

UNIVERSIDAD DE COSTA RICA  
SISTEMA DE ESTUDIOS DE POSGRADO

EVALUATING AN ESP COURSE EFFECTIVENESS THROUGH STUDENTS'  
PERCEPTIONS AND IMPROVEMENT LEVEL: A CASE STUDY WITH MIDEPLAN  
PROFESSIONALS

Trabajo final de investigación aplicada sometido a la consideración de la Comisión  
del Programa de Estudios de Posgrado en Enseñanza del Inglés como Lengua  
Extranjera para optar al grado y título de Maestría Profesional en Enseñanza del  
Inglés como Lengua Extranjera

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## **Dedication**

### **Dahianna**

I would like to dedicate this research project to the memory of my dearest friend Cristian Solano Gamboa who passed away seven years ago. We majored in English teaching on the campus in Paraíso, Cartago. We went through thick and thin, but he was always positive and supportive believing that everything could be reachable and possible. He motivated me to go higher and apply to a master's program. I also want to thank my dear friend Sandra Rojas Otárola. We took many of the courses in this master's program together. My deepest and sincere gratitude to both for their support, friendship, empathy, and hard work. The conclusion of this project shows me that patience, dedication, hard work, hope, and above all confidence can be great tools to accomplish dreams.

### **Duff**

I want to dedicate this project to the best friend one can possibly have. Jessika Whitaker has been there to support me since the B.A. Thank you for encouraging me and picking me up every time I fell. I also want to dedicate this to my parents and siblings who have been there since I decided to major in English. It is because of you that I stand here today. This one also goes to my wife who has heard me complain and cheer along this last step of the project. Last but not least, thanks to Sofia Jimenez in whom I found a beautiful friendship; when things turned dark, we both were there to light a beam of strength.

### **Vladimir**

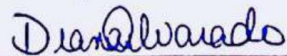
This project represents the last stage of a process that has taken years of work, sacrifices, wins, and losses... all this to balance the difficulties and responsibilities life brings with the determination to accomplish a goal. I would like to dedicate this last step, this final part of the journey to the one person who insisted that a B.A. is not enough, who constantly reminds me why I love academia, who did not allow me to quit, who knows that it does not end here.

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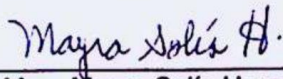
We would like to acknowledge and give special thanks to Mag. Mayra Solís Hernández for her patience, dedication, and advice during the different stages of the practicum and research project. We appreciate her endless support, guidance, and kind and understanding spirit throughout this process.

We would also like to highlight the dedication and commitment of the MIDEPLAN professionals who actively participated in the course. Their enthusiasm and collaboration are sincerely appreciated and gratefully acknowledged. Thank you all for being part of this goal.

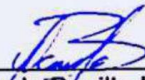
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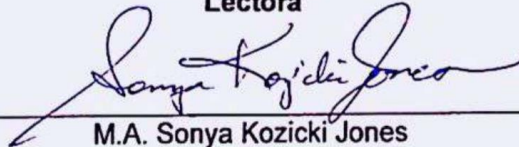
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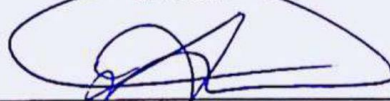
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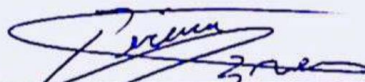
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## Resumen

Medir la eficacia de un curso de inglés con fines específicos (ESP por sus siglas en inglés) puede lograrse a través de diferentes medios, por ejemplo, utilizando evaluaciones de desempeño, tomando en cuenta evaluaciones del curso completadas por los estudiantes, o evaluando la producción de los alumnos. Este estudio de investigación tiene como objetivo determinar en qué medida el curso en línea de inglés para MIDEPLAN mejoró la capacidad de la población para interpretar con éxito textos escritos y auditivos en inglés con el fin de contribuir a sus funciones en el Ministerio. El curso fue diseñado para un grupo de 25 profesionales de MIDEPLAN en diferentes áreas, habiendo expresado sus necesidades y carencias. El estudio se basó en un enfoque de métodos mixto. Inicialmente, los instrumentos de recolección de datos incluyeron cuestionarios, entrevistas y una prueba de nivelación para identificar las necesidades, deseos y carencias de los estudiantes. Durante la segunda etapa del proceso, aplicamos una prueba previa y posterior al curso para medir la mejora del desempeño de los estudiantes. Además, los alumnos completaron tres formularios de evaluación del curso para obtener sus percepciones sobre varios aspectos de este. Los resultados revelaron que menos de la mitad de la población mejoró su desempeño en tareas de lectura y escucha; sin embargo, la retroalimentación proporcionada por los estudiantes mostró una percepción positiva del proceso. Finalmente, se analizó el desempeño de los participantes en las evaluaciones sumativas para determinar mejora en el desempeño y también se analizó la producción en la prueba posterior al curso para identificar efectos positivos adicionales. Al combinar todos estos aspectos, podemos decir que el curso en línea de inglés para MIDEPLAN fue eficaz en un grado satisfactorio.

*Palabras clave:* Inglés para propósitos específicos, efectividad, desempeño, evaluación, percepciones de los estudiantes, evaluación sumativa, prueba previa y posterior, MIDEPLAN, curso en línea, producción de los estudiantes, lectura, escucha.

## **Abstract**

Measuring the effectiveness of an ESP course could be achieved through different means, for instance, using performance assessments, taking into consideration course evaluations submitted by the students, or evaluating their production. This research study aimed to determine the extent to which the English for MIDEPLAN online course improved the population's ability to successfully interpret written and aural input in English in order to contribute to their roles at the Ministry. The course was designed for a group of 25 MIDEPLAN professionals in different areas, having expressed their needs and lacks. The study was based on a mixed-methods approach. Initially, the data collection instruments included questionnaires, interviews, and a placement test to identify the students' needs, wants, and lacks. During the second stage of the process, we applied a pre- and post-test to measure improvement. Additionally, students submitted three course-evaluation forms to gather their perceptions on various aspects of the course. The results revealed that less than half of the population improved their performance on reading and listening tasks; however, feedback provided by students showed a positive perception of the process. Lastly, we analyzed the students' performance on the summative assessments to determine improvement and the students' production on the post-test to identify additional positive effects of the treatment. When combining all these aspects, we can say that the EM online course was effective to a satisfactory degree.

*Keywords:* English for Specific Purposes, effectiveness, performance, assessment, students' perceptions, summative assessment, pre- and post-test, MIDEPLAN, online course, students' production, reading, listening.

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## **List of Abbreviations**

**BIM:** Building Information Modeling

**EM:** English for MIDEPLAN

**ESP:** English for Specific Purposes

**IDB:** Inter-American Development Bank

**L:** Listening

**L1:** First language

**L2:** Second language

**MA:** Master of Arts

**MIDEPLAN:** Ministerio de Planificación Nacional y Política Económica

**OECD:** Organisation for Economic Co-operation and Development

**OREO:** Opinion, Reason, Example, Opinion

**R:** Reading

**RWL:** Reading while listening

**S:** Speaking

**TBLT:** Task-Based Language Teaching

**TEFL:** Teaching English as a Foreign Language

**UCR:** Universidad de Costa Rica

**UL:** Useful language

**UN:** United Nations

**W:** Writing



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The teaching of English has significantly increased over the years and together with this, as a separate activity, the teaching of English for Specific Purposes (ESP). Dudley-Evans and St John (1998) affirm that ESP teaching “involves a particular kind of language, teaching material or methodology” which depend on the learners’ particular needs. They also state that an ESP course is generally designed for intermediate to advanced adult students (it can be used with beginners, too) of a specific institution or professional work situation (pp. 2-5). With this in mind, the Master’s program in Teaching English as a Foreign Language requires student teachers to design a course based on the needs, lacks, and wants a specific population has.

This project describes the stages followed for the elaboration of a course of English for Specific Purposes (ESP) as a graduation requirement for students enrolled in Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera. English for MIDEPLAN online course was designed for a group of 25 professionals at Ministerio de Planificación Nacional y Política Económica and taught by practicum students during a semester. This Portfolio contains three sections: Needs Analysis, Syllabus Design, and Course Evaluation Report.

Chapter I, the needs analysis describes the population and identifies the students’ needs (the tasks that they have to do using English), their lacks (the current deficiencies related to the use of English), and their wants (what participants expect from the course). These needs, lacks, and wants were determined using several data-collection instruments —an open-ended questionnaire for the stakeholder, a questionnaire, and a follow-up interview for the students.

Chapter II, the syllabus, presents the goals, objectives, content, and skills that will be addressed in the course. This syllabus includes the development of two main units that will be taught by the student teachers along the course. The teaching method to be used is Task-Based Language Teaching. Each unit contains a set of tasks and assessments that help MIDEPLAN students to reach the goals proposed.

Chapter III, the research report presents the results concerning data from a pre- and post-test, the students' production from post-test, course evaluation forms, and summative assessments to determine the extent to which the EM online course help improve the population's ability to successfully interpret written and aural input in English to contribute to their roles at the Ministry.

## Chapter I: Needs Analysis

The master's program in Teaching English as a Foreign Language at the University of Costa Rica (UCR) requires the creation and teaching of a course in the last academic year. During the first term of this year, students have to design an English for Specific Purposes (ESP) course. In the second term, the students are responsible for teaching this ESP course to a specific population on campus. This team-taught course constitutes the professional practicum that student teachers have to do in order to successfully complete the program. As part of the design process, the students are asked to conduct a needs analysis. Brown (1995) explains that the needs analysis helps to set course goals which are defined as "general statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs" (p.71). Additionally, the needs analysis allows student teachers to establish a baseline of the different needs, wants, and lacks of the population that will be taking the course.

The target population for the course consists of 25 students. All of them work for Ministerio de Planificación Nacional y Política Económica (MIDEPLAN) and have 12 different professions among them. Having such a heterogeneous group makes it difficult to pin-point a specific field of work, and it is not easy to determine tasks that could work for all participants. However, among the fields of work, it is possible to find economists in charge of the analysis of public investment, political scientists who are responsible for InterAmerican affairs, and even civil engineers who work in the implementation of BIM (building information modeling) policies. Similarly, the tasks that the participants carry out are very numerous, but there is common ground in this area. Most of the participants are required to read documents about their specific field and many of them require English to participate in international conferences primarily as listeners.

A needs analysis plays a vital role in the design of a course, but this role becomes even more important with populations as diverse as this one. It is a tool that allows the teachers to analyze the different needs students have and to determine the participants' most immediate and frequent necessities. Moreover, a needs analysis allows the researchers not only to explore the lacks that students

have but also to determine the differences in language proficiency that can be found within the same group. Willis and Willis (2007) states that the needs analysis “involves a close study of the target-language-using situations” (p. 161). Although most of these participants do not need English to perform job-related tasks, and target-language-using situations may seem non-existent, they see it as a tool that can help them get access to new sources of information and be able to participate more actively in international conferences as most of them have stated. Additionally, participants commented that this type of training may allow them to get an economic incentive on their income as part of their professional development.

This project aims to find commonalities between language learning and use among the diversity of students. It will be key to prepare a syllabus and materials that can satisfy the majority of the students’ needs, wants, and lacks. Once implemented, these workers will be better prepared for their professional development.

## **Methodology**

### ***Research Approach***

In order to accomplish the purpose of this needs analysis, a mixed methods design was adopted. This approach was used to achieve an elaborate and comprehensive understanding of the needs (Dörnyei, 2011, p. 164) that the participants at MIDEPLAN have. Mertens (2005) affirms that “combining and increasing the number of research strategies used within a particular project would broaden the scope of the investigation and enrich the scholar’s ability to draw conclusions about the problem under study” (as cited in Dörnyei, 2011, p. 164). Therefore, through combining and using different instruments like a questionnaire and interviews, significant qualitative and quantitative data were obtained to identify the most specific needs. Moreover, Dörnyei (2011) claims that mixed methods research allows investigators to obtain data about both the individual and the broader societal context (p. 45). Thus, due to the heterogeneity of the group, the mixed methods approach was key to explore the different needs, wants, and lacks participants showed and the relationship among them. Specifically, it was

important to identify the common ground—which was the ministry where all of them worked—and the individualities found like their age range, occupations, language levels, tasks participants perform at MIDEPLAN, and their expectations for the course.

### ***Participants***

The study involved 25 professionals from MIDEPLAN, 21 females and 4 males aged between 27 to 60 years old (average 43 years). They are a convenience-sampling group since it was assigned by the director of the master's program. The list of MIDEPLAN participants was provided by the stakeholder. They all have different positions and work at different offices in the institution. For example, professions include business administrators, lawyers, geographers, executive assistants, implementation coordinators, economists, medical assistants, accountants, and a regional planning director. Participants' work experience ranges from a year to twenty-three years.

Richards (2001) says that language tests are a useful and direct source of information about learners' language needs (p. 61). However, for this analysis, a diagnostic test was not carried out because of the national emergency due to the COVID-19 pandemic; this means that the level of English the population has on specific linguistic skills was not determined. Thus, based on the fact that some participants reported no previous formal education in English beyond high school, and others said they have taken courses in different institutions where English is offered, their perceived English proficiency level ranges from Basic (lower) to Advanced level.

### ***Instruments***

To ensure research validity and triangulation and to have a comprehensive view of learner's needs, an open-ended questionnaire for the stakeholder was designed, another questionnaire was completed by the participants, and a semi-structured interview with a selection of participants was conducted through different online tools like e-mail, Google Forms, WhatsApp, Hangouts, and phone calls.

### ***Open-ended questionnaire for the stakeholder***

The first instrument used to identify the needs of MIDEPLAN participants was an open-ended questionnaire that was sent to the stakeholder. This stakeholder works for the human resources section as a training coordinator. She has a Business Administration Degree and 15 years of experience working at MIDEPLAN. Dörnyei (2011) states that the main data collection method in surveys is a questionnaire which typically helps obtain quantitative information; however, it can also contain open-ended questions that provide qualitative data (p. 101). This would help researchers obtain qualitative details about MIDEPLAN to formulate the first impressions of the target population's background. He also affirms that open-ended items are used when the range of answers to provide response categories are unknown (p. 107). Therefore, since there was not much specific information about the population to ask the stakeholder, the open-ended questionnaire was key to start the analysis.

This instrument was structured in four sections related to the institution, the population, the participants' needs, and their requirements and lacks in a Word Document (see Appendix A) in order to obtain specific information. According to Dörnyei (2011), open-ended questions permit greater freedom of expression, may offer graphic examples, and lead to identifying issues not previously anticipated (p. 107). Thus, questions were planned in a way that the stakeholder could type the information as well as attach any other document that could provide more data as the design basis of the participants' questionnaire.

### ***Questionnaire***

The second instrument used in this study involved a questionnaire focusing on the needs, wants, and lacks participants at MIDEPLAN have. As Graves (2000) affirms, questionnaires are an obvious choice for needs assessment, and the advantage is that questions can be tailored for a particular group (p. 52). Similarly, Dudley-Evans (1998) states that questionnaires are used more for quantitative information, and in large scale projects, they can have a valuable role (p. 133). Therefore, the questionnaire was designed after analyzing the information provided by the stakeholder in the structured interview, which allowed the student teachers

to identify the many variables related to their background, occupations, and tasks—among others—the participants had. The questionnaire was designed using the Google Forms platform and was sent to participants providing a link via e-mail (See Appendix B). In addition to identifying the needs, wants, and lacks, the questionnaire was intended to gather both qualitative and quantitative information related to factual, behavioral, and attitudinal information as Dörnyei (2011) suggests (p. 102). Consequently, the questionnaire was designed with open-ended and close-ended questions that allowed the student teachers to gather information related to demographic characteristics, positions, language learning, personal experiences, attitudes, opinions, interests, and other important data to identify general needs.

### ***Semi-structured interview***

Once the answers from the questionnaire and the authentic materials received were analyzed, a semi-structured follow-up interview was conducted to a sample of 11 participants. Dörnyei (2011) affirms that a semi-structured interview is suitable when there is a good enough overview of the phenomenon, and it is necessary to develop broad questions about the topic, but ready-made responses are not likely to be obtained not to limit the answers (p. 136). A guide was developed with the possibility of including examples and clarifications during the interview (see Appendix C). Interviewees were chosen based on the answers they provided in the questionnaire. The basis for participant selection included a balanced representation of each profession and some unclear aspects related to the tasks, job experience, language background, and use of the language. They were asked via e-mail to agree on having the interview using different electronic means like WhatsApp, Teams, Zoom, and other platforms participants suggested. The questions were planned to gain a fuller understanding of the specific needs related to the tasks participants perform, frequency of activities, authentic materials, learning abilities, and expectations about the course and teachers.

