 – Questionnaire: T. Introduces the class by asking some questions related to the topic “Past simple” T. explains the use of time adverbials in the Past simple tense.</p>	Flashcards Visual aid Whiteboard	7 to 10 min	T ==> Ss Ss ==> T

	3 – Ss relate the information to prior knowledge			
Step 2	<p>Class Participation:</p> <p>T. prepares the class for class participation</p> <p>Ss. will read “The biggest circus family in the world” and then they can gain participation in class by answering questions related to the reading</p>	<p>Listening for details (instructions)</p> <p>Deducting information</p> <p>Worksheet</p> <p>Whiteboard</p>	10 to 15 min	<p>T ==> Ss</p> <p>Ss ==> T</p>
Step 3	<p>Class Assessment (Formative)</p> <p>T. introduces a formative assessment to monitor student learning to provide ongoing feedback</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss

LESSON PLAN

Teacher: Genesis Fabiola Cuenca Zambrano

Date:	Level	Unit	Lesson
31/08/2022	A2	6	4
Lesson Skills Emphasized: Writing			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> • Use time adverbial words <i>yesterday</i>, <i>last</i> and <i>ago</i> as past time expressions to describe past situations. • Recognize the Simple Past Tense • Learn new vocabulary related to time expressions • Write about past situations 			
Materials used:	Worksheets – whiteboard – markets – flashcards - pictures		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the scene for the lesson implement a warm up activity called “Telephone” in which the students will pass a message to their classmates provided by the teacher to introduce the topic of the class.	Listening for information	5 min.	T ==> Ss
Step 1	<p>1 – Preparation: T. Prepares the class giving some instructions: Introduce Traffic light cards.</p> <p>2 – Questionnaire: T. Introduces the class by asking some questions related to the topic “Past simple” T. explains the use of time adverbials in the Past simple tense.</p> <p>3 – Ss relate the information to prior knowledge</p>	Flashcards Visual aid Whiteboard	7 to 10 min	T ==> Ss Ss ==> T

Step 2	<p>Class Participation: T. prepares the class for class participation Ss. Answer a worksheet to complete sentences using past time expressions and then they can gain participation in class by writing the answers on the board.</p>	<p>Listening for details (instructions) Deducting information Worksheet</p>	10 to 15 min	<p>T ==> Ss Ss ==> T</p>
Step 3	<p>Class Assessment (Formative) T. introduces a formative assessment to monitor student learning to provide ongoing feedback</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss

LESSON PLAN

Teacher: Genesis Fabiola Cuenca Zambrano

Date:	Level	Unit	Lesson
31/08/2022	A2	6	4
Lesson Skills Emphasized: Speaking			Overall Time: 40 minutes
<p>Objectives: By the end of the lesson, Students should be able to:</p> <ul style="list-style-type: none"> • Use time adverbial words <i>yesterday</i>, <i>last</i> and <i>ago</i> as past time expressions to describe past situations. • Recognize the Simple Past Tense • Learn new vocabulary related to time expressions • Speak to answer questions talked about past situations 			
Materials used:	Worksheets – whiteboard – markets – flashcards - pictures		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the scene for the lesson implement a warm up activity called “Telephone” in which the students will pass a message to their classmates provided by the teacher to introduce the topic of the class.	Listening for information	5 min.	T ==> Ss
Step 1	<p>1 – Preparation: T. Prepares the class giving some instructions: Introduce Traffic light cards.</p> <p>2 – Questionnaire: T. Introduces the class by asking some questions related to the topic “Past simple” T. explains the use of time adverbials in the Past simple tense.</p> <p>3 – Ss relate the information to prior knowledge</p>	Flashcards Visual aid Whiteboard	7 to 10 min	T ==> Ss Ss ==> T

Step 2	<p>Class Participation: T. prepares the class for class participation and gives different pictures to each row. Ss. Answer the question: When was the last time? in relation to the image that corresponded to their row</p>	<p>Listening for details (instructions) Deducting information Pictures</p>	10 to 15 min	<p>T ==> Ss Ss ==> T</p>
Step 3	<p>Class Assessment (Formative) T. introduces a formative assessment to monitor student learning to provide ongoing feedback</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss

CONCLUSIONS

The solutions proposed in the class plans were chosen as a consequence of the notorious need found in the teaching-learning process of the teacher in charge of the English subject and the students belonging to the 10th Grade, Section B at the "American" Bilingual Educational Unit. To carry out this process, we first took as an example the possible case of a student with ADHD for which the implementation of traffic lights cards was accepted as a tool, not only used by the student in question but also by any English taught in this school. The purpose of this tool is to give students the opportunity to feel safe and not feel embarrassed to ask questions if the topic of the class is not precise or if they could not understand the activity instructions designated to work in class. Second, it is very important to take into account activities that allow collective learning, for these activities focused on developing the different skills of the English language such as readings, questions and answers and worksheets will be applied. Last but not least, images and flashcards will be implemented, which will attract the attention of students and allow them to relate knowledge to images.

