



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

**“CASE STUDY FOR THE TO THE 2ND LEVEL OF
HIGH SCHOOL PARALLEL B, AT THE UNIDAD
EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR
2021-2022””**

COMPREHENSIVE EXAM REPORT

As a requisit to obtain a:

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

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La Libertad, August 27th, 2022

Advisor's Approval

In my role as Advisor of the research paper and title **“CASE STUDY FOR THE TO THE 2ND LEVEL OF HIGH SCHOOL PARALLEL B, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022”** prepared by **JOEL ANTONIO DEL PEZO REYES** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

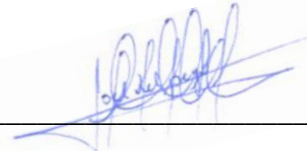


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Statement of Authorship

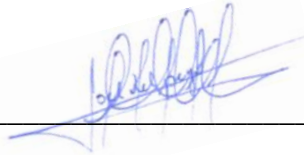
I, **Joel Antonio Del Pezo Reyes** with ID Number 092850391-1 undergraduate student from The Universidad Península de Santa Elena, School of Education Sciences and Language, as prerequisite to obtaining bachelor's degree in Pedagogy of National and Foreign Languages, in my role of as autor of the **“CASE STUDY FOR THE TO THE 2ND LEVEL OF HIGH SCHOOL PARALLEL 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.



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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
RESPONSABILITY; THE INTELLECTUAL PROPERTY BELONGS TO
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A handwritten signature in blue ink, appearing to read 'Joel Antonio Del Pezo Reyes', is written over a horizontal line.

Joel Antonio Del Pezo Reyes

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I would like to express my sincere thanks to all the people who have contributed significantly to the completion of this thesis work.

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In summary, this thesis work has been a collective enterprise that would not have been possible without the support and contribution of all the people mentioned above. To each of you, I thank you from the bottom of my heart for your participation and commitment. I hope that the results of this research will be useful and contribute to the advancement of knowledge in this area.

Dedication

With much gratitude and emotion, I would like to dedicate these words to each one of you, who have been a fundamental part of my path towards the culmination of this achievement.

To my family, who have been my unconditional support from the beginning. Your love, patience and understanding have been the engine that has driven me to reach this achievement. Thank you for believing in me and for giving me all your love and support at every stage of this arduous process.

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With gratitude and affection,

Joel Del Pezo

Abstract

This article approaches a research study for the practical component of the comprehensive examination, based on innovative strategies and approaches adapted to the diverse characteristics of the learner.

The process was carried out in the Unidad Educativa Americano, the study subjects belong to the 2nd level of high school parallel B, a total of 43 students; the learning content is related to the Simple Past (Used To). On the other hand, observation would be essential as an instrument of study, detailing qualitative and descriptive information about everything evidenced.

In the English area, the purpose of this process is to evaluate the teacher training through an evaluation in an educational field, in turn, to know and investigate the various shortcomings of a real situation, to reflect on it, and to be able to act accordingly to improve the educational reality.

KEYWORDS: Strategies, English skills, educational reality

Resumen

Este artículo aborda un estudio investigativo para el componente práctico del examen complejo, basándose en estrategias y enfoques innovadores adaptadas a las diversas características del estudiante.

El proceso se llevó a cabo en la Unidad Educativa Americano, los sujetos de estudio pertenecen al 2° nivel de bachillerato paralelo B, un total de 43 estudiantes. Los contenidos a enseñar están relacionados con el Pasado Simple (Used to). Por otro lado, la observación sería esencial como instrumento de estudio, detallando información cualitativa y descriptiva sobre todo lo evidenciado.

En el área de Inglés, este proceso tiene como fin, evaluar la formación de profesorado mediante una evaluación en un campo educativo, a su vez, conocer e indagar las diversas falencias de una situación real, reflexionar sobre lo mismo y poder actuar en consecuencia para mejorar la realidad educativa.

PALABRAS CLAVE: Estrategias, Habilidades en Inglés, realidad educacional

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Introduction

Over the years, the interest in teaching English as a foreign language has been highlighted, which leads to finding methodological proposals in the educational context to ensure that the teaching and learning of this language are transmitted in the best possible way.