### ***Procedures***

Data were gathered during five consecutive weeks, using different online tools like Gmail, Google Forms, WhatsApp, and digital documents. To start with the

investigation, the student teachers created an e-mail account (cursodeinglesmideplan@gmail.com) to keep effective communication with the stakeholder and participants. A greeting e-mail was sent to introduce the teachers, explain the logistics of the project, and to establish initial communication with both the stakeholder and participants. After that, another e-mail was sent to the stakeholder to ask for a list of students and their e-mail accounts. Considering that it was not possible to schedule a face-to-face interview due to the COVID-19 situation and that it was necessary to have initial information on the population, a questionnaire was sent to the stakeholder via e-mail. Another e-mail was sent to participants to request their collaboration to complete the Google Forms questionnaire to be sent to them. Then, the form was sent to participants, and they completed the questionnaire successfully. Afterwards, an initial analysis of the information was done, and people who agreed to collaborate with authentic texts were contacted with a reminder about this material. Once data were analyzed, a sample of 11 participants was selected to conduct the follow-up interviews. The occupations, the English background, and mainly the use of the language at work were the aspects considered to choose the sample group. An e-mail, asking for consent and availability, was sent to the 11 selected participants. The semi-structured interviews were applied to elaborate on aspects like frequency, difficulties, and usefulness of the tasks participants perform at work. The interviews were recorded and ranged from 15 to 45 minutes.

## **Results and Discussion**

### ***Interests of primary stakeholders***

The stakeholder provided the researchers with initial general information about the group and her overall expectations for the course. She emphasized her belief that the language they need at MIDEPLAN must be technical, but she also highlighted the diversity of fields of work of the participants. Additionally, she confirmed that participants have different needs depending on the areas or departments where they work and depending on the tasks performed at the ministry.

Very briefly, the stakeholder explained why the population needs to improve their command of the language; she mentioned that government officials must be able to speak a second language in order to conduct negotiations with international organizations and to hold meetings in general as the most frequent tasks they perform in English.

### **General Group Profile**

**Positions at work.** The population is very heterogeneous in terms of their professional area of work. Participants reported 17 different positions. Table 1 illustrates the array. Additionally, the instrument also asked about their professional background; here, responses were grouped in 12 different areas. Table 2 showcases the populations' professional scenario.

**Table 1**

*Participants' Positions at MIDEPLAN*

<b>Position at work</b>	<b>Number of responses</b>
Analista de Proyectos	4
Profesional	3
Profesional de Servicio Civil 3	3
Profesional de Servicio Civil 2	2
Directora del Área de Planificación Regional	1
Jefe Financiero Contable	1
Economista	1
Encargada de Asuntos interamericanos	1
Oficinista 2	1

<b>Position at work</b>	<b>Number of responses</b>
Jefe de Asesoría Jurídica	1
Encargada de Asia y Oceanía	1
Analista seguimiento y evaluación	1
Analista de Inversiones	1
Asesora Jurídica	1
Coordinador de implementación BIM	1
Profesional II en planificación	1
Asistente Ejecutiva	1

**Table 2***Participants' Professional Background*

<b>Profession</b>	<b>Number of responses</b>
Administration	5
Economic and social planning	4
Economy	3
Political science	3
Law	3
Accounting	1
Executive Secretary	1

<b>Profession</b>	<b>Number of responses</b>
Pre-investment Analysis	1
Civil engineering	1
Geography	1
International relations	1
Management and Finance	1

Dudley-Evans (1998) states “the needs analysis in ESP encompasses determining professional information about the learners: the tasks and activities learners are/will be using English for” (p. 125). Certainly, the diversity in the participants’ working and professional fields highlights a major and important challenge in this project. It is not only the fact that there are different professions, but also the fact that to establish a functional course design, creating and adapting content, tasks, and materials to suit 17 areas (with varied language proficiency levels) is likely to become challenging.

### ***Participants’ Needs***

The answers to seven questions in the questionnaire helped understand the current language needs the population has. This information was triangulated with the details obtained during the follow-up interviews and with the authentic materials gathered. Table 3 summarizes the participants’ perceived necessity to improve their language skills (both macro and micro).

**Table 3***Perceived Necessity to Improve English Skills*

The skill that needs improvement	Number of respondents who indicated improvement was Necessary or Very Necessary
Listening	24
Vocabulary	24
Speaking	23
Pronunciation	22
Grammar	21
Writing	20
Reading	16

In relation to the macro/micro skills of the language, a great number of the respondents (24) indicated that listening and vocabulary are the skills in which they need the most improvement. *Reading* was the skill with the smallest number of responses (16). In other words, few students considered that they require improvement in this area. Although the results of table 3 indicate that reading should not be a relevant ability to develop in the course, this skill is frequently used at work (see table 4) and a great number of students mentioned that they read in English to properly carry out their tasks at MIDEPLAN (see table 5). Student-teachers identified Reading as an immediate need at work based on the frequency on which this skill is used and the number of tasks performed at the Ministry that requires it. On the other hand, for listening, participants reported more personal interests related to developing this skill. Therefore, the student-teachers agree to dedicate a whole Unit of the course to improve reading skills.

In terms of frequency, surprisingly, a majority of respondents indicated they do not use the four macro skills. Hence, there is a perceived need that improvement is required in most language skills, but not for their functions at MIDEPLAN. In fact, four participants mentioned personal reasons to be interested in English for MIDEPLAN, and two respondents clearly mentioned they do not use English at work at all. Table 4 displays the perceived frequency on which the four macro skills are needed at work.

**Table 4**

*Percentage of Participants' Responses Regarding Frequency of the English Skills Needed at Work*

Skill	High Frequency	Low Frequency	No frequency reported	Blank = does not use skill
Reading	24%	20%	28%	28%
Writing	0%	24%	20%	56%
Speaking	8%	20%	24%	48%
Listening	8%	20%	32%	40%

Based on this table, considering both high (24%) and low (20%) frequency, 44% of the population confirmed *reading* in English is the most used skill at MIDEPLAN. On the other hand, writing in English is not an important skill for their daily activities, with only 24% of responses. The number of participants who left the item blank shows that 56% of the population do not use this skill at all, and similar percentages do not use speaking and listening (48% and 40% respectively). The "No frequency reported" column indicates the percentage of participants who answered how the skill is used but did not mention the frequency on which they use it. Based on these data, researchers believe reading should be an important skill to be included in the syllabus even though fewer respondents indicated they need to improve this ability (as mentioned in table 3).

During the follow-up interviews, only four participants indicated activities they performed using English with a certain frequency for MIDEPLAN. They mentioned online meetings with people who do not speak Spanish and reading and watching videos to evaluate projects.

Interestingly, the interviews confirmed that most participants were interested in improving their English proficiency level for future or personal interests (e.g. communicating with family, getting C1 in TOEIC), not for present work-related needs. Some of the most common reasons provided are discussed in the section of the population's wants. Additionally, interviewees mentioned that they research in English for most projects but discuss the content with peers or generate written reports in Spanish, which means there is a present need to be able to report ideas in Spanish. In this same line, some respondents mentioned that they read in English to become more knowledgeable about a topic, but they do not necessarily produce an outcome in English; this knowledge is later used in Spanish.

Close-ended questions revealed the main tasks that the participants needed to carry out using English at MIDEPLAN. Table 5 shows the most common activities carried out by the population where English is needed.

**Table 5**

*Activities the population does that require the use of English*

Activity	Percentage of students who need English for these tasks
Read documents	72%
Watch videos	72%
Read articles or handouts	68%
Attend conferences (at place)	56%
Visit countries where Spanish is not	52%

Activity	Percentage of students who need English for these tasks
spoken	
Understand texts on common, non-specialized topics	52%
Write e-mails	48%
Conduct video conferences	44%
Make oral presentations	44%
Talk to visitors	40%
Help collaborators who do not speak English	36%
Make a phone or online calls	32%
Write reports	28%
Conduct interviews	16%

Table 5 shows the top six activities in which English is used by more than half of the population. Within these six activities, three (50%) involve reading, and the other three are related to listening and speaking. This table also confirms that writing reports is not needed by the majority of participants, with only 28% of responses. Therefore, these percentages confirm once more that reading is an important skill to include in the syllabus. Additionally, based on these results, the researchers determined that writing is the skill that the participants need the least since they tend to write in Spanish; therefore, not much time will be spent on developing the writing skill.

Open-ended questions served to obtain the most relevant of these tasks, where students showed a special interest in improving with the course. Additionally, respondents indicated other activities they considered that need to be worked on for better performance at MIDEPLAN. These additional activities include:

- Read technical, legal texts
- Attend training sessions related to their fields of work
- Write formal letters (differentiated from e-mails)
- Review contracts and agreements
- Reaching agreements when they discuss project
- Access websites from international organizations like OECD, UN, etc.
- Write technical documents related to their fields of work
- Design travel itineraries
- Participate in discussion tables about projects developed by the Ministry

### ***Analysis of authentic texts***

After obtaining wider information in the questionnaire, it was necessary to ask participants who agreed on collaborating with authentic texts to provide as many samples as possible. As Dudley-Evans (1998) recommended, the analysis of authentic texts is a crucial stage of needs analysis, and it is important to determine the key linguistic features of a communicative event or genre that is new (p. 136).

Webpages and videos were selected by the majority of respondents as the most frequent materials in English they use at work. Interestingly, a participant did not mark any option and indicated “None” due to their low command of the language. Table 6 shows the materials included and the number of participants who selected them.

**Table 6***Materials in English Used by the population at MIDEPLAN*

Materials in English	Number of respondents who use this material
Internet pages	19
Videos	17
Articles	14
Books	12
E-mail	9
Reports	9
Special software	8
Manuals	7
Call recordings	2
News reports	1

From these results, researchers confirmed that reading materials are the main source of input in English; three of the top-four results involve reading: Internet pages, articles, and books. Interestingly, most of these materials are easy to share in a virtual environment, which is an advantage since this course will be taught online. The findings from the students' questionnaire were triangulated with the responses provided in the follow-up interviews and the authentic materials received.

Other materials mentioned directly by respondents include:

- Company registration documents
- Financial statements

- Wire transfer receipts
- Investment documents, as a reference to investigations that must be carried out in the Public Investment Unit
- Financial and economic-social evaluations of projects to be financed by international organizations such as the IDB, the World Bank, and the German Bank

Participants provided online documents and links to webpages and videos as examples of the materials they used. The samples received include:

- Digital documents: legal forms from the Florida Department of State, wire transfer receipts, registration reports, invitations to international events, reports on current national projects, reports from the World Bank, guidelines from the OECD. Some students indicated that they could not share materials due to the confidential nature of them; hence, the ones received can be used without this restriction for teaching purposes.
- Links: guidelines from UN, information about technology, articles about climate change and sustainable development, webpages from international organizations like the OECD and the Inter-American Development Bank
- Videos: news report about development plans

Although not much authentic material was shared, some topics were highlighted as the main areas of their work and research. Participants reported that the documentation, web content, and general communication they accessed and interacted with were related to:

- Regional planning and development
- International cooperation
- Public investment
- International relations
- Climate change
- Public politics

The combination of the authentic materials received and the topics provided by the participants help the researchers build an overview of the population's necessities—defined by Hutchinson and Waters (1987) as “what the learner has to

know in order to function effectively in the target situation” (p. 55). This input will later be transformed as adapted tasks to suit the participants’ preferred learning strategies (see subtopic 5 of this section).

### ***Wants***

The answers to four questions in the questionnaire were a means for the participants to express what topics, tasks, and skills they would especially want to cover in the course. Reasons varied according to students’ needs and perceived language proficiency level. Some respondents indicated wants based on personal reasons (e.g. travel, get a high result in an international language test, communicate with family), while others reported potential work benefits (e.g. be able to deliver a speech in a conference, communicate with foreign authorities and thus be invited to international activities, aspire to a better position at work).

Specific wants gathered from the questionnaire and follow-up interviews could be categorized as follow:

- Skills
  - Understand when people talk to them (listening ability)
  - Face their fear of speaking in English
  - Speak in front of audiences, deliver speeches about their jobs
  - Participate in lectures without an interpreter
  - Improve the current level. Get a C1 TOEIC level.
  - Improve speaking performance to have more opportunities at MIDEPLAN
  - Communicate in English to be able to attend training sessions
  - Practice speaking as much as possible
- Topics
  - Formal English (diplomatic, political, and technical vocabulary in the field of international relations and international cooperation)
  - Accounting technical vocabulary to guide the analysts in charge of public international studies
  - Vocabulary and grammar in technical topics
- Lessons

- Short, easy-to-learn topics make classes better for a reported short-term memory
- Repetition of topics on the following lesson to refresh what has been learned
- Some participants hope the course does not focus on basic English, but on an intermediate-advanced level
- Some respondents made references to wanting a dynamic, interactive course

During the follow-up interviews, a recurrent idea transmitted by the participants is that by improving their oral skills, they could participate in several activities in which MIDEPLAN has to be represented, either in the country or at international events. Most participants considered improving their oral abilities as a way to access several opportunities and better positions at the ministry.

Hutchinson & Waters (1987) suggest not ignoring students' wants, always taking into account the importance of their motivation in the learning process (p. 57). With this piece of advice in mind, the researchers consider the reported wants (e.g. as much oral practice as possible) as a guiding principle for the creation of the syllabus and materials.

### ***Lacks***

The responses to three questions in the questionnaire provided the researchers with valuable insight into the students' perceived problems and difficulties related to their previous experience with English. Some participants reported a low, auto perceived command of the language; others expressed their fear when interacting in a second language, and still others expressed having difficulties in listening and speaking.

The main lacks reported in the questionnaire and discussed in the follow-up interviews included:

- Not being offered invitations to attend training in other countries because they do not speak English
- Feeling ashamed of not being able to understand when someone speaks to them in English

- Fear and being ashamed of making mistakes when they have to speak in English
- Limited hearing ability (no diagnosed deafness reported)
- Low command of the language—high school level
- Self-concept that English is difficult and a certain dislike for learning the language
- Having concentration issues (10-minute concentration frame was reported)
- Difficulty expressing ideas and auto perceived limited vocabulary
- Being scared of speaking in public
- Difficulty pronouncing sounds

The needs analysis helps to close the gap between the existing and target proficiency. Hutchinson, Waters, and Breen (as cited in Hutchinson & Waters, 1987) describe the population's lacks as the gap that results from matching the target proficiency against the learners' existing proficiency (p. 56). In this research, the target and existing proficiencies were determined based on participants' information and auto perceived command of the language since, as mentioned earlier, a diagnostic test could not be carried out. Hence, the researchers determined the population's lacks after cross-analyzing responses to several items of the instruments implemented.

### ***Learning Strategies***

Researchers consider gathering participants' input highly valuable in terms of the strategies they use to ease their learning process. Cohen (1984) indicates that "language learning strategies can be defined as thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks" (as cited in Richards & Rodgers, 2014, p. 334). The student teachers will implement learning strategies that some participants mentioned and that could aid others (who did not know or favor them) in the three areas as Cohen indicated.

Three questions in the questionnaire addressed the populations' learning preferences and strategies. Cohen (1984) explains that learning strategies "suggest an active role for learners in managing their own learning — one that may

be used in conjunction with, or independently of, the method or approach the teacher is using” (as cited by Richards & Rodgers, 2014, p. 334). This is why the researchers were interested in knowing what strategies the population favored for their learning; hence, the different practices registered could be implemented during the lessons and be shared with the whole group while performing tasks and activities.

The questionnaire presented a description of four learning styles where participants selected the option that works best for them. Most of them (84%) reported they are visual, and 72% indicated they are kinesthetic oriented learners; with this in mind, attractive visuals and constant practice are likely to be the norm in the course. Additionally, Table 7 presents the preferred methods used by the students to learn.

**Table 7**

*Participants’ Preferred Learning Methods Reported in Percentages*

Learning Method	Percentages of respondents
With teacher	84%
In class	80%
Online	64%
With individual work	56%
Autodidact	40%
Doing group work	40%

The results in Table 7 indicate that a majority of the participants prefer in-class lessons with face-to-face interaction with an instructor (84% and 80% accordingly). Additionally, only 40% of the respondents prefer to learn by themselves or engage in group work. This last input represents a challenge to the

student teachers since the population has expressed their want to practice oral skills as much as possible, and group work is a likely activity to develop this skill. Furthermore, the fact that more respondents favored *in-class* sessions as a learning method rather than *online* is challenging to the student teachers since the course will be taught online due to the COVID-19.