RECOMMENDATIONS

It is pertinent to mention certain recommendations and/or adaptations that the teacher in charge should consider in her classes, for example, the teacher must manage her class completely or at least almost completely using the target language to be learned. In addition, more work should be done on the choice of activities in class, the teacher should seek to be more active in class, and demonstrate English skills. Furthermore, I consider that the teacher should change is her class methodology which is usually very boring and tedious for the students, if she changes her methodology and her class strategies, without a doubt, it will result in the interest of the students wanting to learn more about the language.

REFERENCES

- Hidalgo-Moreira, S. M., & Arteaga-Arteaga, M. (2021, October 1). *Estrategias de aprendizaje para estudiantes con déficit de atención*. Dialnet. Retrieved August 6, 2022, from [Dialnet-EstrategiasDeAprendizajeParaEstudiantesConDeficitD-8094620.pdf](https://dialnet-estrategiasdeaprendizajeparaestudiantescondéficitd-8094620.pdf)
- Intriago, E., Villafuerte, J. S., Bello, ohanna, Cevallos, D., & Rodriguez Zambrano, A. D. (2019, September). *El inglés Como lengua extranjera en el contexto UNIVERSITARIO ...* Research Gate. Retrieved August 8, 2022, from https://www.researchgate.net/publication/337733612_EL_INGLES_COMO_LEN_GUA_EXTRANJERA_EN_EL_CONTEXTO_UNIVERSITARIO_ECUATORIA_NO_en_Cultura_ciudadania_y_participacion_Perspectivas_de_educacion_inclusiva
- Quezada Sarmiento, P. A., Zulñiga, A., Benitez, C., & Vargas Saritama, A. B. (2017, June). *Teachers' factors that influence the English language teaching-learning ...* Research Gate. Retrieved August 8, 2022, from https://www.researchgate.net/profile/Pablo-Quezada-Sarmiento/publication/309511514_Factors_that_Influence_the_English_Language_Teaching-Learning_Process_in_Ecuadorian_High_Schools_in_the_context_of_E-education_and_E-Society/links/5df6fb9b299bf10bc35f07a7/Factors-that-Influence-the-English-Language-Teaching-Learning-Process-in-Ecuadorian-High-Schools-in-the-context-of-E-education-and-E-Society.pdf?origin=publication_detail
- Universidad Tecnica de Ambato. (n.d.). *Estrategias pedagógicas Lúdicas Interactivas de Apoyo Al Aprendizaje ...* Retrieved August 6, 2022, from <https://diviso.uta.edu.ec/v4.0/images/PROYECTOS/2020-2020/0106A-2020.pdf>
- Ventourie, E. (2020, January). *(PDF) ADHD and learning motivations - researchgate*. Research Gate. Retrieved August 6, 2022, from https://www.researchgate.net/publication/343935698_ADHD_and_Learning_Motivations
- White, A., & White, P. (2018, November). *Using traffic light cards in an English language classroom - researchgate*. Research Gate. Retrieved August 8, 2022, from https://www.researchgate.net/publication/329238234_Using_traffic_light_cards_in_an_English_language_classroom
- Willian & Mary. (n.d.). *Training & Technical Assistance Center - William & Mary School of Education*. Retrieved August 6, 2022, from <https://education.wm.edu/centers/ttac/documents/packets/adhd.pdf>

APPENDICES

LESSON PLANS



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
 Facultad de Ciencias de la Educación e Idiomas
 Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



LESSON PLAN

Teacher: Genesis Fabiola Cuenca Zambrano

Date:	Level	Unit	Lesson
31/08/2022	A2	6	4
Lesson Skills Emphasized: Reading			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Use time adverbial words <i>yesterday</i>, <i>last</i> and <i>ago</i> as past time expressions to describe past situations. • Review the Simple Past Tense • Learn new vocabulary related to time expressions • Read for specific details 			
Materials used:	Worksheets – whiteboard – markets – flashcards - pictures		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the scene for the lesson implement a warm up activity called “Telephone” in which the students will pass a message to their classmates provided by the teacher to introduce the topic of the class.	Listening for information	5 min.	T ==> Ss
Step 1	1 – Preparation: T. Prepares the class giving some instructions: Introduce Traffic light cards. 2 – Questionnaire:	Flashcards Visual aid Whiteboard	7 to 10 min	T ==> Ss Ss ==> T

