**ESCUELA NORMAL DE EDUCACION PREESCOLAR**

**COURSE ENGLISH B2+ “Proficient Users of English”**

**TERM PLANNING** SEPT 2021 – JANUARY 2022

**TEACHER: MAYELA ALEJANDRA DEL CARMEN GAONA GARCIA**

**REFLECTIVE NOTES: Learning Unit 1-5 LEVEL 7 ELL**

**About the Lesson objectives**

Most of the contents were understandable for students, I could notice they did very well in discussing hypothetical situations in the past using the past perfect with “if” clauses. They had the chance to express themselves giving subtle opinion, strong opinions, and using evidence to justify their opinion.

They enjoyed telling and write some of their stories and anecdotes. They wrote about experiences you have and haven’t had about their family life, friendships, and other relationships.

**About the Activities and materials**

I relied on the ELL platform content but I also designed some presentations in ppt. with the help of graphics and pictures to help the ss understand better. I think I wouldn´t change anything to this lesson.

**About the Students**

Some students struggled with the peace on some activities, but I tried to monitor them and explain to them closely. Student were engaged with the use of English all the time.

**About the Classroom management**

The Writing assignment: Would you have had a better life if you had lived in another era ?, they had the chance to share in their writing very personal toughts and to practice in a confident way their speaking and writing skills. Some questions they wrote about: Would your life have been better if you´d been born in another place? If you hadn´t born in the place you were born, where would you have born? If you hadn´t studied this career what other career would you have chosen? Among other approaches.

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**REFLECTIVE NOTES: Learning Unit 6-10 LEVEL 7 ELL**

**About the Lesson objectives**

Most of the contents were understandable for students, they had the chance to discuss and write about hopes and expectations for the future. To talk about emotions, personal qualities, and behavior. Future actions using a variety of future tenses. To talk about money, jobs, professions, and careers in conjunction with what you will be doing or will have done by a certain point in time. To talk and write about celebrities and being famous. Ss were able to describe social and urban change. To talk about impressions and practice using modal verbs to speculate about the past.

I think I gave them enough practice with the extra activities to help them in this. It is with daily practice that they will handle in the use of this.

**About the Activities and materials**

We had face to face sessions in Teams to help students to make clear their questions. Technology is an excellent tool that has facilitated the design of materials and activities to help my students to have comprehension and lead us to advance with the program in spite of the circumstances.

These units themes were designed to be practiced in the Canva application so they could share their thoughts in a different way.

**About the Students**

They did very well, they enjoyed sharing their comments and ideas of the unit’s contents in the Canva application.

**About the online-classroom management**

It noticed the designed activities for these units in Canva app, were easier for the students to present and organize their thoughts, definitively it it was lighter for them, I struggled with a student who who didn’t handed out the planned activities on time, I sent her some messages in platform to persuade and motivate her to accomplish the learning objective.

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**REFLECTIVE NOTES: Learning Unit 11-15 LEVEL 7 ELL**

**About the Lesson objectives**

Most of the contents were understandable for students, students still had the chance to learn and practice vocabulary pertaining to fame, media, professions, careers, personal qualities and behavior to discuss celebrities and being famous. To talk about people’s reactions and behavior in different situations. Practice telling stories and anecdotes. To discuss social and urban change. Ss also talked about friendships and other relationships. They used new vocabulary to describe their emotions, qualities, and behavior to talk about people’s reactions and demeanor in different situations. They practices new phrases to use when you react to things going wrong, respond to difficult questions, and talk about solving problems. I think I gave them enough practice with the extra activities to help them in this. It is with daily practice that they will handle in the use of this.

**About the Activities and materials**

Ss had the opportunity to practice and be prepared with materials for the lingua skill test. I gave them some links with practice reading, listening, writing, and speaking. I gave them also a link to practice a mock test in order they have a wide approach of their abilities. This mock test give the ss immediate feedback in their weaknesses and reinforce their confidence. It also set the student in the range level, so they can be aware of their opportunity areas.

**About the Students**

Links of practice and teacher´s online guidance helped very much to make students feel more comfortable and confident with the lingua skill test preparation.

They only were very concerned about the information (date, time, instructions, organization, etc. )of the test, but this information was kept by CGNAD, they didn’t informed the teachers not the ss with this info until the day before of the test.

**About the online-classroom management**

Instructions in every activity, I think were understandable, I tried in every lesson to monitor my Ss keeping in touch with them with the teams sessions. I tried to make their questions clear.

I gave to every ss, a feedback in order they notice their mistakes and practice more to mend those weaknesses