Two additional responses were captured, with one participant each; students indicated “with practice and audiovisual material” and “with activities not related to my work and little homework.” Due to their little percentage value, these would not influence much the direction of the lessons.

In terms of specific learning activities, results were not predominant. The two most popular activities participants preferred were selected by 68% of the population (17 respondents). Table 8 displays the preference obtained.

**Table 8**

*Activities that Help Students Learn*

Learning activities	Percentage of respondents who favor these activities
Readings	68%
Using interactive software	68%
Watching videos with native speakers	60%
Completing texts (fill in the blank)	60%
Class Discussion	52%
Concept Maps	44%
Individual oral presentations	40%

Learning activities	Percentage of respondents who favor these activities
Summarizing	36%
Research projects	36%
Role playing	36%
Competitive activities in class	20%
Group oral presentations	8%

Reading and using interactive software were reported as the activities that help most students to learn. Certainly, it is important to highlight that although reading is one of the preferred learning activities, it was not considered a skill a majority want to improve (see Table 3). On the other hand, activities that promote oral participation as role-plays and group oral presentations were reported as a helpful learning activity by only 36% and 8% of the respondents respectively. Interestingly, although improving oral skills was reported as a common want of the population, activities that promote this skill were not selected as popular learning aids by the majority of respondents.

With the varied responses and the wide range of participants who favor one or the other strategy and activity, researchers will need to monitor how these student responses benefit or harm the development of the lesson and the learning process per se. Richards & Rodgers (2014) mention that “by recognizing the differences between the strategies used by expert and novice language learners or between successful and less successful learners, the effectiveness of teaching and learning can be improved” (p. 335). This claim becomes a necessary action to take every time the student teachers plan to implement a strategy, so the ones with higher success rates can be reinforced, promoting mastering the strategy and its autonomous use.

## Conclusions

After the analysis of the survey responses and the interviews, researchers arrived at the following conclusions:

First, there is a general belief among the participants that this will be a general English course as none of them made a reference to ESP, which implies that their mindset is structured for a different learning process (e.g., learning the alphabet, basic grammar, vocabulary for starters, etc.). This may generate an initial shock/reluctance towards the ESP lessons and lack of interest. Additionally, several participants mentioned that their main interests in this course are personal or future objectives, not current work needs, since their need to use English at work is limited. Hence, researchers conclude that this will represent a challenge as there is little room to apply the knowledge studied in class or practice what will be studied during the sessions in a real work environment.

Second, taking into account the students' auto-perceived proficiency level of English, the input gathered from the instrument, and the lack of a placement test due to restrictions associated to the COVID-19 pandemic, student teachers conclude that a Basic - Upper language proficiency level is the basis upon which the syllabus will be designed. Unfortunately, in terms of their jobs, this low self-perception of their English knowledge prevents them from looking for sources in English. This has caused the population to use sources in Spanish or tools that translate content into their L1, especially since many participants stated they use Spanish to report ideas from input in English. Therefore, considering the diversity on the students' professions and the fact that they report ideas in Spanish, researchers conclude that it will be necessary to create/adapt a wide array of materials and tasks that satisfy most of the needs they have as well as to include syllabus accommodations. For instance, to show understanding of texts in English and then paraphrasing the information into Spanish should be implemented as an adaptation resource to help low-proficiency level students and those not accustomed to using the L2.

Finally, although listening is not necessarily used at work, participants expressed a huge interest in improving this skill. Many agree on the desire to have

a better listening comprehension. In the same sense, reading is the skill which the smallest number of students mentioned they need to improve, albeit this is the skill that most participants use at work and the activity that helps most of them to learn. Since participants indicated that they report ideas in Spanish, writing will be a means to develop the tasks; this skill will not be directly addressed. This is why researchers conclude that teaching reading techniques—rather than vocabulary—and improving their listening abilities are the guiding goals and approaches for the design of the ESP course.

## Chapter II: Syllabus

Based on the main conclusions drawn from the data collected in the needs analysis, the student teachers propose the following syllabus design. It consists of two goals and seven general objectives which are mainly focused on helping learners to develop primarily reading and listening abilities. Additionally, the general characteristics of English for MIDEPLAN are presented in this section. This syllabus is a first overview of the course design, expanding on details like the course logo, the methodology that guides the development of the lessons, the description of tasks to tackle each objective, assessment principles, and others.

### Course Logo



The course logo makes use of graphic elements—a board with line and bar charts and a magnifying glass—that represent key aspects of MIDEPLAN's responsibilities like planning, analysis, structure, development, and integration. The font used is *Tw Cen MT Condensed Extra Bold*; it is formal, classic, and easily readable at the same time. Large small-caps were used to keep a resemblance with the ministry's logo. The name of the project is included, and the logo should not be used without it. MIDEPLAN's web site's color palette includes different shades of blue and gray; that contrast was kept, and the background should be kept white. The letter *m* is emphasized over a blue squared background since it stands for the name of the ministry.

### Course Name

*English for MIDEPLAN* is a concise and efficient name chosen by Dahianna Aguilar, Duff Aguirre, and Vladimir Pereira. It includes the only two primary aspects of the project: the subject and the population, complying with the naming convention required by the Sistema de Estudios de Posgrado (SEP). The name

does not have any further wording since the participants have a wide variety of occupations within the same ministry; therefore, it encloses all of them.

### **Course Description**

The chosen name for this course is English for MIDEPLAN, which is an English for Specific Purposes course designed for collaborators from different fields who work at the Ministerio de Planificación de Políticas Económicas (MIDEPLAN). The course has the purpose of helping these collaborators to enhance their current English skills by using a task-based language teaching framework, which Richards (as cited in Shehadeh, 2012) defines as “an educational framework and approach for the theory and practice of second/foreign language learning and teaching, and a teaching methodology in which classroom tasks constitute the main focus of instruction” (p. 156). The tasks of the course are aimed to teach and reinforce the four macro skills, with more emphasis on reading and listening (based on the results obtained during the needs analysis).

The course will be taught to a population of 25 students who, as mentioned above, have different roles within MIDEPLAN. Their perceived language proficiency level ranges from a basic lower to advanced. Given the variety of levels, the instructors concluded that the course will focus on a basic upper level. This 14-week course will be team-taught by three instructors, and it requires the students to meet for two hours once a week. Due to the COVID-19 situation and to follow the guidelines regarding social distancing, the lessons will be taught online using the necessary software indicated by the Masters’ coordinators. For the proper development of the classes, the instructors will use a combination of authentic materials provided by the participants and relevant readings, audios, and videos about their fields and the scope of MIDEPLAN. Lessons are designed so that post-tasks are the only elements that would be developed asynchronously because the time allotted for each session is roughly two hours.

### **Methodology**

#### ***Approach***

The approach to use in this teaching project is Task-Based Language Teaching (TBLT). Researchers believe the characteristics of this approach are

most suitable to teach English for Specific Purposes (ESP) since learners carry out activities—adapted to mimic work-related situations—using the target language. Skehan (as cited in Richards & Rodgers, 2014) proposes this definition and comments about tasks:

Tasks... are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So task-based instruction takes a fairly strong view of communicative language teaching (p. 224).

Producing an outcome from a task contributes to determining whether or not objectives are met since a successful outcome could be considered as an indicator that the objective was achieved. Additionally, the resemblance to daily activities and use of language are expected to be motivational for students—being motivation a key aspect to retain an interest in the course—; so, they correlate tasks practiced in class with their professional activities at MIDEPLAN.

In the same line, Willis and Willis (2007) discuss how what they call *formalized activities that facilitate learners' participation* (i.e. TBLT) promotes interest and interaction rather than relying on learners' spontaneous enthusiasm and participation (p. 11). Although it is challenging to attract the interest of such a heterogeneous population on every task, researchers believe that this component of TBLT could be adaptable enough in the different stages of a lesson to be of interest and yet address students' needs and wants.

### ***Classroom dynamics***

For this course, there will be three instructors at any given time; however, it is important to describe what their roles will be. There will always be a leading instructor; this role will change every week cyclically. That is, in a period of three sessions, each instructor will play the lead role once while the other two student teachers will be there assisting him/her. The lead instructor will be responsible for leading a class while the assistant instructors will model exercises and organize the classroom setting. Moreover, the assistant instructors will also help by setting up materials and resources as well as clarifying doubts the students may have

while the lead instructor is engaged in explaining an activity or giving instructions. For the assessments, all three instructors will act as a tribunal, evaluating tasks individually to then discuss and reach agreements on the students' performance. The student teachers will monitor the development of the activities in the breakout rooms paying attention to students' interactions and performance and taking notes of mistakes to provide either immediate or delayed feedback.

### ***Tasks and Techniques and their rationale***

The needs analysis provided the guiding principles for determining the tasks and techniques to perform during the lessons to accomplish the course goals. From the participants' input, researchers decided to focus on reading—based on their needs—and practicing listening skills as much as possible—from their wants. Some of the skills to develop with reading and listening tasks on ESP classes are listed by Dudley-Evans and St John (1998): select what is relevant for the current purpose, use features of the text, skim for content, scan for specifics, identify main ideas, supporting ideas, and examples, transfer or use the information while or after reading, recognize the role of discourse markers, deduce the meaning of words from context, recognize the function of intonation (p. 96-102). These are achieved through what they call “text as a vehicle of information” and by using authentic materials provided by the participants and adapted by the researchers. These are skills taken into consideration for the development of tasks to suit the population's future professional wants.

Unit 1 includes activities where students read texts to obtain main ideas and generate written summaries (writing is only intended as a means to evidence students' work); outcomes here will be produced in both English and Spanish and involve individual and group work. Unit 2 focuses on the participant's wants to be able to actively participate in international conferences or trainings as audience members; hence, listening to speeches and analysis of topics with peers are the core of the goal. In this unit, students will work on tasks that involve active listening to discriminate important content, analyze the relevance of the speech to their fields at MIDEPLAN, and engage in conversations with colleagues about the input received; group work is essential for this unit. Both units include segments where

the student-teachers will explicitly teach learning strategies using supporting materials. Lesson plans will be designed to accommodate some minutes for this purpose and provide practice for the learner.

### ***Role of the learners***

In TBLT, learners have a protagonist role. Richards and Rodgers (2014) say that a group participant, a monitor, and a risk-taker and innovator are some of the primary roles a learner assumes to complete tasks as a “central learning activity.” The authors also mention that, as *group participants*, learners will be required to do pair and group work; then, as *monitors*, learners should be able to notice and reflect on “how language is used in communication” when doing the different tasks; and finally, as *risk-takers and innovators*, due to their lack of linguistic resources and previous experience, learners will be expected to develop the skills of restating, paraphrasing, using paralinguistic signals, guessing from context, asking for clarification, and consulting with their peers (p. 235). Certainly, English for MIDEPLAN seeks to help learners develop these roles so they can become more autonomous, and through all the different tasks, learners are expected to get motivated and commit to their own learning. Due to the heterogeneity of the population concerning the different job positions and the language level, the group participant role will be key to have meaningful language construction as well as the role of the risk-taker and innovator to empower students to achieve the course goals.

### ***Role of the teachers***

Many researchers have mentioned that in an ESP course, teachers’ work involves more than teaching. Dudley-Evans and St John (1998) define five key roles for an ESP teacher: 1) *teacher*: teachers have a similar role like a General English teacher but are not the “primary knower of the carrier content”; 2) *course designer and material provider*: teachers are in charge of designing the course to be taught and providing the materials for it; 3) *collaborator*: teachers need to work together with experts to develop the ESP course; 4) *researcher*: teachers “go beyond the first step of the needs analysis” to research more about the identified skills and analyze the identified material; and 5) *evaluator*: teachers have to

evaluate the students, the course, and the materials before, during, and after the course (p. 13-17). Additionally, in the role of the researcher (specifically for EM), the student teachers will collect data to carry on this project's research. All these roles for the ESP teacher are, certainly, different from the traditional concept of a teacher, and the student teachers are expected to fulfill them successfully. The work of the student teachers as material designers, facilitators, collaborators, etc. is indeed relevant to the development and the accomplishment of the goals of the course.

Other important roles a teacher assumes are those of the TBLT. Richards and Rodgers (2014) state three key roles: 1) *selecting and sequencing tasks*: the teacher selects, adapts, and/or creates the tasks according to the needs, interests, and language level of the learner; 2) *preparing learners for tasks*: the teacher is in charge of introducing the topic, clarifying the task in instructions, helping students learn, and providing partial demonstrations of task procedures; and 3) *consciousness-raising*: the teacher uses a variety of "form-focusing techniques" to make students notice critical features of the language they use and hear (p. 236). Certainly, in a TBLT class, teachers become an important source of language input. They are in charge of modeling the learning process and guiding learners to acquire the expected language skills. Thus, the three roles mentioned will be fundamental for the student teachers during the practicum, and the coordination among them will be essential to help the population reach the goals.

### **Assessment**

Brown (2004) affirms that assessment is a continuous process which can be incidental or intended. He says that responding to a question, offering a comment, or using a new word or structure are class situations in which a teacher can subconsciously assess the performance of a student (p. 4). Researchers believe that for significant learning to take place in the classroom, students should be exposed to constant, but different forms of assessment. Many researchers have stated that students' performance can be observed and measured from four types of assessment: informal, formal, formative, and summative assessments.

Informal assessment involves “incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student.” Also, it involves “tasks designed to elicit performance” that does not require “recording results and making fixed judgments about the student’s performance” (Brown, 2004, p.5-6). Without a doubt, informal assessment plays an important role in daily classwork. Students need to know that they are accomplishing the goals by means different from a graded test. Verbal or written positive comments, gestures of agreement or approval, feedback from peers, and positive correction of mistakes are ways in which the informal assessment can take place during the lesson. Student teachers will make sure that students receive this motivational input as they have expressed the importance of increasing their confidence and losing their fear to speak.

Brown (2004) states that formal assessment, on the other hand, refers to exercises or procedures specifically designed to give the teacher and students a criterion of the student’s achievement. He says that tests, journals, portfolios, class observations, and projects are samples of the formal assessment a teacher can use to evaluate the student’s achievement (p. 6). Moreover, Douglas (as cited in Hardy, 2010) affirms that a specific-purpose language test is derived from the analysis of “the specific purpose target language use situation,” and it represents the tasks and content in the target situation. The designed course includes several formal assessment tasks which aim to resemble real-life situations so that professionals at MIDEPLAN can construct meaningful language abilities. The evaluation established was intended to reflect the needs, lacks, and wants participants expressed in the needs analysis. For instance, one of the main wants observed was to participate in a conference as listeners; thus, for unit 2, the main assessment task was designed to provide students with this opportunity.

Another important aspect considered in the evaluation was the lack of confidence some participants expressed to have. Therefore, the tasks and varied assessments in different stages of the course were planned in a way that participants can develop progressive confidence throughout the two units. For example, for unit 1, students will be able to identify, summarize, and paraphrase

main ideas, and for unit 2, students will be able to develop, support, and share opinions in conversations. Confidence will be developed through scaffolded tasks like providing written aids when working with audios (i.e. scripts) and diversity of topics to suit the population's different professional backgrounds so students feel more confident handling a topic within their fields of expertise.

For this project, participants will also receive formative and summative assessments. Brown (2004) defines formative assessment as evaluation students receive in "the process of forming their competences or skills" with the purpose of helping them to grow. He also affirms that all kinds of formative assessment are also informal (p. 6). Thus, along the course, participants will receive this informal formative assessment so that they can improve their language abilities. Feedback will be the most important informal formative non-graded assessment to be used in the course, including peer-to-peer feedback, self-assessment, and teacher's feedback. Peer-to-peer feedback will take place during the presentation of speeches. Self-assessment will be carried out mainly as post-tasks to help students reflect on their learning process. The teacher's feedback will be applied while and after completing the tasks in the session; it could be provided individually or to the whole class.