The research work within university education will be presented as real space and a moment where students can demonstrate their preparation as professionals. For this, it is necessary the development of curricular material, to puts into practice the creativity, knowledge, and competencies that are framed in this process.

That is why teachers in today's education must innovate to guide students to different knowledge, but they must do it in a much more dynamic way to achieve it, they must work by objectives and competencies, which leads to combining theory with the pedagogical part, seeking the student's motivation to learn. Emphasizing that any methodology depends largely on the materials with which it is applied and that a method is not really an end in itself, but a means to better achieve the proposed objectives.

In order to contribute to the formation and development of student competencies, a didactic strategy based on the constructivist method will be proposed, which in essence aims to achieve motivation and student-teacher commitment in the pursuit of academic excellence.

The case study method, as a practice of analysis and multidisciplinary reflection within an academic structure, will be carried out in the Unidad Educativa Americano. The content to be taught through a demonstrative class is related to the Past Simple (Used To); this topic will be focused on the students of the second level of high school parallel B with

a population of 42 students, both men and women, their ages range between 16 and 18 years old. For some learners it goes smoothly; however, others do not perform well and their learning encounters multiple difficulties.

Different studies have shown that a number of key factors are involved in the acquisition of a second language that will either strengthen or weaken it; among these factors are motivation, change of educational context, overcrowding of students learning styles and study strategies.

In order to identify the factors that condition the students' learning of English, it is necessary to carry out a qualitative-descriptive approach, since it will allow analyzing the situation from its peculiarities. Likewise, observation as an instrument of analysis would be fundamental since it allows the teacher to discover that learning is integrated in different ways, that students use different strategies and that each learning has its own specific value for each student. In short, the description, analysis and interpretation of the subjects of study will be evident in this process.

As possible result, the constructivist method will form a student-teacher bond, which will be the main support on which academic knowledge is based and as such will help the integral development of students, both socially, personally and professionally. At the same time, the figure of the teacher, by adopting an attitude of empathy and flexibility with his students, will have an impact on their learning and will allow them to consolidate their confidence, security and effort.

In short, it can be affirmed that a good relationship between students and teachers is largely related to higher academic performance; students develop greater autonomy and feel more attracted to achieving success.

Background

In Ecuador, the strengthening of the English language in educational institutions is not a temporary issue, but a process that has been developing for several years and that responds to a government plan and a political will to transform education.

The EFL curriculum for the BGU sub-level has been a great contribution from the year 2010 to the present; it is based on different learning methods, the primary objective is to reach a B1 level (independent user) in students, in a span of 5 hours a week during an educational period. This curriculum aims to develop students who are effective listeners and speakers, students who can evaluate and analyze information in a variety of ways using a variety of skills (Educacion, 2010 /16).

However, the teaching of English in public schools in our country is considered deficient and precarious due to the lack of interest of most students in this discipline. Despite this deficiency, over the years several educational programs have been created, such as 'Time to Teach', Go Teacher, 'Ecuador Habla Ingles', among others, to provide guidance to teachers regarding the contents to be taught, the way in which they have to develop their teaching activity and the objectives to be achieved.

As a result, different high schools in Santa Elena province implement different English language teaching-learning methods, presented in an innovative way to create solid knowledge that is difficult to forget. These methods seek the student's commitment to the acquisition of knowledge, and the development of skills and values is associated with the method selected and used by the teacher, depending on the purpose outlined.

Nevertheless, in the programs currently being taught, there are not enough activities that awaken the interest and motivation of students to increase their creative capacity and,

although the programs are being updated, the same is not always true of the methods and techniques that support the teaching-learning process.

“It was determined that there is an inadequate implementation of educational policies and academic organization, which have influenced the teaching-learning process of the English language in our province” (Gonzales & Loor, 2018).

In District 5, the challenges facing second language education are numerous and varied. However, the factors that can influence academic learning clearly have to do with the nature of each student's way of learning. More details on three variables that affect English language learning are provided below.