	<p>T. Introduces the class by asking some questions related to the topic “Past simple”</p> <p>T. explains the use of time adverbials in the Past simple tense.</p> <p>3 – Ss relate the information to prior knowledge</p>			
Step 2	<p>Class Participation:</p> <p>T. prepares the class for class participation</p> <p>Ss. will read “The biggest circus family in the world” and then they can gain participation in class by answering questions related to the reading</p>	<p>Listening for details (instructions)</p> <p>Deducting information</p> <p>Worksheet</p> <p>Whiteboard</p>	10 to 15 min	<p>T ==> Ss</p> <p>Ss ==> T</p>
Step 3	<p>Class Assessment (Formative)</p> <p>T. introduces a formative assessment to monitor student learning to provide ongoing feedback</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
 Facultad de Ciencias de la Educación e Idiomas
 Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



LESSON PLAN

Teacher: Genesis Fabiola Cuenca Zambrano

Date:	Level	Unit	Lesson
31/08/2022	A2	6	4
Lesson Skills Emphasized: Writing			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Use time adverbial words <i>yesterday</i>, <i>last</i> and <i>ago</i> as past time expressions to describe past situations. • Recognize the Simple Past Tense • Learn new vocabulary related to time expressions • Write about past situations 			
Materials used:	Worksheets – whiteboard – markers – flashcards - pictures		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the scene for the lesson implement a warm up activity called “Telephone” in which the students will pass a message to their classmates provided by the teacher to introduce the topic of the class.	Listening for information	5 min.	T ==> Ss
Step 1	1 – Preparation: T. Prepares the class giving some instructions: Introduce Traffic light cards. 2 – Questionnaire: T. Introduces the class by asking some questions related to the topic “Past simple”	Flashcards Visual aid Whiteboard	7 to 10 min	T ==> Ss Ss ==> T

	T. explains the use of time adverbials in the Past simple tense. 3 – Ss relate the information to prior knowledge			
Step 2	Class Participation: T. prepares the class for class participation Ss. Answer a worksheet to complete sentences using past time expressions and then they can gain participation in class by writing the answers on the board.	Listening for details (instructions) Deducting information Worksheet	10 to 15 min	T ==> Ss Ss ==> T
Step 3	Class Assessment (Formative) T. introduces a formative assessment to monitor student learning to provide ongoing feedback	Worksheet (Explanation) and give feedback	10 min	T ==> Ss



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
 Facultad de Ciencias de la Educación e Idiomas
 Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros



LESSON PLAN

Teacher: Genesis Fabiola Cuenca Zambrano

Date:	Level	Unit	Lesson
31/08/2022	A2	6	4
Lesson Skills Emphasized: Speaking			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Use time adverbial words <i>yesterday</i>, <i>last</i> and <i>ago</i> as past time expressions to describe past situations. • Recognize the Simple Past Tense • Learn new vocabulary related to time expressions • Speak to answer questions talked about past situations 			
Materials used:	Worksheets – whiteboard – markets – flashcards - pictures		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Setting the scene for the lesson implement a warm up activity called “Telephone” in which the students will pass a message to their classmates provided by the teacher to introduce the topic of the class.	Listening for information	5 min.	T ==> Ss
Step 1	1 – Preparation: T. Prepares the class giving some instructions: Introduce Traffic light cards. 2 – Questionnaire: T. Introduces the class by asking some questions related to the topic “Past simple” T. explains the use of time adverbials in the Past simple tense.	Flashcards Visual aid Whiteboard	7 to 10 min	T ==> Ss Ss ==> T

	3 – Ss relate the information to prior knowledge			
Step 2	<p>Class Participation: T. prepares the class for class participation and gives different pictures to each row. Ss. Answer the question: When was the last time? in relation to the image that corresponded to their row</p>	<p>Listening for details (instructions) Deducting information Pictures</p>	10 to 15 min	<p>T ==> Ss Ss ==> T</p>
Step 3	<p>Class Assessment (Formative) T. introduces a formative assessment to monitor student learning to provide ongoing feedback</p>	<p>Worksheet (Explanation) and give feedback</p>	10 min	T ==> Ss