Summative assessment is defined as the assessment that aims to measure or summarize how well a student has accomplished the objectives, and it occurs at the end of a course or unit of instruction usually in form of a final or proficiency exam. However, there are alternatives to the traditional test that can constructively be used in the classroom as a summative assessment (Brown, 2004, p. 6). Furthermore, Dudley-Evans (1998) states that for an ESP course, testing helps "learners benefit from recognizing their progress and teachers can plan better when the learning is assessed" (p, 210). Then, as mentioned above, formal summative assessments were designed in order to help learners to develop confidence as well as language abilities. As part of the formal summative and alternative assessment, the following activities will be considered for this course:

- **Attendance (5%):** This aspect is important to consider as part of the evaluation as a way to make students commit to their learning process.

Students will be allowed to be absent from two classes. They will inform the teacher in advance when the situation is known beforehand or will send an email if there is a special situation. In both cases, students should present a written justification as evidence of the absence before the following class. In case of being absent on a day when there is summative evaluation, students should provide the justification together with any document that supports it.

- **Unit 1 assessed pre-task (15%):** To be defined upon completion of the lesson plan. It could range from 15 min to 25 min.
- **Unit 1 assessment/written test (30%):** Students will take a written test in which they will read to report the main ideas in English. They will also paraphrase the main ideas in Spanish. The topics will be related to MIDEPLAN's interests. It could range from 1h to 2h (depending on logistics to be defined: written vs. oral paraphrasing).
- **Unit 2 assessed pre-task (15%):** To be defined upon completion of the lesson plan. It could range from 15 min to 25 min.
- **Unit 2 assessment/ conversation (35%):** In groups, students will listen to a speech (as in a conference), identify the main ideas (in a graphic organizer), and have a conversation about the topics provided and their applicability to MIDEPLAN's projects. They will support their ideas using the OREO (Opinion, Reason, Example, Opinion) strategy and will initiate conversation and clarify ideas by asking questions. It is designed to last 2h.

## Contents

English for MIDEPLAN is structured in two units that mainly promote reading, listening, and speaking, based on student's current needs and future wants. These units involve goals and specific objectives that are measurable, achievable, and time-bound.

### ***Unit 1: Ideas in Brief***

**Goal:** By the end of the course, the students will be able to successfully show understanding of written texts in English related to MIDEPLAN to report in written form the main points to their peers by identifying main and secondary ideas, summarizing, and paraphrasing in Spanish.

**General objectives:** By the end of the unit, the students will be able to:

- 1) Successfully interpret written texts related to MIDEPLAN's interests by identifying main points.
- 2) Adequately summarize written information related to MIDEPLAN by completing a summary chart.
- 3) Appropriately report the main points from written texts associated with MIDEPLAN's interests to colleagues by paraphrasing orally in Spanish.

General Objectives	Tasks	Skills	Language Focus	Strategies	Time Allotted
1	In a graphic organizer, identifying main points from a	R S	<b>Vocabulary</b> -Lexical chunks: In his paper... Most of the text...	-Activating background knowledge  -Identifying main and	5 lessons 1 assessment

	<p>written text about topics related to MIDEPLAN's interests</p>	<p>It is mentioned...  As an example...  The main idea is...  The secondary ideas are...</p> <p><b>Grammar</b></p> <p>-Use simple present  The main idea <b>is</b>...  The author <b>mentions</b>...  - Use simple past  The author <b>explained</b>...  The reading <b>was</b> about...</p> <p><b>Pronunciation</b></p> <p>-es / -s inflectional endings for simple present  -ed inflectional endings in past participles  -Pronouncing irregular past verbs.</p>	<p>secondary ideas</p> <p>- Reading for details</p>	
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2	Generating a summary of the main points of texts related to MIDEPLAN's interests	R W S	<p><b>Vocabulary</b></p> <p>-Coordinating conjunctions: For, And, Nor, But, Or, Yet, So</p> <p>-Adverbial conjunctions Therefore, moreover, however, etc.</p> <p><b>-Lexical Chunks</b> In this text... Most of the reading... It is mentioned... As an example... Transition words (adverbs) The author mentioned...</p> <p><b>Grammar</b> -Use simple present He suggests...</p>	<p>-Activating background knowledge</p> <p>-Identifying main and secondary ideas</p> <p>-Summarizing</p> <p>-Recognizing text organization</p> <p>-Dictionary use</p> <p>-Skimming</p>	
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			<p>She presents...</p> <p>-Use the simple past: The writer showed... The author mentioned...</p> <p><b>-Reported speech</b> Tell/say Tense backshift and non-backshift</p> <p><b>Pronunciation</b> -es / -s inflectional endings for simple present -ed inflectional endings in past participles -Pronouncing irregular past verbs.</p>	
3	Paraphrasing in Spanish the main and secondary	R W S	<p><b>Vocabulary</b></p> <p><b>-Coordinating conjunctions:</b> For, And, Nor, But, Or, Yet,</p>	-Paraphrasing/restating information

	<p>ideas from written inputs associated with MIDEPLAN based on a combination of the authentic materials provided and topics related to the students' fields</p>		<p>So</p> <p><b>-Adverbial conjunctions</b> Therefore, moreover, however, etc.</p> <p><b>Grammar</b> -Use simple present, simple past, and simple future</p>	<p>-Identifying main and secondary ideas</p>	
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### **Unit 2: From what I heard**

**Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches in English when participating in conferences as audience members by identifying relevant ideas to determine their usefulness for the participants' particular fields.

**General Objectives:** By the end of the unit, the students will be able to:

1. Effectively identify relevant ideas from speeches, applicable to their particular fields by actively listening and taking notes.
2. Successfully request information about a topic to determine its applicability for MIDEPLAN's interests by formulating appropriate Wh and Yes/No questions.
3. Properly support their opinions about the usefulness of a topic for MIDEPLAN's projects by providing details and examples from the speech, using the OREO strategy (**O**pinion **R**eason **E**xample **O**pinion).
4. Properly engage in a conversation about a topic's applicability for the ministry's projects by comparing and contrasting the cons/pros of the ideas presented in a speech to reach an agreement.

<b>General Objectives</b>	<b>Tasks</b>	<b>Skills</b>	<b>Language Focus</b>	<b>Strategies</b>	<b>Time allotted</b>
1 2	Extracting relevant ideas from a speech about a topic related to the	L W S	<b>Vocabulary</b> -Lexical chunks This is the main point This is a subtopic...	-Listening for details  -Listen	7 lessons 1 assessment

	<p>participants' fields by taking notes and asking colleagues (or a presenter) questions</p>	<p>This is a thought or supporting fact...</p> <ul style="list-style-type: none"> <li>-Diplomacy and formal communication</li> <li>-Keywords: names, numbers, years, etc.</li> <li>-Question words What, where, when, etc.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Use of auxiliary with subject/verb inversion.</li> <li>-Wh words + auxiliary + inversion</li> <li>-Statements + tags</li> </ul> <p><b>Pronunciation</b></p> <p>Rising intonation for Yes / No questions</p>	<p>selectively</p> <ul style="list-style-type: none"> <li>-Note-taking</li> <li>-Asking questions for confirmation</li> <li>-Negotiate meaning</li> </ul>	
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			Falling intonation for Wh-questions		
3	Supporting opinions by means of an OREO chart after the analysis of an audio/video related to MIDEPLAN's projects	L S W	<b>Vocabulary</b> -Opinion expressions: In my opinion, ... As far as I am concerned, ... From my point of view, ... As for me... My view / opinion / belief / impression / conviction is that ... I would say that ...  -Reason expressions Because / Cause Because of As / Since That's why Based on... According to...	-OREO strategy  -Listening for details  -Listen selectively  -Note-taking	

			<p>-Example expressions For example, To illustrate, For instance,</p> <p><b>Grammar</b> -Simple present <b>I think...</b> <b>I believe...</b> This <b>is</b> an example</p> <p><b>Pronunciation</b> Rising-falling intonation for emphasis</p>		
2 4	Reaching an agreement on a topic's applicability for the ministry's projects by comparison and	S L W	<p><b>Vocabulary</b> Lexical chunks -I agree with you... -I don't agree with you... I disagree... What do you think...? What you said before...</p>	-Using a Venn diagram to compare/contrast	-

	contrast of ideas in a speech		<p><b>Grammar</b>  I agree...  I don't agree...</p> <p><b>Pronunciation</b>  -Rising intonation for Yes / No questions  -Falling intonation for Wh-questions  -es / -s inflectional endings for simple present  -ed inflectional endings in past participles  -Pronouncing irregular past verbs.</p>	<p>Conversations in groups</p> <ul style="list-style-type: none"> <li>-Listening for details</li> <li>-Listen selectively</li> <li>-Note-taking</li> </ul>	
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## **Conclusion**

After carrying out the needs analysis, the design of the syllabus and lesson plans, and the development of materials, student teachers have reached the following conclusions:

The special circumstances that the COVID-19 pandemic brought represented a challenge to the design of the Practicum. Adapting the in-class structure of the course to the online experience resulted in additional tasks for the student teachers, who must pay special attention to how the virtuality of the project will affect the remaining parts of the course and final research. In this sense, we conclude that it will be vital to keep track and record the particular circumstances that the online sessions and inability to meet in a classroom bring.

Implementing TBLT requires planning, organization skills, and searching for activities that resemble real tasks. It will be fundamental to consider these aspects so that participants have as many opportunities as possible in the class to practice the target language. Similarly, the development of assessment instruments that resemble class tasks will allow participants not only to feel confident when they are completing them but also to become familiar with the activities to be developed.

Then, the team-taught modality of the practicum is also reflected in the designing of the course. The student teachers had to reach agreements regarding times of the day in which all three were able to work simultaneously. This is a challenge due to the different work schedules and different particular responsibilities that each individual had. Therefore, the student teachers had to find ways to be in touch at all times. The use of online communication platforms like WhatsApp and Zoom, and online shared documents played a vital role in the creation of this course. The student teachers also needed to accept the difference in opinions from one another. To reach decisions, it was of utmost importance to engage in dialogue and commit to the consensus reached by a majority of the student teachers. This mechanism will also be needed during Practicum as new challenges will arise and new decisions will need to be made.

Finally, the heterogeneity of the population represented a challenge for the design of the course. The varied areas and professions reported by the population

created an uncertainty on how to best address particular needs and interests that may not be relevant to a number of participants. These two variables mean that revision, adaptation, and re-formulation are likely to be required after the student teachers have a better understanding of the population's real language level.

### **Chapter III: Research Report**

The current report is the concluding step of the Master's in Teaching English practicum process. It provides final remarks about the teaching of an online ESP course designed following the Task-Based Language Teaching approach. This report analyzes the results of a research study carried out in the English for MIDEPLAN (EM) course taught to collaborators from Ministerio de Planificación Nacional y Política Económica (MIDEPLAN). This study intended to determine the effectiveness of the course in the improvement of students' reading and listening skills. This investigation focuses on these two macro-skills because the participants reported them in a needs analysis as the most useful to perform their roles at the Ministry. The analysis deals with the results of a pre-test and a post-test, summative assessments, and students' perceptions of course effectiveness.

The study allowed us to determine strengths and weaknesses of the students' learning process when discussing the results of the different data sources used against the implementation of the course. The insights provided in this report can contribute to the professional development of our teaching practice and to future research projects under similar circumstances. Finally, this research was an opportunity for us to reflect upon the quality of the course design, lesson plans, class material, and evaluation material in the improvement of students' performance.

#### **Review of the Literature**

Because of their purpose, there are differences between English for Specific Purposes (ESP) courses and General English courses, for example, the focus on grammar, the materials used, the objectives of the course, and the methodology used, among others. However, Hutchinson and Waters (1987, as cited in Dudley-Evans & St John, 1998) highlighted that "ESP is not different in kind from any other form of language teaching in that it should be based in the first instance on principles of effective and efficient learning" (p. 25). For this research, we consider effectiveness as the degree or the ability to get the desired or intended results.

The present literature review examines a series of themes concerning teaching an ESP course (effective teaching, multilevel classrooms, students'

perceptions of an effective course, success in reading and listening, improving reading and listening abilities, and theory of assessment) that are vital for the current study since they are the bases of the research.

### ***Effective teaching***

Determining whether a course was effective or not is a task that requires more work than it may initially seem necessary. Various researchers and writers such as Acosta, Brenes, and Castro (2015), Chen and Hoshower (2003), Shao, Anderson, and Newsome (2007) bring to light a series of aspects to take into consideration when teachers or stakeholders want to ascertain the effectiveness of a course. Shao et al. (2007) suggest starting with three aspects to assess teaching effectiveness in higher education: rating forms, classroom visits, and relevance of the topics. In addition, they highlight the importance of using course evaluations completed by the students, student production per se, and the role of the faculty in making decisions and changes based on this type of input which, unfortunately, is reported to be ignored in 77% of the cases.

In terms of students' evaluation of the course, Chen and Hoshower (2003) discuss how several authors have insisted on the usefulness of student ratings as a method to evaluate teaching effectiveness in the past three decades. These authors insist on the valuable information that teachers can gather from students' input when there is "meaningful and active participation" (p. 72) triggered by the motivation to participate and the explicit instruction of the value of the process. They also warn teachers not to keep students "ignorant of the use of teaching evaluations" (p. 84) and to clearly show visible results from the effort of participating. Additionally, Acosta et al. (2015) state that raising awareness of the usefulness of student evaluation of the course is a technique to avoid subjectivity or bias since "results might be a way of taking revenge towards the teacher" (p. 266). These authors mention that student subjectivity can affect the validity of the results of the course evaluation; they could be influenced by their own opinion about the teachers and the materials or by the opinion of other classmates.

Before exploring effective teaching of an ESP course, it is worth mentioning Abdelfatteh's (2016) definition of ESP; in his study, he defines it as "a specific

branch of Communicative Language Teaching” (p. 2) that is designed for non-native speakers of English who need specific knowledge of this language in their field or profession. The author also suggests that ESP learners would be motivated to learn the language as they know that they need it for their profession, and this helps the teacher to meet the learners’ expectations and needs more easily. Taking into consideration the principle of students knowing why the language is useful at work and teachers identifying learners’ needs, Paltridge and Starfield (2013, as cited in Celik, 2018) claim that the approach of an ESP course should be to teach English through “sets of transferable generic language and literacy skills” (p. 125) that learners could apply to a majority of settings at their workplace; thus, the course (the design of the syllabus, materials, and evaluation) and the teaching per se must be based on a needs analysis. In terms of a more specific approach to measure the effectiveness of ESP courses, Dudley-Evans and St John (1998, as cited in Celik, 2018) and Hutchinson and Waters (1987, as cited in Celik, 2018) refer to three aspects that are of particular importance: the effectiveness and efficiency of the learning based on meeting the objectives set on the needs analysis, whether resources have been used “to the fullest and their best,” (p.126) and if the methodology used by the instructors matched learners’ needs, which would facilitate their learning and achievements. All works cited share the premise that the guiding principle of an ESP course should be the learners’ needs.

Another key element that must not be overlooked is the concept of effective teaching in the online environment. Lewis and Abdul-Hamid (2006) compiled the results of 30 interviews with experienced online instructors from the University of Maryland University College, who received high scores on student’s evaluations of their success in the online environment. Practices that resulted in effective teaching described by the authors include (a) fostering interactions among students and between the teachers and students, mainly achieved through social interaction and group work; (b) providing prompt and substantive feedback, which could be given individually and privately or to the entire class, but it is of great importance to give each student “an overall impression of how they are doing at every stage of the course” (p. 90); (c) facilitating learning with several strategies,

including clear objectives in the syllabus, organization of the course, pre-learning activities, class visits, student reflection, and digital resources; d) maintaining enthusiasm and organization, which involve planning with care, providing detailed information about the class, the deliverables, and the expectations, and having more interaction (e.g. by email) than just the class-time.

In addition to the positive characteristics that effective online teaching has, one must also look at the technological challenges that it implies. In this sense, Adebisi and Oyeleke (2018) make important contributions to andragogy—adult education—by referencing other studies about online teaching and its implications. The authors discuss how effective teaching and learning in the online environment require the effective combination of teaching principles (e.g. creating original content for the classes, student motivation, being subject matter experts, classroom management, etc.) with the use of technology like social media, email, video recording, troubleshooting, etc. This implies that ESP instructors need to be technologically savvy to be able to adapt traditional teaching methods to an online environment.

### ***Multilevel classrooms***

Having discussed generalities of course effectiveness and some peculiarities for ESP and online teaching, it is now possible to explore aspects that are specific to the development of a course. For instance, we will start with heterogeneity in terms of L2 proficiency. This aspect is analyzed under the teaching concept of multilevel classrooms, implications for learners, and challenges for course designers.