The main factor is the overcrowding of students, which greatly affects the teaching-learning process since it multiplies the teacher's efforts to work in a large classroom. This also implies maintaining order, having the necessary resources for everyone and ensuring that everyone acquires the same level of knowledge. As for the students, they have attention problems, little interest in learning, they fail to establish a bond of trust with the teacher and some even have difficulty relating socially because they feel inhibited by the skills or abilities of other children.

The second factor is the change in the educational context since individuals do not always adapt easily and quickly to changes. The change of establishment translates into a loss of group skills and may have a negative impact on learning achievements, the student's behavior, or his social relations, especially if the child presents an attitude of rejection to such change or is not prepared for it.

Last but not least, the lack of motivation deteriorates the coexistence climate in the classroom, in addition, derives a low performance and apathy in the classroom. The main factors that affect the motivation for learning are the lack of motivational strategies of

teachers, due to ignorance or inability to apply them, or even external factors such as the misuse of technology.

To obtain a better understanding of this problem, it is necessary to get involved in the real field of learning and through observation as data collection. It is possible to obtain information through the sharing of ideas, aptitudes, feelings or thoughts, to know their vocational inclination in order to generate appropriate intervention strategies according to their interests or needs of each one of them, deducing in turn the factors that emphatically affect the learning environment, whether formal or informal.

Case study

Several decades ago, in Ecuador, the ability to handle the English language by students of all educational levels was almost nil, due to the little attention paid to the teaching of languages as a foreign language. The educational system simply did not produce students with the necessary levels of English proficiency; schools were often unable to provide the necessary English classes, and those that did, provided poor quality classes.

According to the last census in 2019 in the area of English, in the Zone 5 district that includes Santa Elena, approximately 1,158 teachers taught English, of which 899 had an A1-B1 level, 259 had a B2 level and up to that time, no one had a C1 level.

As consequence, in our province it is considered that this language has a low level, there is a need for teachers specialized in the English language to plan and carry out a real process of teaching and learning of this foreign language, so that the proposed objectives are truly achieved. Students are unable to fully develop English language skills due to the lack of opportunities for practice, this is due to the limited time in class hours, the number of students in each of the courses and the lack of motivation in learning. At this time, structural and traditional methods were used that emphasized the grammar of the language, repetition and reading comprehension. The most commonly used method was the grammar-translation of words or short sentences.

In Santa Elena province, socio-cultural and technological factors pertaining to the context of the current teacher and student are very different from those experienced a few decades ago. Every day more and more teachers leave behind the traditional paradigm and incorporate the use of new technologies to their teaching practice; these factors offer new

ways and opportunities for interaction with knowledge. For the Ministry of Education, 'the teaching of English is a priority, as a fundamental axis for our students to strengthen their scientific knowledge, access scholarships and learn about other cultures' (Educación, 2021).

The paradigm shift in this area is due to the programs created by the Ministro de Educacion, programs such as 'Time to Teach', 'Go Teacher' and the current 'Ecuador Habla Inglés' have brought significant changes in teachers. These programs offer teachers the opportunity to design pedagogical experiences focused on creating, exploring and developing great professional potential in students.

Despite this, the effectiveness of teaching methods and strategies, the extent and quality of student learning of English, and the adequacy and effectiveness of assessment processes are unknown at Unidad Educativa Americano. It is true that, in order to generate a significant change in the subject of English, great determination, motivation and continuous practice of language skills are required; however, most students in the second high school level only have the opportunity to interact with the language in small sessions in their English classes through dialogues, audio exercises, grammar or small essays.

In addition, strategies used by teachers are monotonous and boring, Teachers have paid much attention to their training in content, but not so much to their methodology, i.e., students do not work with appropriate study strategies or techniques. As a result, lack of motivation, lack of concentration, disorganization, memory problems, lack of self-esteem, poor study habits are present in this classroom. These factors can eventually make it difficult for the student to obtain the expected academic results or hinder their university or higher education.