- **TRAFFIC LIGHT CARDS**



• ACTIVITIES

Reading

THE BIGGEST CIRCUS FAMILY IN THE WORLD

by Zach Malinek

My name's Zach and I'm from a big family. I mean, it's a really big family. My last name is Malinek. Maybe you don't know us but we're the biggest circus family in the world. We're The Flying Malineks! We weren't always the biggest circus act, though. When my Grandpa Viktor started as a trapeze performer in Slovakia, there was only one Flying Malinek: him! My grandpa moved to the United Kingdom when he was about 20 years old. He quickly found a circus job working in his new country. A few years later, Grandpa Viktor married my Grandma Inna. Grandpa taught my grandma how to perform on the trapeze and soon there were two Flying Malineks. My grandma didn't perform all the time, though. She took time off to have a few babies. She had eight of them, actually! My father Daniel is the youngest child in the family. He has five brothers and two sisters - my uncles and aunts. And all of them learnt to perform on the trapeze when they were children. The people at the circus love watching the Flying Malineks. And we all love watching their excited faces when we fly through the air. My grandpa and grandma are getting older now. They retired from performing about 10 years ago. But the Flying Malineks aren't getting smaller - we're getting bigger! I have two older sisters and we all perform in the act. My aunts and uncles all have children, and they perform, too. In total there are 37 of us! Can you believe it?



Last year, we were on TV. We had our own reality show called Circus Family. Some people from the TV show followed The Biggest Circus Family IN THE WORLD by Zach Malinek Reading Autobiographical story 22 Unit 2 us around with cameras all the time. It was exciting but sometimes I wanted them to go away! One special thing happened when we were on that show. My cousin Gillian met a cameraman and six months ago they got married. Now he's learning the trapeze, too!

READING COMPREHENSION

Choose the correct answer to each question

1. Who was the first Flying Malinek?
 - He was Zach's brother. - He was Zach's grandfather. - He was Zach's father.

2. What happened some years after Zach's grandfather moved to the United Kingdom?
 - He got married with Inna. - Viktor was 20 years old.

3. Why didn't his grandmother perform all the time?
 - Because she didn't know how to perform. - Because she took time off to have babies.

4. How many aunts and uncles does Zach have in total?
 - He has eight. - He has five. - He has seven.

Writing

Last, yesterday or ago?



Two Tenses
Are always needed and completed in the past

The Past Tense
Yesterday, a week ago, last night, in 2007, last month

Complete the sentences with the time expressions

- I was at the hospital _____ night.
- She posted the important letter _____ week.
- I studied French two years _____.
- It snowed heavily _____ night.
- My father stopped smoking five years _____.
- Mike failed his examination _____ month.
- Tom stayed with his parents _____ March.
- We played football in the park _____ afternoon.
- The children watched a horror film _____ weekend.
- He completed the project a week _____.
- Thomas worked 12 hours _____ month.
- The boy finished his homework ages _____.
- Linda waited for the bus at the corner _____ morning.
- We were in Paris _____ month _____.
- Peter and Mark were in the library on hour _____.
- Anna walked to school _____ morning instead of taking the bus.

Speaking

WHEN WAS THE LAST TIME...?

You will find a list of questions. First read the questions and then choose **ten** and answer them using full sentences with past time expressions. Don't forget to give details about that time.

Look at the example:

I went shopping three months ago. I bought a pair of shoes.

I went on a date last month. I went out with Sandra.

When was the last time you...?



Went on a date



Went shopping



Watched a soccer match



Studied until late at night



Bought a present



Had a party

• LESSON

NAME: COURSE: 1BGU "D"
DATE: GRADE: /10

LESSON

CHOOSE THE CORRECT OPTION FOR THE FOLLOWING STATEMENTS. USE THE PAST SIMPLE TENSE AND TIME EXPRESSIONS.

-I had a nightmare _____



- a) yesterday night
- b) last night

-My boyfriend bought that house _____

- a) ago three years
- b) three years ago



-They painted their house _____



- a) last week
- b) the last week

- URKUND

The screenshot displays the URKUND web interface with the following sections:

- FINDINGS**
 - 0 MATCHING TEXT**
High similarity of content
 - 0 WARNINGS**
Unusual use of characters
 - VIEW THE ENTIRE DOCUMENT** (button)
- SIMILARITY**
 - Bar chart showing similarity percentages:
 - receivers' average: **18%**
 - This document: **0%**
- SUBMISSION DETAILS**
 - SUBMITTER**
genesis.cuencazambiano@upse.edu.ec
 - FILE**
[CASE_ANALYSIS.docx](#)
 - SUBMITTED ON**
2022-08-27T02:25:00
 - SUBMISSION ID**
143303088
 - WORDS**
2314
 - MESSAGE**
Mil disculpas Leo, envié el correo sin adjuntar el archivo, ahora sí lo está. Mil disculpas de nuevo

At the bottom left, there is a text block with an icon and a link:

An alternative source is a source where we found a text match that is identical to the included sources. However, we found the corresponding matching text in more than one source and we...
LEARN MORE

The browser address bar shows the URL: <https://urkund.com/view/136691823-250064-2241064/>