Multilevel classrooms have been defined as "a class in which students from two or more levels are grouped together in the same room with the same teacher" (Bouzaidi, Chaiba, and Rahal 2021, p.194). In these classrooms, everyone has different abilities, and everybody learns differently and at a difference pace. Learners' levels vary in terms of listening, speaking, reading, and writing, and although they may be grouped according to the literacy skills, they can have different literacy or oral abilities (Holoshchuk (2013). Multilevel classrooms represent challenges to the ESP instructor in terms of giving instructions to

students whose proficiency levels are varied (ranging from below level to above level) and finding the best methodology to be used in this learning environment.

Roberts (2007) affirms that for a multilevel class, teachers must take into consideration the different levels of the students when planning instructions. She states three important levels of students' performance. First, *below-level* students struggle to keep up with instructions, and they need extra time to complete activities and depend on peer support to be successful. These students usually have feelings of inadequacy and low self-esteem and feel that the rest learn more rapidly than them. *Below-level* students are at risk since they feel frustrated when learning. Second, *at-level* students are those who do well with their current level of instructions and progress as expected. Third, *above-level* students usually have more language proficiency than the at-level students and are able to perform the activities; however, as *below-level* students, they are at risk because they can feel frustrated, bored, or disruptive if challenging lessons are not provided or while waiting for others to "catch up" (para. 12-14). The author also suggests that establishing a proficiency level will also depend on the student's abilities in the four language skills. Therefore, a student can be "an above-level speaker, an at-level listener, an at-level reader, and a below-level writer." Based on the different abilities students may have across the four language skills, ESP teachers need to consider the strengths and weaknesses of students during the development and teaching of a course (Roberts, 2007).

Regarding the second challenge, Holoshchuk (2013) claims that different methodologists, who have offered directions on how to teach multilevel and large classes, agree that teachers should allow for mentoring and group work as well as provide a welcoming and safe classroom environment for learners to succeed. Thus, she provides some tips to consider (a) "from the beginning, let learners know that the class is multi-level and what this means"; (b) "consider that success for one learner might mean copying a sentence on the line, while for another learner it might be writing a paragraph on the topic"; (c) "give learners a chance to use the same language repeatedly until they become comfortable with it"; (d) "plan lessons that will work for the lowest-level learners in your class," and (e) "offer more

advanced learners an opportunity to challenge themselves” (p. 9). The elements mentioned prepare the ESP teacher to expect a dynamic environment in a multilevel classroom.

Although dealing with multilevel classrooms is very challenging, instructors can implement certain recommendations to overcome that challenge. Matthews-Aydinli and Horne (2006) offer some strategies to be considered to promote success in multilevel classes: (a) *needs assessment*: teachers can determine students’ needs and wants through ongoing needs assessment which provides important data that can help adjust the content of the class to their needs; (b) *grouping strategies and purposes*: determining whole-group activities, small-group activities, pair work, and individual work can be an effective management tool in heterogeneous groups; (c) using native languages: students’ native language can be used when possible to clarify instructions and to get students engaged; finally, (d) *project-based learning and thematic instruction*: the purpose is to group students according to a thematic instruction so that they can “work in groups based on their interest rather than their English proficiency levels” (p. 3). Certainly, a multilevel classroom entails additional work that is not usually required in a single-level classroom.

A final remark on multilevel classrooms is grouping strategies. They can be an effective management tool in multilevel settings to provide efficient use of teacher and student time because students can help each other, allowing the teacher to provide more individualized assistance (Holoshchuk, 2013). Additionally, Roberts (2007) mentions that grouping is especially critical for the below-level and above-level students to build a “strong, vibrant, comfortable, safe learning environment and classroom community” (para. 16-20). This author also suggests that students can be grouped as either “like-ability” or “cross-ability.” For like-ability, same proficiency level students can work together, and with this, similar needs can be addressed. Then, for cross-ability, different proficiency level students work together; in this case, “the higher-level students can help the lower-level students” (para. 16-20). In other words, this author suggests that instructors consider students’ abilities when grouping to have variety and maximize the collaboration

among the different levels. After analyzing some important characteristics of a multilevel-classroom and providing strategies to promote a successful learning process, we will be exploring what some authors have stated regarding the perceptions of students about course effectiveness.

### ***Student perceptions of an effective course***

Student perceptions play an important role in any course evaluation process because they can be a decisive factor in making changes in a curriculum. Since perceptions are so important, we will explore this concept in general before dealing with student perceptions of course effectiveness. The Cambridge dictionary defines perception as “a thought, belief, or opinion, often held by many people and based on appearances” and as “an awareness of things through the physical senses, esp. sight.” In the American Heritage Dictionary of the English Language, perception is defined as “insight or knowledge gained by thinking” and as “an interpretation or impression; an opinion or belief.” Thus, a student's perceptions of course effectiveness can be defined as beliefs, opinions, or interpretations that the learner may have about the usefulness of a specific course. After we have defined the concept of perception and described how the term can be applied in an educational setting, we will examine authors' findings on this topic in the following section.

Student evaluation of teaching is reported by Zabaleta (2007, as cited in Christiaens, Spooren, Mortelmans, and Van Loon, 2014) as a widespread technique to measure teaching quality. Additionally, at least in theory, there is a strong positive correlation between students' feedback (i.e. their perceptions about the course) and teaching effectiveness (Christiaens et al., 2014). Under this claim, an effective course should receive high evaluation scores, and an ineffective course should score lower. This view is supported by the common practice on many educational systems of using students' feedback for internal processes, as “they also supply input for appraisal procedures, such as tenure or promotion decisions, and provide evidence of institutional accountability” (Kember et al., 2002, as cited in Christiaens et al., 2014, p. 14). Nonetheless, other researchers (Centra, 2003 and McPherson et al., 2009, as cited in Christiaens et al., 2014) report doubts about the validity of using students' perceptions to measure the

effectiveness of a course due to possible biasing factors.

Christie (2012, as cited in Acosta et al., 2015) provides three actions that a successful course evaluator does: (a) identify strengths and weaknesses of the teaching-learning process and their performance, (b) evaluate the learners' perceptions of course accomplishments and effectiveness, and (c) accept and implement recommendations professionally. The second action is of particular interest as learners' feedback obtained on these evaluations can become input for the instructor to validate or correct the course of the learning process. Adding to this line of thought, Dudley-Evans and St John (1998) comment how evaluations can bring to light students' perceptions of what has been going well and of "weaknesses or features that were just not suitable for the particular group of learners" (p. 129). These authors mention that by understanding the "how and why issues" (p. 129), instructors are able to repeat success and avoid the less successful aspects of the learning process. As a final remark, Acosta et al. (2015) claim that self-assessments (i.e. having students reflect on their perceptions of the learning process) not only prompt action from the instructor, but they also allow students to know their strengths and weaknesses and look for new strategies to improve their learning. However, the authors also conclude that although self-assessments provide valuable insight into learners' perceptions, instructors should use other resources (e.g. class observations, rubrics, performance-based assessments) to validate and get more input about the students' perceptions of the learning process.

In the previous section we analyzed topics related to learners (i.e. language proficiency level and perceptions), we will now examine aspects related to course development. The next sections will address reading and listening. First, we will discuss elements for the successful development of these skills; then, we analyze practices to improve them.

### ***Successful reading and listening***

Successful reading and listening are two other topics that are worth mentioning because they are the target macro skills in the EM course. However, to fully explore successful reading and listening, it is important to highlight what

researchers have claimed about these two skills. Harris et al. (as cited in Harris, 2007), argue that “reading strategies may be more accessible than listening strategies as the learner has greater control over the deployment of strategies since they have the time to go back to a difficult word or phrase” (p. 191). Moreover, Canpolat, Kuzu, Yildirim, and Canpolat (2015), offer insight about listening, which they define as “an activity that individuals engage in cognitive, affective, and psychomotor-based ways” (p. 165), which can be interpreted as a more demanding skill.

The literature offers different activities that can help students accomplish successful reading and/or help them in terms of listening, one of them being reading while listening (RWL). As Mestres, Baró, and Garriga (2019) mention, RWL aims to offer the student additional input (written) to compensate for the lack of quality input (listening) in contexts in which access to the target language is difficult. Moreover, the authors also mention that vocabulary learning is another aspect that can benefit from the use of RWL because students can consolidate their previous knowledge of vocabulary and learn new words in context. Certainly, two benefits of mixing these two skills in RWL are scaffolding listening activities and acquiring new vocabulary.

Another activity that has been proposed by researchers like Grabe and Sroller (2002, as cited in Iwata, 2020) is extensive reading; they state that “students need to engage in reading for a long time with material that is set at an appropriate level for their ability” (para. 5). Iwata (2020) links this idea of extensive reading to improving fluency and comprehension; however, it is also mentioned that having students engage in extensive reading normally helps them improve their fluency but not their comprehension (para. 6). Therefore, we see the benefits of having students read extensively to improve this skill, but learners’ abilities should be taken into account when selecting the texts. We have covered some theories and strategies to improve reading and listening skills and highlighted the importance reading while listening has to improve these macro skills; we will focus on literature about improving reading abilities in the next section.

### ***Improving reading skills***

An important aspect to work on and use to improve reading comprehension skills is vocabulary acquisition. Lei, Berger, Allen, Rosenberg, and Plummer (2010) suggest that instructors use selected vocabulary and reading activities that develop the use of keywords, especially in content that can be related to their personal lives. We interpret this suggestion as the use of content related to the population's work environment and daily tasks. Another aspect to take into consideration is the fact that "research in pedagogy and psychology demonstrates that visual learning is among the most effective methods for teaching comprehension skills to students of all ages" (Slavin, 2011, as cited in Praveen & Rajan, 2013, p. 155). In their study, Praveen and Rajan (2013) concluded that the use of graphic organizers (used in visual learning) helped learners to visually decode information from a written text and significantly improved their reading competence when compared to a control group that did not work with graphic organizers. Hence, graphic organizers and images seem to help improve reading comprehension skills; for example, the charts, graphs, and imagery created by the instructors and used by the students could be used as organizational tools to signal main ideas, supporting details, facts, opinions, examples, and comparisons.

Finally, some studies carried out in Iran, India, Taiwan, and Korea are evidence that explicit teaching of reading strategies also helps improve students' reading comprehension abilities. These studies refer to investigations with test and control groups in periods of three and four months. Results of these different investigations highlight valuable implications: first, the fact that strategies covered were even transferred to reading in the population's native language (L1) (Aghaie & Zhang, 2012); second, explicit teaching, teacher modeling, and extensive feedback "help students develop as strategic and independent readers" (Karbalaie & Rajyashree, 2010, p. 48); then, less-proficient learners benefit more from explicit strategy instruction than the more proficient students, as these may already know the strategies taught and others or be more experienced handling written texts to work on (Chen, 2005); finally, strategy instruction helps enhance students' learning interests in reading in English and their confidence in their ability to perform this

task (Song, 1998). After we have presented an analysis of how to improve reading skills, we will now move on to exploring what the literature offers about improving listening skills.

### ***Improving listening skills***

The type of materials to work with is a crucial aspect to take into consideration during a language lesson. In their study, Sabet and Mahsefat (2012) mention varied studies (Gilmore, 2007; Carter & Nunan, 2001; Thanajaro, 2000; Weyers, 1999) that concluded that using authentic listening materials helped language learners improve their listening abilities in experimental groups as opposed to students in control groups where the material was specifically developed for teaching purposes. The authors emphasize how using authentic listening materials lets learners know how the language is used in the real world and contributes to improving their “lexical and stylistic knowledge” (p. 219). In their discussion, they establish the suitability of content (based on learners’ needs and interests), exploitability (how useful the material is to develop students’ competence), and readability (complexity of the content, including vocabulary and grammar used) as the main criteria to select authentic listening materials.

Another aspect for teachers to consider while teaching listening is scaffolding—defined by Vygotsky (1978, as cited in Yazdanpanah & Khanmohammad, 2014) as “helping the learners to process the information” (p. 2389). Yazdanpanah and Khanmohammad (2014) refer to the role of the teacher as mediator or facilitator when they discuss how providing background before the listening task is vital to help learners comprehend the input. They support their claim with the results of tests on experiment and control groups exposed or not to background information. They also refer to the Theory of Meaningful Learning from Ausubel, 1968—how learning happens by relating new information to already existing concepts—and how relating the context provided to what students know eases comprehension.

Additionally, Yang (2014) discusses how students get frustrated when watching authentic videos due to the rapid speech rate, unfamiliar vocabulary, and accents they are exposed to. The author claims that the addition of subtitles as a

scaffolding technique reduces that anxiety and enhances the listening comprehension of the target language. Interestingly, the author concluded that using subtitles benefited the experimental group regardless of the students' English proficiency level and helped them outperform the control group on the tests. Finally, the use of graphic organizers is presented as a third type of scaffolding technique. The idea is that the organizers "increase the discriminability factor between the upcoming learning material and relevant ideas located in a cognitive structure" (Ausubel, 2000, as cited in Yang, 2014, p. 349). However, the author warns that organizers work and are liked by the learners when they are guided by the teacher on their use.

We have established principles of teaching and improvement of reading and listening; in the last section in this literature review, we will address assessment as a means to help determine the effectiveness of an ESP course. Interestingly, the concepts addressed will circle back to the discussion of effectiveness of a course and students' perception.

### ***Theory of assessment***

The theory of assessment is an aspect that cannot be overlooked since it influences the design of a learning process and its effectiveness. Dudley-Evans and St. John (1998) suggest that for an ESP course, the evaluation is "concerned with the effectiveness and efficiency of learning; [and] with achieving the objectives (assuming that the needs analysis has set valid objectives)" (p. 129). They also refer to formative evaluation, as ongoing evaluation, that is used by teachers and learners to make adaptations to the course during its duration. Therefore, the objectives of an ESP course should be properly planned so that successful assessment can take place. Evaluation would allow instructors to thoroughly analyze if the course is meeting students' needs, to determine the extent to which the objectives are being accomplished, and to identify areas of improvement (Acosta et al., 2015). Moreover, Dudley-Evans and St John (1998) also state that the questions in an evaluation must be "asked for a range of different purposes" and "focused on change that is feasible and immediately implementable" (p. 130). They must provide data that can help to modify the current course and provide

information for the future. Questions must also be asked to identify how effective group work, materials, and other aspects of the current course are, so decisions can be made in the short and long term. Certainly, evaluation can help shape a course as time progresses, and ESP teachers need to keep an open mind when it comes to making changes to what was initially planned.

Additionally, Hutchinson and Waters (1987, as cited in Hatam & Shafiei, 2012) propose two prominent ESP levels of evaluation: learner assessment and course evaluation. They argue that these two forms of evaluation are not always distinct since the “evaluation of the learners reflects not only the learners’ performance but also to some extent the effectiveness or otherwise of the course” (p. 69). Other authors like Brody and Storksdieck (2013, as cited in Granit-Dgani, Kaplan, and Flum, 2017) only emphasize the use of assessment as indicators of the progress of students in a course. In their words, “credible evaluation is based, first and foremost, on assessment – data collection that gives a valid and reliable, or believable and trustworthy, indication of the state of affairs in relation to the processes of interest” (p. 289). Therefore, assessment can provide reliable data about the standing point of students at the moment they are applied and about the effectiveness of the course.

There is, however, an aspect of utmost importance: the fact that some issues may contribute to the unreliability of a test. These aspects may cause the assessment not to be consistent and dependable. Mousavi (2002, as cited in Brown, 2004) discusses four reliability issues related to students, scoring, test administration, and the test itself. In terms of student-related reliability, the author lists aspects like “temporary illness, fatigue, a ‘bad day’, anxiety, and other physical or psychological factors” (p. 21). The claim here is that these aspects may cause an observed score to be different from a valid score—achieved if these factors were not present. Then, in terms of test administration reliability, the author lists aspects related to the conditions in which the students take the test, for instance, “noise outside the building, [...] the amount of light in different parts of the room, variations in temperature, and even the conditions of desks and chairs” (p. 21). Unfortunately, these factors could not be checked and prevented by the instructors

due to limitations of the virtual modality of the course, as each student took the test in a different location.