Likewise, it is observed that some students are more fluent in this language because they have had the opportunity to practice it at an early age or have access to media such as television, radio and the internet in English. Others, on the other hand, do not have these possibilities because they come from rural cities or difficult economic situations where there is no opportunity to practice English, sometimes not even in academic contexts. This is also a disadvantage when it comes to developing study strategies and techniques, since a student who does not have access to courses and who does not have tools that allow him or her to get in touch with the language. He/she will surely have a greater challenge to learn than one who has developed strategies and has access to the language.

Another interesting aspect found in the classroom is that teachers do not use the didactic material for the following reasons, among others: lack of creativity, lack of time, lack of material resources, lack of interest in the development and teaching of the class, and lack of planning. It was observed that the teacher was not fully immersed in the use and creation of didactic material, and the little that was used was of little relevance to the students and was not adapted to the needs of the group or the context in which it is found. In brief, the didactic material is not very attractive and its characteristics cause the student to become even more confused by the excess of information.

Reversing this situation requires structural changes and the participation of various actors involved in teaching. As possible outcomes, the protagonists will require the introduction of participatory methods that link theory with practice and, in turn, create motivational problem-solving skills in their teaching-learning process.

Proposed solution/changes

The overcrowding of students greatly affects the teaching-learning process, since it multiplies the teacher's efforts to work with a large classroom, especially in the high school, which also implies maintaining order, having the necessary resources for everyone, providing individualized teaching and ensuring that everyone acquires the same level of knowledge. As for the students, they have attention problems, little interest in learning, they fail to establish a bond of trust with the teacher and some even have difficulty relating socially because they are self-conscious about the skills or abilities of other classmates.

This problem was evidenced in the second level of high school parallel B, belonging to the Unidad Educativa Americano, with a population of 42 students. As a consequence, this failure causes that the student does not reach the performance and pedagogical level expected for their age, in this case, they should have a B1 level (Intermediate) according to the Common European Framework for Languages. In addition, demotivation, lack of concentration, disorganization, anxiety before exams, memory problems, lack of self-esteem, bad study habits, among other aspects, are disadvantages from this problem.

On the other hand, this situation has led many teachers to suffer a lot of work stress, since they are most of their time under pressure for trying to meet the demands of the same school training process.

In view of the problem, it is considered that there are multiple factors related to the student's disposition that contribute to learning: cognitive processes, emotions, motivation, interests and commitment to learning. There are also others related to the social environment and the mediating activity of teachers.

The purpose of this study is to put into practice different approaches and methods for the teaching and learning of the English language, in this case, the contents to be taught are related to the Past Simple (Used to), the lesson plans will be related to the interests of the students to improve reading, writing and listening skills.

Based on them, specific contents, materials and didactic techniques are developed that allow the generalization of what has been learned. The following lessons plan will be detailed.

Lesson plan reading

Teacher: Del Pezo Reyes Joel Antonio

Date:	Level	Unit	Lesson
01/10/2022	Intermediate	1	1
Lesson Skills Emphasized: Reading Skills			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Apply the simple past (used to) tense in its different forms. • Recognize the main idea or specific information from a text. • Know new vocabulary. 			
Materials used:	worksheets – whiteboard – over-head projector – laptop - slides		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Presentation teacher Show some pictures related to the weekend activities.	Writing on the white-board	5 min.	Ask students questions about what they used to do
Step 1	Grammar structures Forms and uses 'Used to'	Writing on white-board Explain with a timeline.	7 to 10 min	Teacher explains with a timeline the different

				forms, uses and provides examples. Students give some examples related to topic.
Step 2	Class Participation: T. prepares a class for read a paragraph 'Sit still, young man, I measure your head' put into practice what has been explained. Ss. answer in their worksheet with true or false according to what they read.	Worksheet	10 to 15 min	Teacher explains instructions. At the end of reading a paragraph, the student will choose a partner to continue the sequence.
Step 3	Class Assessment Summative Read and complete the information.	Worksheet	10 min	T. give the Ss the worksheet where they have to choose the correct option and answer with true, false or no given.