Finally, a course evaluation can be done prior to, while, at the end, and after the course; the last one is considered to be the most important since students can be in the position to judge if and how the course fulfilled their needs and equipped them with the knowledge and skills they need (Celik, 2018). This idea backs up what Dudley-Evans and St John (1998) mention about formative (ongoing) evaluation carried out during the lifetime of an activity. In addition to this, Trinidad (2018) remarks on the use of pre- and post-testing as tools to determine if a course has had any impact on students. The author mentions that “if the post-test score is significantly different from the pre-test score, there is a high likelihood that the program has some effect” (p. 413). In other words, the author suggests that the use of the results of the pre- and post-tests may indicate the effectiveness of a course by a cause (course) - effect (improvement on the students’ performance) relationship.

The current report explores the effectiveness of English for MIDEPLAN online course taught to a group of professionals at this Ministry. Aspects like the results of a pre-test and post-test, students' performance during the course (quizzes and exams), students' feedback in evaluation forms, and achievement of the goals were relevant to measure the extent to which the course was effective. Students' perceptions, performance, and improvement in their reading and listening skills (the focus of the course) were the most important aspects to answer the following research question and sub-question:

To what extent was the English for MIDEPLAN (EM) online course effective?

To what extent did the EM online course improve the population's ability to successfully interpret written and aural input in English in order to contribute to their roles at the Ministry?

## **Methodology**

### ***Approach***

The current research project uses a mixed-methods approach, addressing both qualitative and quantitative data and displaying characteristics of both approaches. Mertens (2005, as cited in Dörnyei, 2011) affirms that “combining and increasing the number of research strategies used within a particular project would broaden the scope of the investigation and enrich the scholar’s ability to draw conclusions about the problem under study” (p. 164). With this in mind, different instruments were used to triangulate results and to ensure research validity. Taking into account the different proficiency levels of the learners, the students’ performance during the course, the grades obtained in the pre- and post-test administered, and the participants’ perceptions of the process, we decided to adopt the mixed methods approach in this study. We believe that this approach is the best tool to determine the extent to which English for MIDEPLAN was effective to tackle the students’ needs. Greene et al. (1989, as cited in Dörnyei, 2011) highlight the advantages of combining the two methods; the authors explain the complementary function of the mixed methods approach since it is used “to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects” (p.164). For this study, qualitative and quantitative data were obtained regarding the learners’ perceptions of effectiveness and improvement of their reading and listening skills through three course evaluations, the performance on the pre- and post-tests, and summative assessments.

### ***Setting and participants***

The study initially involved 25 professionals from MIDEPLAN—21 females and four males—aged between 27 and 60 years old. Along the course, some of the students dropped out for several work-related and personal reasons; 17 students finished the course: 15 females and two males. However, only 14 students participated in the final instrument; hence, the results shown in this investigation are based on a 14-student population. The group was a convenience sampling group assigned by the director of the MA in TEFL

program, and the list of the students was provided by the stakeholder. Students had different positions in the institution (business administrators, lawyers, geographers, executive assistants, implementation coordinators, a regional planning director, economists, medical assistants, and accountants).

Due to the national emergency (COVID-19 pandemic), the Oxford Quick Placement Test (v.2) was applied online (instead of onsite) to identify the language proficiency level of the 25 students. Students' English proficiency levels were varied: A1 (n = 3), A2 (n = 13), B1 (n = 5), and B2 (n = 2). Two participants did not take the test. Additionally, some participants reported no previous formal education in English beyond high school, and others said they had taken courses in different institutions where English is offered.

The course was taught on Wednesdays from 5 pm to 7 pm, for four months (August to November), using the online platform Zoom. Additional digital tools used include Evernote, Google Forms, WhatsApp, and Microsoft Office apps.

### ***Instruments***

Two data-collection instruments were used: a performance assessment test and a course evaluation form. All the instruments were administered through different online tools like e-mail, Google Forms, and WhatsApp.

The performance test measured the students' reading and listening abilities in two different moments: before the course started (a week before lesson #1) and at the end of the course (a week after the last lesson). (See Appendix A). The purpose of the pre-course and post-course tests was to determine if the students' abilities in listening and reading in English had improved or not. Both tests intended to measure the students' abilities to identify main and secondary ideas in written and aural texts in English before the treatment (EM online course). According to Dörnyei (2011), "progress is measured by administering pre-tests before the intervention and post-tests after the treatment has been completed" (p. 116). Both tests contained the same questions and tasks related to reading and listening skills.

Dörnyei (2011) explains that the pre-test and post-test (as data collection instruments) are best used in teaching situations where researchers can use the

tests with an experimental and a control group. The author also warns that it is not recommended to use pre-tests and post-tests to measure improvement in just one group because the design should not exclude other sources of change like maturation, practice, and the Hawthorne effect—reaction to being observed. However, this study uses this approach to measure improvement due to the characteristics of the Practicum, where we could not work with a control and experimental group. Both pre- and post-tests were applied to the same group, with the limitation that the post-course test was administered to fewer students as some did not finish the process.

Participants evaluated the course in three different moments: after lesson #1, before Unit #2 (in the middle of the process), and at the end of the course (a week after the last day of classes). These course evaluations were online questionnaires intended to gather the students' perceptions of the materials used, topics covered, teaching practices, methodology, online tools, tests, and usefulness of the course to perform their tasks at MIDEPLAN. This instrument was administered using Google Forms, and it was submitted anonymously. Access to each evaluation form was provided via email. The forms were designed in Spanish and included open-ended and closed-ended questions and Likert scales.

The first course evaluation (See Appendix B) intended to obtain initial impressions and expectations about English for MIDEPLAN. The mid-course evaluation (See Appendix C) sought to identify important insights from students about Unit 1 to make necessary changes for the second half of the course (Unit 2). Finally, the end-of-the course evaluation (See Appendix D) intended to gather feedback on Unit 2 and the learning process as a whole experience. This instrument allowed us to obtain learners' perceptions of English for MIDEPLAN.

### ***Procedures***

The data collection instruments were administered in key moments of the course for us to obtain comparable data, to gather students' perceptions as the course took place, and to make important decisions to improve and adapt aspects

of the course such as materials, methodology, and topics. These key moments are described as follows.

The first step was to administer the pre-test before the course started. Students were asked to join an online meeting via Zoom, and they used a Google Forms link to complete the test. Students were asked to read two articles and watch two videos about topics related to MIDEPLAN. In their role of mediator or facilitator described by Yazdanpanah and Khanmohammad (2014), instructors provided background information before the tasks in the form of descriptions of the content and pictures, which “is vital to help learners comprehend the input” (p. 2389). Participants had to report main and secondary ideas by identifying them from different options, writing them on their own words, and stating them orally. Written and oral production were only the means to report their answers; we did not evaluate elements on these macro skills. In order to grade an answer as correct, we checked that the main idea reported by the students included the topic mentioned on the reading or video (at least keywords), the writer’s or speaker’s point of view, students’ own production (not copy-pasting from the text), and factual information (not students’ own opinion). All these elements were part of Unit 1 and 2 of the EM online course. We did not take into consideration grammar, syntax, or pronunciation for this purpose. Participants submitted the form and sent audios via WhatsApp. We analyzed the tests and obtained a pre-course performance grade.

After the first lesson, students were asked to complete the first course evaluation form. A link to a Google Form was sent via email. We examined the initial impressions and expectations collected this time. The qualitative and quantitative data obtained helped us make any necessary changes in the course.

Then, after Lesson number seven, which marked the end of the first unit, students were asked to complete the mid-course evaluation form. A link to a Google Forms questionnaire was sent via email. This second course evaluation provided feedback and students’ perceptions of the first half of the course. Based on the data obtained, we decided to make relevant changes and adaptations for Unit 2.

A week after the last lesson, students were asked to take the post-test in an additional online meeting via Zoom. One more time, they submitted a Google Forms link and sent voice messages via WhatsApp. We marked the tests and obtained a post-course performance grade. Results from the pre- and post-test were compared to determine if there had been some improvement in the students' performance after the course. Finally, after the course ended, the students were asked to complete the end-of-course evaluation form, a new Google Forms questionnaire sent via email. Once more, both qualitative and quantitative data obtained helped us identify students' perceptions of the last unit, the improvement of their reading and listening skills, and the usefulness of English for MIDEPLAN for their roles at the Ministry.

### ***Data Analysis***

Responses to each item from the pre- and post-tests were examined by assigning a numeric value (0 or 1) based on the accuracy of their answers to determine participants' scores. The highest value a student could score on the test was 6 points. Then, we compared overall grades on the pre-test with the ones on the post-test to obtain an indicator of change on the responses that would show improvement or lack thereof in the students' ability to successfully complete the tasks. Additionally, we compared reading results with listening results to obtain specific data in these two skills through another indicator of change based on points obtained, ranging from -3 to 3. Then, we analyzed answers from the identification and production tasks individually, searching for quantitative and qualitative data which would indicate improvement. The pre-test involved more participants than the post-test since, along the course, some of the students dropped out for different reasons; hence, the results shown in this investigation are based on a 14-student population.

Similarly, we reviewed students' perceptions of the effectiveness of the course as reported in the course evaluation forms in order to compare their points of view with results on the pre- and post-tests. Since the course evaluation forms were submitted anonymously, it was impossible to do an individual analysis of each participant. Instead, we used 18 responses for the mid-course evaluation

and 16 responses for the end-of-course evaluation for a global comparison. Finally, we analyzed the grades from summative assessments of eight students who did not show any improvement on the post test. We compared their performance during the course with their performance on the post-test. The purpose of this comparison was to determine whether the participants had learned the content taught or not.

## **Results and Discussion**

This research study aims to determine the extent to which the EM online course was effective in satisfying the population's needs. To accomplish this objective, we analyzed students' performance on listening and reading tasks and on summative assessments in order to find out if there had been improvement, which would eventually help the students perform better at MIDEPLAN. Additionally, we analyzed students' perceptions of the effectiveness of the course. We wanted to know if the participants had perceived improvement in their performance. The concept of effectiveness used to reach conclusions was established taking into account the definition mentioned in the literature review (the degree or the ability to get the desired or intended results) and the specific approach for ESP (based on meeting the objectives set on the needs analysis) from Dudley-Evans and St John (1998, as cited in Celik, 2018) and Hutchinson and Waters (1987, as cited in Celik, 2018).

### ***Students' overall performance on the pre- and post-tests***

The study showed that most students improved their overall performance on the post-tests. Table 1 shows the grades obtained by each student on both reading and listening tasks; each grade combines both skills.

**Table 9**

*Pre- and post-test results and the indicator of change*

	Pre-test Results	Post-Test Results	Indicator of Change
Higher grade after treatment (43%)			
Student #7	50	100	50

	Pre-test Results	Post-Test Results	Indicator of Change
Student #3	33	83	50
Student #5	17	67	50
Student #2	33	67	34
Student #1	83	100	17
Student #8	50	67	17
Same grade after treatment (21%)			
Student #13	33	33	0
Student #14	50	50	0
Student #10	67	67	0
Lower grade after treatment (36%)			
Student #9	83	67	-16
Student #6	100	83	-17
Student #4	67	50	-17
Student #12	83	50	-33
Student #11	67	33	-34

As can be seen in Table 1, 43% scored higher on the post-test, with a total improvement ranging from 17 to 50 points, whereas 21% were consistent with their grades, with no improvement reported, and the last 35% scored lower on the post-test, with a decrease ranging from -16 to -34 points. Even though less than half of the students were able to obtain higher grades (in many cases significantly), it is noticeable that the course only helped a reduced number of students to satisfy their needs and meet their expectations. With this in mind, the aforementioned results evidenced that English for MIDEPLAN was effective in helping only some students to improve their abilities to successfully interpret written and aural input in English. For this research, the improvement in the population's abilities means obtaining a higher grade on the post-test but not necessarily a score over 70, which is the passing grade at UCR. After looking at the overall results, the following sections will focus on findings from the two macro skills examined in this study,

reading and listening. We will identify specifics about the opposing results as some students improved while others obtained lower grades.

### ***Students' performance on the reading tasks***

This section presents the results on the students' ability to identify two secondary ideas from a written text in a five-option multiple-choice task and the students' ability to report the main idea from a written text in a writing task in either Spanish or English. Table 2 shows the number of points each student obtained in the pre- and post-test and the indicator of change when comparing the two results.

**Table 10**

*Overall pre- and post-test results of the reading section and the indicator of change*

	Pre-test Results	Post-Test Results	Indicator of Change
Higher grade after treatment (36%)			
Student #5	0	2	2
Student #7	1	3	2
Student #1	2	3	1
Student #2	1	2	1
Student #3	1	2	1
Same grade after treatment (43%)			
Student #4	2	2	0
Student #8	2	2	0
Student #9	2	2	0
Student #10	2	2	0
Student #12	2	2	0
Student #14	2	2	0
Lower grade after treatment (21%)			
Student #6	3	2	-1
Student #11	2	1	-1
Student #3	2	1	-1

Note: the highest number of points a student could get was 3.

As Table 2 shows, 36% of the population scored higher on the post-test (increasing in 1 or 2 points), whereas 43% were consistent with their results, with no improvement reported, and the last 21% scored lower on the post-test (with a decrease of 1 point). It is noticeable that the course only helped a reduced number of students to improve their reading skills in terms of identifying secondary ideas and reporting main ideas. We speculate that the 64% of the students who did not improve their performance may not have found the assessment challenging (lack of interest to perform better in the post-test) or may not have learned how to apply the techniques covered in the course. We believe that the uncertainty of not having data about the cause of the lack of improvement evidences the necessity of an additional instrument that allow researchers to clarify this gap.

Regarding the population's abilities to identify secondary ideas from a written text, results show that the course had a positive effect on only a small part of the population. Further analysis of the data revealed that although the global numbers increased, unfortunately, some students who correctly identified the ideas in the pre-test were not able to do so in the post-test. Findings showed that 58% of the students scored higher on the post-test; 21% obtained the same results on both tests, with no improvement reported, and the remaining 21% scored lower on the post-test.

The improvement observed in identifying secondary ideas is explained by a counterbalance of the students who improved vs. the students who got lower grades. We believe that the number of students who improved their performance is a positive effect of the treatment since it included a variety of techniques to identify supporting details (descriptions, vocabulary, evidence, voices, explanations, importance) and practice to develop the skill in the course to perform this task successfully. In an attempt to find out what could have caused the worsening or the evenness in the students' ability to identify secondary ideas, we reviewed literature about the application of assessments.

In this respect, Mousavi (2002, as cited in Brown, 2004) lists some issues that may contribute to the unreliability of a test in terms of the student per se and the administration of the test. Thus, taking into account Mousavi's claim and

analyzing the characteristics of the population and the limitations of a virtual classroom, we propose the following possible reasons that could explain the decrease in students' grades: (1) students may have been mentally/physically tired or ill at the end of the course; (2) they may not have been interested in giving their best as the course had ended; (3) at the time of the post-test, weeks had passed since the students practiced some tasks on the test; (4) emotional/personal factors may have affected their concentration (work-related issues); finally, (5) environmental factors of the place where students took the test (light, posture, noise, interruptions, etc.). These assumptions are supported by the fact that at least factors number one, three, and four were observed during the development of the course.

In regard to the population's abilities to report the main idea from a written text, we found that there was a decrease in the number of students who provided correct answers. For this task, students provided their answer in writing (in either Spanish or English). Results showed that 7% improved their performance while 65% maintained good performance. On the other hand, 7% maintained poor performance, and 21% performed even worse on the post-test. Interestingly, in the pre-test, 86% of the students provided a correct answer. We expected this percentage to increase after the treatment; however, results indicated that this percentage decreased to 71% on the post-test, which translates into a decrease of 15% in this task.

These results showed that the course had a positive effect on one student. Nevertheless, the negative results were surprising. We wondered why after receiving training in reporting main ideas, some students were not able to accomplish this task, and even worse, why others obtained lower grades. Therefore, after an analysis of the circumstances of the post-test, we believe that the decrease or evenness of the performance of some students could be explained by the previously mentioned factors about test reliability by Mousavi. For example, we could observe that the places where the students took the test were not optimal, as there were distractors in the background like people (family members) that could be seen when students had their cameras on.

As an additional remark, although Adebisi and Oyeleke (2018) state that the online environment requires the effective use of technology to be able to adapt traditional teaching methods to an online environment, students may get accustomed to relying on technological tools that prevent their analytical thinking. For instance, students may have used a translator to have access to the texts in Spanish because of the uncontrolled virtual environment. However, we believe that translating the texts into Spanish does not necessarily mean that students would be able to complete the tasks successfully since identifying secondary ideas and reporting main ideas require the reading skills covered in the unit. Therefore, regardless of whether the texts were in English or Spanish, we interpret the fact that some students showed improvement in these tasks as a positive effect of Unit 1.

As a last additional remark, Christiaens et al. (2014) mention a strong positive correlation between students' perceptions about a course and teaching effectiveness. Therefore, we found it worth analyzing the students' feedback provided in the mid-course evaluation form concerning Unit 1, which focused on reading and their ability to successfully interpret written texts in English. Nonetheless, the same authors warn that there may be doubts about the validity of using students' perceptions to measure the effectiveness of a course due to possible biasing factors. Although this caution exists, we believe that the use of the students' feedback enriches the discussion as it provides meaningful data to contrast their performance vs perceptions.

In the mid-course evaluation, 18 participants anonymously submitted the form. Interestingly, we can contrast the insights from reading tasks of the pre- and post-test with the students' perceptions about the four reading strategies covered during the course. Students were asked to rate claims about the effectiveness of the different reading strategies covered and the usefulness of the Unit overall, using a Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). Data showed that 94% of the population agreed or strongly agreed that main ideas, supporting details, and summarizing had helped them improve their reading comprehension skills, and 83% agreed or strongly agreed that questioning had

helped them improve their reading comprehension skills. Finally, 89% indicated that they agreed or strongly agreed with the claim that these four strategies were useful for their tasks at the Ministry.

Results from the reading tasks made us believe that the effectiveness of the course in terms of reading skills was not significant. Interestingly, this can be contrasted with positive perceptions from the students who believed that Unit 1 helped them improve their reading skills and was useful for their tasks at MIDEPLAN. Chen and Hoshower (2003) mention the usefulness of student ratings as teachers can gather valuable information from their input when there is “meaningful and active participation” (p. 72). Therefore, we think that the students’ feedback on their learning process could be used to compare and contrast their perceptions of the results of the tests, as sometimes learning is not shown in an observed performance during a test.

In summary, after analyzing the general results from the reading section, we believe that the data obtained evidence that the course had higher effectiveness in terms of identification than reporting. This finding is based on the fact that reporting main ideas showed negative results after the treatment. We consider that the few positive results for this macro-skill are not strong evidence to state that the course was effective in light of the concept of effectiveness established for this investigation. Additionally, the low improvement rate and the unexpected worsening in the scores do not support the high numbers obtained in students’ perceptions (feedback). With these insights, we can confirm that the course was somewhat effective but not to the extent perceived by students, and that the objectives were not met to a satisfactory degree for reading.

### ***Students’ performance on the listening tasks***

This section examines the students’ abilities to identify secondary ideas of a video in a five-option multiple-choice task and to orally report the main idea of a video in either Spanish or English by submitting a voice message via WhatsApp. Table 3 shows the number of points each student obtained in the pre- and post-tests and the indicator of change when comparing the two results.

**Table 11**

*Overall pre- and post-test results of the listening section and the indicator of change*

	Pre-test Results	Post-Test Results	Indicator of Change
Higher grade after treatment (36%)			
Student #3	1	3	2
Student #2	1	2	1
Student #5	1	2	1
Student #7	2	3	1
Student #8	1	2	1
Same grade after treatment (36%)			
Student #1	3	3	0
Student #6	3	3	0
Student #10	2	2	0
Student #13	1	1	0
Student #14	1	1	0
Lower grade after treatment (28%)			
Student #4	2	1	-1
Student #9	3	2	-1
Student #11	2	1	-1
Student #12	3	1	-2

Note: The highest number of points a student could get was 3.

As can be seen in Table 3, 36% of the population scored higher on the post-test (increasing in 1 or 2 points); the same percentage of students (36%) were consistent with their results, with no improvement reported, and the last 28% scored lower on the post-test (with a decrease of 1 or 2 points). Once more, data from the listening section confirms that English for MIDEPLAN only helped a reduced number of students to improve their English skills. These findings are similar to the ones obtained in the reading section: 64% of the students did not

improve their performance in the post-test. Unfortunately, the instruments used did not gather qualitative data that may explain this lack of improvement. However the source of this unexpected result may lie in the fact that students may have been affected by factors that hindered their performance at the time of the post-test such as the reliability factors previously described (e.g., ergonomics, fatigue, stress, distractors, etc.).

In terms of the population's abilities to identify secondary ideas of a video, we found contrasting results. The analysis of the data revealed that some students who correctly identified the ideas in the pre-test were not able to do so in the post-test. Findings showed that 21% of the students scored higher on the post-test; 58% obtained the same results on both tests, with no improvement reported, and the remaining 21% scored lower on the post-test. This counterbalance represents a net increase of 0%. Opposed to the general improvement shown in identifying secondary ideas from a written text, the improvement reported here (identifying secondary ideas of a video) was null. This finding may support the claim that listening is a more demanding skill and more difficult to develop as it requires that individuals be more engaged in cognitive, affective, and psychomotor-based ways (Canpolat et al., 2015). Therefore, we believe that the number of students who improved their performance is a positive effect of the treatment. Additionally, as mentioned before, the decrease or evenness in the performance shown on this task could be explained by student-related and test reliability factors. For instance, during the course, we noticed that some students experienced difficulties with the devices used (computer, cellphone, tablets), and in different occasions, participants mentioned stress caused by work. These factors may have been present during the post-test.

On the other hand, in terms of the population's abilities to report the main idea of a video, the number of students who provided correct answers increased. For this task, students provided their answer orally via a WhatsApp audio file (in either Spanish or English). The results showed that 29% of the students improved their performance while 43% maintained good performance. On the contrary, 14% maintained bad performance, and 14% performed even worse on the post-test.

Adding to these results, we noticed that the percentage of students who provided a correct answer in this section increased from 57% on the pre-test to 74% on the post-test; this represents a 17% improvement for this task.

The aforementioned data show that the course had a positive effect on a reduced number of students. This fact indicates that the course was slightly effective in improving the population's ability to successfully interpret aural input. The slight increase in the number of students who correctly completed this task is explained by a counterbalance of the students who improved their performance against those who worsened it. Finally, Mousavi's (2002) theory previously mentioned explains certain factors that may have affected students' performance during the post-test. We agree with this author as we noticed a decrease in their motivation because the course had already ended by the time of the post-test; for example, three students did not participate in this last assessment and were not interested in doing so.

An important aspect regarding the listening section is the fact that the videos did not include subtitles, and transcripts were not provided; however, the videos included some texts as animations that the students could read, which provided useful background context. We think that having these short texts and activating background knowledge aligns with what Mestres et al. (2019) mentioned about offering students additional input (visual) to compensate for the lack of quality input (listening) in contexts in which access to the target language is difficult. Nonetheless, because of the uncontrolled virtual environment, there is uncertainty that students may have accessed these videos directly on YouTube and activated the subtitles in English.

Moreover, it might be possible that part of the improvement shown in the listening section had to do with reading subtitles. Using subtitles might have eased the tasks; as suggested by Harris et al. (2001, as cited in Harris, 2007), reading may be more accessible than listening as it gives the learner greater control over the input since learners have the time to go back to a difficult word or phrase. However, even if students had access to the transcripts, we think that it does not necessarily guarantee that they would be able to complete the tasks successfully.

In the light of the aforementioned scenario, we believe that the fact that some students showed improvement in these tasks can be interpreted as a positive effect of Unit 2 whether having enabled subtitles or not.

One final remark about the listening section involves the feedback provided on the end-of-course evaluation form about Unit 2, which focused on their ability to successfully interpret aural texts in English. There were 16 participants who anonymously submitted the form at that time. This evaluation collected students' perceptions about the four strategies covered in this unit. Similar to the evaluation form for Unit 1, students were asked to rate claims about the effectiveness of these strategies and the usefulness of the Unit overall, using a Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). Once more, we can contrast the insights from listening tasks of the pre- and post-test with the students' perceptions about the four listening strategies covered during the course. Data showed that 100% of the population agreed or strongly agreed with the claim that listening for details and reading large numbers helped them improve their listening comprehension skills, 94% supported making comparisons, and 88% favored the O.R.E.O. (opinion, reason, example, opinion) strategy. Then, the percentage of students that indicated they agreed or strongly agreed with the claim that these four strategies were useful for their tasks at the Ministry ranged from 81% to 94%.

The null net improvement in identification of secondary ideas and the slight improvement in reporting the main idea make us believe that the effectiveness of the course was not relevant to improve students' listening skills. This finding differs from the positive perceptions of the students who reported that Unit 2 helped them improve their listening comprehension skills and was useful for their tasks at the Ministry. With this in mind, we also believe that what is observed in a test is not always a reflection of a student's real knowledge. Additionally, researchers should not ignore students' perceptions since Acosta et al. (2015) claim that having students reflect on their learning is not only useful for the instructor, but it also allows the students to know their strengths and weaknesses and aids them to look for future strategies regarding their learning process. This is why we believe it is paramount to take into account the students' perceptions of their learning process

and not to rely exclusively on test results when analyzing the effectiveness of a course.

In summary, after analyzing the general results from the listening section, we believe that the data obtained evidence that the course had higher effectiveness in terms of reporting than identification. This finding is based on the fact that identifying secondary ideas showed null net improvement after the treatment. Once again, we consider that the few positive results obtained for this macro skill are not strong evidence to state that the course was effective based on the concept of effectiveness established for this research study. Moreover, as previously mentioned, the results obtained on the pre- and post-tests do not support the high numbers registered in the course evaluation form (students' feedback), which shows that the course was moderately effective but not to the extent to which students perceived it.

Having analyzed students' performance on the reading and listening sections, we can now examine additional aspects found while checking learners' production. The following section will highlight areas (where participants demonstrated some improvement) that are not directly related to the score obtained on the pre- and post-tests. We agreed that these aspects evidence how the EM online course helped improve students' English skills in areas that are not observable when only comparing final grades.

### ***Positive findings***

The analysis of the learners' production, both written and oral, provided additional insights. For instance, some students switched from submitting answers in Spanish to doing it in English, and a few students improved the quality of their production. Additionally, the students who did not send the audio in the pre-test were able to send it in the post-test. In relation to switching from Spanish in the pre-test to English in the post-test, we found that 50% of the students used English for the written production in the pre-test and 79% in the post-test. This translates into an increase of 29%. Then, we also found that 29% of the participants submitted the audio in English for the oral production in the pre-test while 43% did it in the post-test; this represents an increase of 14%.

We believe it is worth mentioning that students received feedback on their production and participation in each lesson since this represents correction and knowledge that they could have applied later on the post-test. During the lessons, students received both immediate and delayed feedback; additionally, we provided written correction so students could review it at different times to gain learning. We believe that the grammar, vocabulary, and language correction made as a result of this feedback (that was inexistent at the time of the pre-test) could have motivated students to switch from Spanish to English in the post-test. However, these claims about feedback effectiveness are merely assumptions based on our perceptions since no instrument was applied to elicit the participants' reactions to the feedback provided in terms of explicitness, timing, frequency, means, etc.

We see the additional insights previously mentioned as a positive outcome. In both tests, students were allowed to report the ideas in either Spanish or English. As suggested by Holoshchuk (2013), the rationale of having this language alternative offered more advanced learners an opportunity to challenge themselves by writing and speaking in the L2 and provided a suitable option for the lowest-level learners. We see this effort as a positive collateral result although some of these students did not answer correctly. Hence, the fact that some students who initially used Spanish felt encouraged to submit their answers in English evidences that the students were more confident about using the target language for both productions.

An additional positive aspect found is the fact that a few students improved the quality of their written and oral production. For example, 50% of the students used some of the useful language studied during the course in their responses, and 21% provided more concise answers. These aspects are not directly related to the criteria taken into account to grade answers as correct or incorrect. However, we consider this conciseness as an additional positive effect of the course since this evidences improvement in their English skills after the treatment. For instance, areas where we noticed enhancement include the ability to explain the main idea of the texts without using several unnecessary words (conciseness) and incorporating introductory phrases on their sentences—which gives structure and eases

communicative abilities—from the useful language covered in the course. This last gained ability is seen by Paltridge and Starfield (2013, as cited in Celik, 2018) as the correct approach of an ESP course; the authors claim that English should be taught through “sets of transferable generic language and literacy skills” (p. 125) that learners could apply to most settings at their workplace. We believe that the aspects mentioned here may have not affected the students’ abilities to interpret texts and audios in English, but this may contribute to better performance on tasks at MIDEPLAN when they have to report ideas in English.

Lastly, in the oral production section of the pre-test, four students did not submit the main idea of the video. They mentioned that they did not feel prepared to complete the task at that time even when it could have been submitted in Spanish. We believe that these four students match the description of below-level learners described by Roberts (2007) as they expressed a feeling of inadequacy and struggled to complete the task (para. 12-14). However, by the end of the course, they felt confident enough to complete the task. They submitted their answers in Spanish, and three of them provided a correct answer. Unfortunately, as there was no oral production submitted in the pre-test, results from both tests could not be compared/contrasted. We believe that this finding evidences that English for MIDEPLAN had a positive effect on their self-confidence in orally reporting an idea from an audio. This insight is of relevance as it reflects what Yang (2014) discusses in their work. The author describes how students get frustrated when watching authentic videos due to the fast speaking rate, unfamiliar vocabulary, and accents they are exposed to. Hence, having these students overcome their initial limitation after the treatment is seen as a positive collateral effect.

In the light of these results, we believe that the improvement shown in these areas goes together with better abilities to successfully interpret written and aural texts in English. This finding arises from the fact that to be able to communicate in English instead of Spanish, complete areas of the test that were not previously completed, and develop ideas with higher quality can be considered positive effects of the treatment. These learning milestones may represent a relevant

improvement for the students based on the claims made by Holoshchuk (2013); this author states that success for some learners could be writing a sentence while for others it might be writing a whole paragraph about a specific topic. Although these aspects are not specifically what the research sub-question focuses on, they are worth mentioning as they are evidence of positive collateral effects of the treatment when generating output—skills that could be used for their tasks at the Ministry.

### ***Students' performance from summative assessments***

We examined the performance of the eight students who did not show improvement in the scores from the pre-test to the post-test. Analysis of data revealed that 38% obtained lower results in the multiple-choice items but maintained good performance on the production tasks. Then, 25% scored lower in both written and oral production tasks. Finally, 38% of these students showed neither improvement nor decrease in their grades.

The fact that some of the students worsened their ability to identify secondary ideas made us consider the possibility of students answering randomly in the pre-test or accessing online tools such as translators during this same assessment. The lack of solid data to validate either of these possibilities leads us to believe that performing a further analysis (See recommendations section) into why the majority of these students lowered their grades would be relevant to the research. Then, data also revealed that the two students who worsened their oral production switched from Spanish to English; there was a gain in their confidence in answering in English, but it affected the accuracy of their production. Upon reflecting on the different possibilities that could potentially explain the fact that some students had no increase in the results of the post-test, we believe that analyzing performance on summative assessments is relevant to this study because it allows us to determine if, in fact, learning occurred during the course.

We analyzed the grades from summative assessments during the course. Interestingly, the grades of the students who did not increase their performance on the post-test indicate that learning occurred during the course since almost all the

grades are passing. Table 4 shows the results these students obtained in the different summative assessments (quizzes and exams) during the course.

**Table 12**

*Results of the summative assessments for students who did not improve performance on the post-test*

Student	End of Unit 1		End of Unit 2	
	Unit 1 Quiz	Exam	Unit 2 Quiz	Exam
Student #4	85	93	91	95
Student #6	80	95	100	95
Student #9	80	75	96	98
Student #10	100	100	100	100
Student #11	65	90	68	88
Student #12	75	90	91	90
Student #13	100	83	86	88
Student #14	50	63	77	-

Note: One student did not take the End of Unit 2 exam

Table 4 shows that 75% of these students obtained grades over 70 in all assessments, and 50% improved their performance from the quiz to the exam in each unit. One of the students obtained perfect grades (100) on all the assessments. Then, there was an isolated case where a student did not take one of the end of unit tests; thus, there was no data to compare grades on the quiz to grades on the exam.

As an overview, the eight students who did not improve their performance on the post-test, demonstrated learning during the course, either by scoring high on all assessments or by improving a bad grade from quiz to a good grade on the exam. Hutchinson and Waters (1987, as cited in Hatam & Shafiei, 2012) affirm that “evaluation of the learners reflects not only the learners’ performance but also to some extent the effectiveness or otherwise of the course” (p. 69); this is why we believe that results from summative assessments during the course are also

relevant when discussing improvement or effectiveness of the learning process. In light of this, results shown along the different evaluations could be used to demonstrate effectiveness and learning as most of these students increased their grades.