Lesson plan writing

Teacher: Del Pezo Reyes Joel Antonio

Date:	Level	Unit	Lesson
01/10/22	Intermediate	1	1
Lesson Skills Emphasized: Writing Skills			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students will be able to:			

<ul style="list-style-type: none"> Put in practice the correct form of 'used to'. Write a paragraph in past simple with personal information. 	
Materials used:	worksheets – whiteboard – over-head projector – laptop- realia - slides

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Presentation teacher Show some pictures related to the weekend activities.	Writing on the white-board	5 min.	Ask students questions about their past activities.
Step 1	Grammar structures Forms and uses 'Used to.	Writing on white-board Explain with a timeline.	7 to 10 min	Teacher explains with a timeline the different forms, uses and provides examples. Students give some examples related to topic.
Step 2	Class Participation: T. prepares a class with worksheets to put into practice what has been explained. Ss. write sentences using 'used to' according to instructions.	Worksheet	10 to 15 min	Teacher explains instructions. Ss. write sentences with the correct form of 'used to'.
Step 3	Class Assessment Summative	Worksheet	10 min	T. give the Ss the worksheet where they

				have to write 2 paragraphs: what they used to do as children and what they did yesterday.
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Lesson plan listening

Teacher: Del Pezo Reyes Joel Antonio

Date:	Level	Unit	Lesson
01/10/22	2 nd		1
Lesson Skills Emphasized: Listening Skills			Overall Time: 40 minutes
Objectives: By the end of the lesson, Students should be able to: <ul style="list-style-type: none"> • Categorize information about past simple (used to). • Understand a speaker's purpose and message's tonality. 			
Materials used:	worksheets – whiteboard – over-head projector – laptop, realia – slides - speaker		

LESSON OUTLINE

Stages	Content / Procedures	Techniques	Timing	Interaction
Warm up	Presentation teacher How many sounds can you hear? (Sounds of summer)	Writing on the white-board	5 min.	T. gives Instructions. Ss. should try to identify and write down the sound they hear.
Step 1	Grammar structures Forms and uses 'Used to.	Writing on white-board Explain with a timeline.	7 to 10 min	Teacher explains with a timeline the different forms, uses and

				<p>provides examples.</p> <p>Students give some examples related to topic.</p>
Step 2	<p>Class Participation: T. prepares a class with a song to put into practice what has been explained.</p> <p>Ss. complete the song and underline new words.</p>	Worksheet Song	10 to 15 min	<p>Teacher explains instructions.</p> <p>Ss will complete the song 'Just the Imagination' and then guess what she used to do in her childhood.</p>
Step 3	Class Assessment Summative	Worksheet	10 min	T. give the Ss the worksheet where they will fill in the blanks according to the audio.

Conclusion

It is important to understand the processes of language acquisition and to see the similarities that exist with the processes of second language acquisition so that teaching professionals can apply more useful and beneficial practices with their students and thus obtain more satisfactory results.

In this research some theoretical aspects were systematized and analyzed; which allowed to increase the knowledge of the topic addressed and to recognize its importance in order to improve the quality of the teaching-learning process. In order to fulfill the proposed objective, some activities were elaborated to develop receptive and productive English skills in the students of the second level of high school; which were designed according to the interests of the students to motivate them to learn.

It is important to take into account that learning strategies not only serve to avoid school failure in primary, secondary and higher education, but also favor a better organization in work, daily and formative issues that can be applied throughout life.

When the strategies have been internalized, the person can adapt them to each moment and in relation to the contents he/she wants to learn. For this reason, the present research project puts into consideration the educational community to reflect on the work of the teacher in a classroom with too many students. The teaching-learning process is a teamwork, that is to say, one educational element complements the other. The proposal emphasizes that within a classroom the maximum number of students should be respected as indicated by the Ministro de Educacion. Each classroom should have a maximum number of 25 students and a minimum of 15 students, in order to achieve that the learner

and the educator have a harmonious relationship and the achievement of the objectives present in the curriculum.

On the other hand, the proposal of the research project is oriented to the institutional directors and members of the educational district, with the purpose of raising awareness about the allocation of students in the classrooms, proposing the opening of new classrooms and the incorporation of didactic elements in relation to the interests of the students. As a result, it optimizes the educational process, relieves the teacher's workload and provides quality teaching.

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Appendices

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CERTIFICADO ANTIPLAGIO

La Libertad, 16 de Mayo del 2023

En calidad de tutor del trabajo de titulación denominado "CASE STUDY FOR THE TO THE 2ND LEVEL OF HIGH SCHOOL PARALLEL B, AT THE UNIDAD EDUCATIVA BILINGÜE AMERICANO, SCHOOL YEAR 2021-2022", elaborado por la / el (las / los) estudiante (s) **DEL PEZO REYES JOEL ANTONIO**, egresada / o (s) de la Carrera de **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRAJEROS**, de la Facultad de **CIENCIAS DE LA EDUCACIÓN** de la **Universidad Estatal Península de Santa Elena**, previo a la obtención del título de **LICENCIATURA EN INGLES**, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **3%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, consisting of several loops and flourishes, is written over a horizontal line.

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Reading skill process

The class is mixed, its population is 42 students, their age is between 16 and 18 years old. According to the Common European Framework of Reference for Languages (CEFR) their level should correspond to level B1. This course follows the regular schedule given at the beginning of the semester. They receive a total of 5 hours per week of English.

At the beginning, the teacher will show pictures about weekend activities, then ask questions that introduce the topic of the lesson. For example, if we are going to talk about past activities or actions, we can ask: What did you do in your childhood? What was your favorite book? What sport did you play? etc.

The contents we have chosen are based on receptive skills (Reading). The exercises have been extracted from a text on a web page; they will allow the students to understand the grammar of the simple past (Used to) in a simple way. The lesson will be divided into stages such as pre, while and post, following the needs of the learners, the best understanding for them and the requirements for this task is necessary.

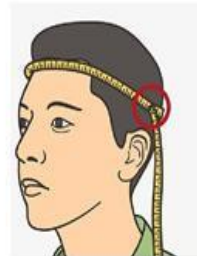
The first part will be guided to get involved with the topic, the teacher will give to know more about the topic such as its grammatical structure, time expressions, uses and examples. This is called the previous stage.

Then, the teacher will put into practice what he explained about the topic through a reading, which they will read carefully to answer the questions and in turn, learn new vocabulary from what they read. This stage is called While. The last part of this task is the post, in which he students will be evaluated through a summative evaluation; it consists of choosing the correct answer and answer with true, false or no given.

Reading test

Sit still, young man, while I measure your head!

I met up with some old friends last week and we got talking about our childhoods and how our parents used to embarrass us. One friend told us how her dad used to turn up after the school disco to pick her up - in his dressing gown and slippers! In front of everyone! Another talked about her mum who would wear *her* clothes, including mini-skirts and trainers - so age-inappropriate! Another talked about her dad, who would insist on performing stupid magic tricks to all her friends. But my story beat them all! I told them about my dad and a very strange habit he had. Whenever my sister Alice or I got a new boyfriend, my dad insisted on measuring their heads. That's right! He used to measure their heads! He used to sit them down and explain that he was not insisting, oh no, it was quite voluntary, but he really wanted that measurement. Some boys just fled, ran out the door and I never saw them again, but usually, they would go along with it. They would sit there bemused, wondering what on earth was going on, while my dad got his tape measure out and measured the circumference of their head. They were probably thinking he had a nice hat to give them, or something. It wasn't that. My dad used to say he liked the measurement of a head to be in proportion to the body. He didn't like heads which were too small or too big. Alice and I used to argue with him about it, but not much. At the end of the day, he was a great dad and both Alice and I married wonderful men. And you know what - their heads are a perfect shape and size. *By Marina.*



Say if the following sentences are TRUE or FALSE and correct the false ones:

1. Marina met her mother and father last week. **T/F**
2. They talked about how their parents used to embarrass them. **T/F**
3. One parent used to pick his daughter up from school, wearing his pyjamas. **T/F**
4. Her dad had an odd habit. **T/F**
5. Her dad used to take the head measurement of new boyfriends. **T/F**
6. Some boys did not agree to it and they left the house. **T/F**
7. He gave the boyfriends a nice hat. **T/F**
8. He said that the head should be in proportion to the body. **T/F**
9. The sisters never argued about it with their dad. **T/F**
10. They now have good husbands with nice heads. **T/F**



Reading test

1.- Read the following paragraph about Danica and choose the correct form of 'used to' for the gaps:

I used to _____ **living/live** on a farm before I moved to Cape Town. I had never before lived in a city and was not used to the traffic, the noise and the amount of people!

When I lived on the farm, I used to _____ **drive/driving** kilometres on dirt roads to get to the nearest shops. That soon changed and today I am so used

to _____ **walk/walking** to all the shops I can almost not imagine the lifestyle that I

used to _____ **having/have!** I quickly got used to the noise and the buzz of the city and

I never want to live anywhere else!

2.- True or False

Based on the paragraph above, are the following questions **true, false** or **not given**?

1. Danica does not live on a farm anymore.
2. When, she moved to the city the noise was normal for her.
3. She was accustomed to driving for kilometers to the shops while she lived on the farm.
4. Danica drove long distances quite regularly, but not now.
5. It is strange and difficult for her to be walking to all the shops now.
6. She loves the noise of the city.

3.- Give your answers to the 'Used to' Reading here:

1 - "I used to ___ on a farm..."

- living

live

2 - "I used to ___ kilometres on dirt roads..."

drive

driving

3 - "I am so used to ___ to all the shops..."

walk

walking

4 - "...I can almost not imagine the lifestyle that I used to ___!"

having

have

Writing skill process

The class is mixed, its population is 42 students, and their age is between 16 and 18 years old. According to the Common European Framework of Reference for Languages (CEFR) their level should correspond to level B1. This course follows the regular schedule given at the beginning of the semester. They receive a total of 5 hours per week of English.

At the beginning, students will sit quietly and listen to the sounds for two minutes, and those who decipher the most questions about what they hear will receive an incentive.

After the warm-up, we will begin with an explanation of the topic, including its grammatical structures and uses.

At the beginning, the teacher will show pictures about weekend activities, then ask questions that introduce the topic of the lesson. For example, if we are going to talk about past activities or actions, we can ask: What did you do in your childhood? What was your favorite book? What sport did you play? etc.

The content we have chosen is based on productive skills (Writing). The contents and exercises are taken from a text on a web page; they will enable the students to understand the grammar of the simple past in a simple way, its structure and its uses.

The lesson will be divided into stages such as pre, while and post, following the needs of the learners, the best understanding for them and the requirements for this task is necessary.

The first part will be guided to get involved with the topic, the teacher will give to know more about the topic such as its grammatical structure, time expressions, uses and examples. This is called While.

Then, the teacher will put into practice what he/she has explained about the topic through a worksheet, they will have to write sentences according to the instructions. This stage is

called While. The last part of this task is the post, in which the students will be evaluated through a summative evaluation; it consists of writing 2 paragraphs according to what they did in their childhood and what they did yesterday.

Writing test

1 PRACTICE Fill in the blanks with use(d) to and the base verb given.

Example:

I used to play **[play]** baseball every summer. I didn't use to like **[not like]** mushrooms on my pizza.

1. I **[live]** in an apartment.
2. You **[love]** chocolate as a child.
3. They **[not smoke]**.
4. The dog **[like]** walks but now he's old.
5. Mr. Smith **[coach]** the tennis team at school.
6. He **[speak]** French every day.
7. We **[have]** short hair.
8. My neighbours **[visit]** once a week.
9. She **[study]** Swedish.
10. It **[get]** warmer in the summer.
11. My family **[not practice]** grammar together.
12. The school bus **[pick]** us up at 7:30 am.
13. The students **[not enjoy]** the same games.
14. My cousins **[come]** to my house every summer.
15. I **[go]** to my grandparents once a year.

2 PRACTICE Rewrite the questions in the correct order. (include proper capitalization and punctuation)

1. to the beach every summer? / Didn't / you / go / use to

2. Did / use to / you / golf every weekend? / play

3. Robert / play / use to / Didn't / in a band?

Writing test

Used to/past simple

This is Charlie. When Charlie was a child, he used to go to the park with his granddad every Saturday. Charlie's granddad used to push him on the swings and play football with him. Charlie's granddad used to buy him an ice cream on the way home and tell stories.

Now Charlie's granddad is very old and can't do those things. But now Charlie has his own son. He and his son go to the park every Saturday and Charlie pushes his son on the swings and plays football with him.



Write about 3 - 5 things you **used to do** when you were a child that you don't do now.

When I was a child I used to... _____

Compare that to more recent times. Write 3 - 5 things that you did **yesterday**.

Yesterday, I _____

Used to...	Past simple	Used to...	Past simple
go	went	play	played
like	liked	eat	ate
study	studied	sleep	slept
love	loved	write	wrote

I used to eat strawberries everyday.

I ate a strawberry yesterday.

Listening skill process

The class is mixed, its population is 42 students, their age is between 16 and 18 years old. According to the Common European Framework of Reference for Languages (CEFR) their level should correspond to level B1. This course follows the regular schedule given at the beginning of the semester. They receive a total of 5 hours per week of English.

At the beginning, students will sit quietly and listen to the sounds of summer for two minutes, and those who decipher the most questions about what they hear will receive an incentive. After the warm-up, we will begin with an explanation of the topic, including its grammatical structures and uses.

The content we have chosen is based on productive skills (Listening). The contents and exercises are extracted from a text of a web page; they will allow the students to understand the grammar of the simple past in a simple way, its structure and its uses.

The lesson will be divided into stages as pre, while and post, following the needs of the learners, the best understanding for them and the requirements for this task is necessary. The first part will be guided to get involved with the topic, the teacher will give to know more about the topic such as its grammatical structure, time expressions, usages and examples. This is called the preliminary stage.

Then, the teacher will put into practice what he/she explained about the topic through a song, they will have to complete reading and guess something from the artist using the used to. This stage is called While. The last part of this task is the post, in which the students will be evaluated through a summative assessment; it consists of listening carefully to 4 conversations and filling in the boxes with 2 or 4 words according to what they hear..

Listening test

"Just My Imagination"

used to be was used to play used to pray
 used to play was had

There a game we
 We would hit the town on Friday night
 And stay in bed until Sunday
 Weso free
 We were living for the love weand
 Living not for reality

It was just my imagination [x3]

Therea time I
 I have always kept my faith in love
 It's the greatest thing from the man above
 The game I
 I've always put my cards upon the table
 Let it never be said that I'd be unstable

It was just my imagination [x3]

There is a game I like to play
 I like to hit the town on Friday night
 And stay in bed until Sunday
 We'll always be this free
 We will be living for the love we have
 Living not for reality

It's not my imagination [x3]
 Not my [x18]

Listening test**Listen the audio and complete conversations.****ANSWERS**

Conversation 1

Man: Do you play sports?**Woman:** I **used to play sports in high school.****Man:** Yeah, I used to play too.**Woman:** Why did you stop?**Man:** No time I guess.**Woman:** Yeah, **I used to have** so much **free time.****Man:** Me too! I miss those days.

Conversation 2

Man: Do you speak French?**Woman:** I speak it a little. **I used to use it all the time,** but not anymore.**Man:** Really, why is that?**Woman:** Well, I **used to work for a French** company, and then I changed jobs.**Man:** Oh, really. I didn't know that.**Woman:** Yeah, it was a lot of fun.

Conversation 3

Man: Are you coming to the party?**Woman:** No, I have to work.

Man: Work! What happened? **You used to never miss a party!**

Woman: True, but I also didn't use to have a stressful job.

Man: True, **you used to be poor** -- but you were fun!

Woman: Yep! **I used to be fun!** (Sigh!)

Conversation 4

Man: Hey, **you used to have** a Spanish coworker, right?

Woman: Yeah, Maria, but she moved.

Man: Really! that's too bad.

Woman: Yeah, I really miss working with her.

Man: Yeah, I liked her. She **used to always make** me laugh.

Woman: I know. We **used to have** such fun together.