As a final remark, we can state that the objectives of this study (to determine the extent to which the EM online course was effective and to find out if the population's reading and listening abilities increased to help the students work more effectively at MIDEPLAN) were partially achieved since there were different variables involved. After analyzing the data collected for this investigation, we obtained the following insights a) the pre- and post-test revealed that the course was effective for less than half of the population, b) the feedback provided by the students showed a high perception of effectiveness of the course, c) performance from the summative assessments indicated that learning occurred for the students who did not show improvement on the post-test, and d) positive collateral effects were identified from the students' production which indicates that some of them incorporated new language skills that may contribute to their roles at the Ministry.

### **Conclusions**

After analyzing the findings of this research study, we have drawn several conclusions, which are described in this section.

The virtual modality of the course limited the control the teachers had over certain aspects, for example students accessing online tools as an extra resource to complete a task. Although there is uncertainty that students could have used technology for this purpose, we analyzed production and concluded that learning occurred. The principle that guided this conclusion is the fact that having this type of aid does not guarantee a successful completion of the task.

Based on Mousavi's theory about test reliability, we concluded that the percentage of students who worsened their performance could be explained by external factors that affect student-related reliability and test administration reliability like stress, fatigue, environmental aspects, and others. We reached this conclusion because there were no changes in the design or difficulty of the tasks that were included in the pre- and post-test.

Generally speaking, the pre- and post-test evidence that English for MIDEPLAN was effective for 43% of the population to improve their ability to successfully interpret written and aural input in English. Since effectiveness was described as the degree or the ability to get the desired or intended results, we determined that, in terms of performance improvement, the course was moderately effective because less than half of the population scored higher in the post-test. In addition, we found that identifying secondary ideas was the area where students improved their performance the most. It was followed by reporting main ideas orally, which showed a slight improvement. On the other hand, reporting main ideas in writing was the area that did not evidence improvement but where students worsened their performance.

Another conclusion is that the use of additional data sources besides the pre- and post-test brought to light relevant insights. For instance, students' perceptions of effectiveness should not be ignored to measure learning. During the research, the students' perceptions of the effectiveness of this course were higher than the results of the pre- and post-test. This difference might imply that learning took place to aid their daily tasks at the Ministry. A second takeaway is that in addition to the conclusions drawn from the pre- and post-test, effectiveness can be demonstrated by the results of summative assessments. Students' input in the different summative assessments and the evolution of their production during the course can serve to validate or discard the claim that the EM online course had positive effects on the population's English skills.

Finally, after analyzing the different insights discussed in this investigation, we concluded that the effectiveness of a learning process should not be measured only by quantifiable results (just a grade), but it is a combination of qualitative elements as well. Examples of such elements include positive collateral effects like switching from Spanish to English, incorporating useful language, and improving the quality of students' production. Hence, in addition to the performance obtained in the pre- and post-test, we took into consideration the students' perceptions reported about the development of the course, results from summative assessments, and the positive collateral effects reflected on their final production to

state that English for MIDEPLAN was effective to a satisfactory degree. We reached this conclusion by seeing the insights of this learning process as a whole, not just by its parts.

### **Recommendations**

After evaluating this ESP course, we would like to propose some recommendations for future research. Having a heterogeneous group of students in terms of their language proficiency level, professional fields of work, and work backgrounds represented a challenge during the development of the course; thus, we highly recommend that the population be homogeneous to help participants feel more at ease in the learning environment. This homogeneity would allow instructors to use topics related to the same field and materials with the same level of difficulty for all, maintaining students' interest to continue their learning process. For instance, the reduction from 25 to 14 participants was partially attributed to a lack of interest from some who abandoned the course or did not submit final assessments (both summative and post-test).

Unfortunately, we detected irregularities in questions #1 and #3 of the pre- and post-test that were not detected until the analysis of the results. This complication leads us to recommend conducting a pilot test of the instruments before applying them to the population. This practice would bring to light issues that otherwise would not be discoverable until an advanced stage of the research. For instance, in the issue mentioned above, two students provided more answers than required in those questions during the post-test. Although instructions were clearly stated, the instrument was not configured to detect this issue and alert test-takers about it. Conducting a pilot test might have shed light on this situation.

Another recommendation we would like to suggest is to administer the post-test as a one more course activity, not letting students know that this is an instrument for research purposes. For instance, the pre-test could be set as a diagnostic assessment and the post-test as an achievement assessment, applied as the final examination of the course, with a percentage reflected on their final grade. We believe students would be interested in taking the post-test and doing their best (as a last challenge).

The lack of data to validate our claims about the effectiveness of the feedback provided by the teachers suggests the necessity of obtaining students' reactions about it. Therefore, we recommend adding explicit questions to the course evaluation forms where students could indicate their opinions about the explicitness, timing, frequency, and means of this feedback. We believe that this input may provide insights into the role that feedback may have played in the obtained outcomes.

Finally, during the discussion of results, we noticed that identifying students' thought process could have helped prove whether students applied strategies learned or not. With this in mind, we recommend implementing an additional instrument; for example, applying a performance-reflection survey after the pre- and post-tests would provide data about the procedures students followed to solve them. The implementation of this instrument will allow us to compare and contrast the procedures students followed to answer a question before and after the course. Results from such an analysis could demonstrate the possible application of the strategies covered during the course and also be used to identify positive or negative effects of the treatment to their ability to solve the tasks.

### **Limitations**

During the application of the instruments, there were limitations associated with the virtual modality. We had a limited controlled environment as it is not possible to visualize what students have on their computers or background. For example, students could have accessed external tools such as an online translator or activated subtitles from YouTube videos.

The changing number of participants in different stages of the study is seen as a limitation since it provides uncertainty on the accuracy of some percentages. For example, 18 students participated in the mid-course evaluation while 16 submitted the end-of-course evaluation, and the population for the pre- and post-test was 14 students. Unfortunately, these changes do not permit us to maintain uniformity on the percentages reported for the learners' perceptions of effectiveness as they were submitted anonymously and could not be tracked down.

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## Appendix A: Lesson Plans and Materials

### English for MIDEPLAN | Session #1 (8/12/2020) | WELCOME!

**Notebook:** English for Mideplan V2  
**Created:** 8/8/2020 7:27 p. m.      **Updated:** 17/8/2020 5:16 p. m.  
**Author:** Duff Pemberton  
**URL:** <https://dictionary.cambridge.org/dictionary/english/walk>

Universidad de Costa Rica  
 English for MIDEPLAN  
 Aguilar, D. • Aguirre, D. • Pereira, V.  
**Class #1**  
 • Welcome! | 08/12/2020



### Objective of the day: Get familiarized with the course syllabus and instructors

#### Instructors introduce themselves

Please call the instructors by their names: Dahianna, Duff, and Vladimir

#### Students introduce themselves

Instructions: Introduce yourself and answer the following questions.

1. What is your name?

My name is... / I am...

2. Where are you from?

I am from... / I live in...

3. What do you like to do on your free time?

I like to... / I enjoy... / I love to...

#### Read the course syllabus



University of Costa Rica

Master's Program in Teaching English as a Foreign Language

Instructors: Dahianna Aguilar, Duff Aguirre, and Vladimir Pereira

Schedule: Wednesdays from 5:00 to 7:00 P.M.

Location: Virtual Class

#### I. Course Description

English for MIDEPLAN is an English for Specific Purposes (ESP) course designed for collaborators from different fields at Ministerio de Planificación Nacional y Política Económica (MIDEPLAN). It will be team-taught by three student teachers. The course has the purpose of helping these collaborators to enhance their current English skills by using the Task-Based Language Teaching framework (TBLT). The tasks of the course are aimed to teach and reinforce the four macro skills (reading, writing, listening, and speaking), with more emphasis on reading and listening. The course focuses on a Basic - Upper language proficiency level. Lessons are scheduled on Wednesdays from 5:00 to 7:00 p.m. with a total of 14 sessions. For the proper development of the lessons, the instructors will use relevant readings, audios, and videos related to the students' fields and the scope of MIDEPLAN.

#### Course rules and expectations

1. Every Tuesday you will receive the materials for the week and a link to Evernote.
2. Zoom will be the main platform for the course. However, other tools may be used if needed.
3. Each session will be recorded as Master's requirements.
4. Use the zoom app, not a web-browser session. Use a computer, not a cellphone or tablet.
5. Classes start at 5 pm. Be punctual. There is a 10-min break at 5:50 pm.

6. The 3 teachers will take turns to teach (1 main teacher per day).
7. There will be observers: a UCR professor and other students from the Master's Program.
8. Use the chat only when instructed or to report that your microphone does not work.
9. In case you have technical problems with zoom or the Internet, report the situation via email or WhatsApp.
10. Please raise your hand (in zoom) when you want to ask a questions or make a comment.
11. Use English during the lesson.
12. You are expected to participate actively, both individually and in groups.
13. Show respect to the instructors and classmates.
14. Keep your microphone mute. Unmute it when necessary.
15. You may receive a certificate at the end of the course if you comply with the requirements.
16. The instructor may not be able to answer a question immediately, but the instructors will get back to you when ready (during the same class or the following).

What are your expectations?

**Classroom language**

For the students

- I'm having technical issues.
- I can't hear you.
- Can you hear me?
- Excuse me, can you repeat that?
- How do you spell... ?
- How do you say \_\_\_\_\_ in English?
- How do you pronounce this/that word?
- What does it mean?
- What is the answer to... ?
- I'll be right back (BRB).
- I need to leave for a minute.
- I have a question.
- Can I talk to you...?

For the instructors

- Any question?
- Please turn on/off your camera.
- Please mute/unmute your microphone.
- Let's move to a breakout room.
- Let's go back to the main session.
- Please raise your hand if...
- Pay attention please.
- Repeat after me.
- Are you ready?
- Let's check the answers.
- How about you, ...
- Don't forget to...
- Please remember to...
- Let me share my screen.
- Can you see my screen?
- Can you hear the audio?
- Please open / download / go to / access / submit / click on /

**Zoom & Evernote generalities (testing)**

- Explanation of main features



**Group activity (tentative)**

**Feedback from 08/12/2020**

Grammar

Student production	Correction
I like to cooking I like to running	I like to cook I like to go running / jogging

Pronunciation

Student production	Correction
Walk	Do not pronounce the "l" /wɑ:k/

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, August 19, 2020

Lesson Plan #2

Student teacher: Dahianna Aguilar

Assistants: Vladimir Pereira and Duff Aguirre

Unit # 1: **Ideas in Brief**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of written texts related to MIDEPLAN to report the main points to their peers (in written and oral form) by identifying main and secondary ideas, summarizing, and paraphrasing.

**General Objective:** By the end of the unit, the students will be able to successfully interpret written texts related to MIDEPLAN's interests by identifying main points.

**Specific Objectives:** The students will be able to

1. accurately show understanding of nine vocabulary words related to urban development by analyzing images and drilling;
2. appropriately use the words from the vocabulary section in context by completing sentences in a *fill in the blank* activity;
3. appropriately report the main ideas of a paragraph by stating them in their own words;
4. reflect on their performance and the lesson development by completing an anonymous survey;

5. successfully apply the rules for simple present tense, third-person singular by completing sentences with the appropriate form of the verb.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	<p><b>Pre-task 1 Vocabulary</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Using U1 L2 Handout #1, Ss are asked to pay attention to a set of images reflecting 9 words from the readings, one at the time. The images include lines and scrambled letters.</li> <li>T describes the image and its meaning.</li> <li>Individually, Ss try to guess the word rearranging the letters into the provided lines.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p> <p><i>This word means...</i></p> <p><i>Can you check the dictionary?</i></p>	<p>Activating background knowledge</p> <p>Drills</p> <p>Negotiation of meaning</p>	<p>R</p> <p>S</p> <p>L</p>	<p>15 min</p>

	<ul style="list-style-type: none"> <li>• The word forms itself letter by letter (using Power Point). T provides the word depicted in the images.</li> <li>• T uses drills to practice the pronunciation of the new vocabulary.</li> <li>• See Evernote.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As. will clarify doubts if necessary.</li> <li>• Ts. will take notes about Ss's mistakes to provide immediate feedback or take notes for a later review with the whole class.</li> <li>• T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> <i>U1 L2 Handout #1.pptx</i></p>	<p><i>This image shows...</i></p> <p><b>Pronunciation</b></p> <p>goal /gou/</p> <p>sustainable /sə'steɪnəbəl/</p> <p>Improve /ɪm'pru:v/</p> <p>support /sə'pɔ:t/</p> <p>non-reimbursable /nɑ:n ri:ɪm'bɜ:sə.bəl/</p> <p>aim /eɪm/</p> <p>development /dɪ'vel.əp.mənt/</p> <p>tackle /'tæk.əl/</p> <p>roadblock /'rouɪd.blɔ:k/</p>			
2	<p><b>Pre-task 2 Meaning in Context</b></p> <p><b>Procedures</b></p>	<p><b>a) procedural</b></p> <p><i>I think _____ completes sentence # 2.</i></p>	<p>Activating background knowledge</p>	<p>R S L</p>	<p>15 min</p>

	<ul style="list-style-type: none"> <li>● In groups of 3, using <i>U1 L2 Handout #2 Pre-task 2</i>, Ss fill in the blanks to complete 6 sentences using the words from Pre-task 1.</li> <li>● T completes the first sentence with the class; then, Ss complete the rest on their own.</li> <li>● T checks material with the whole class by asking Ss to read the complete sentences.</li> <li>● See Evernote.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>● T &amp; As. will clarify doubts when called.</li> <li>● T &amp; As. will provide immediate feedback or take notes for a later review with the whole class.</li> <li>● T will include in the lesson's Evernote file comments on the mistakes made and feedback for Ss to check later.</li> </ul>	<p><i>Let's use _____ in sentence # 3.</i></p> <p><i>I don't think _____ is the correct answer for sentence #3.</i></p> <p><i>What do think is the answer for #2?</i></p> <p><i>What word completes this sentence?</i></p> <p><b>b) real task language</b></p> <p>The IDB Cities LAB is...</p> <p>The goal of the program is...</p> <p>ESC employs...</p> <p>We promote ...</p> <p><b>Pronunciation</b></p> <p>goal /gou/</p> <p>sustainable /sə'steɪnəbəl/</p>	<p>Revising answers</p> <p>Negotiation of meaning</p>		
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	<b>Materials</b> U1L2 Handout#2 pre-task #2.docx	Improve /ɪm'pru:v/  support /sə'pɔ:t/ non-reimbursable /nɑ:n ri:ɪm'bɜ:sə.bəl/ aim /eɪm/  development /dɪ'vel.əp.mənt/ tackle /'tæk.əl/ roadblocks /'rəʊd.blɔ:ks/			
3	<b>Pre-task 3: Main Idea in a Paragraph</b>  <b>Procedures:</b> <ul style="list-style-type: none"> <li>Ss will be asked “Where are main and secondary ideas usually located in a paragraph?” and “How do you identify the main idea?”</li> <li>T will show a paragraph to Ss to explain how to identify the ideas. T makes emphasis on identifying the</li> </ul>	<b>a) procedural</b> <i>I think the paragraph is about...</i> <i>I agree.</i> <i>I don't agree with you.</i> I believe the writer means...  <b>b) real task language</b>	Activating background knowledge  Identify main and secondary ideas  Negotiation of meaning	R S L	15 min

	<p>topic and the writer’s opinion as part of the main idea and using details to complement the main idea.</p> <ul style="list-style-type: none"> <li>Using <i>U1L2 Handout #3 Pre-task 3</i>, in groups of 4, Ss will report the main ideas of 2 paragraphs in their own words.</li> <li>T checks production by asking some students to provide the answers. If answers include differences regarding topic and writer’s opinion, T reviews these concepts.</li> <li>T provides the necessary feedback.</li> <li>See Evernote.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As. will monitor the breakout rooms paying attention to students’ interactions and performance.</li> <li>T &amp; As. will provide feedback based on the answers of each group.</li> </ul>	<p>This paragraph talks about...</p> <p>This text refers to...</p> <p>Some governments implement...</p> <p>The methodology focuses on...</p> <p><b>Pronunciation</b></p> <p>-s/-es ending in plurals</p> <p>benefits /s/</p> <p>cities /z/</p> <p>houses/iz/</p>	<p>Use of dictionary</p>		
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	<ul style="list-style-type: none"> <li>T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials:</b> <i>U1L2 Handout #3 Pre-task 3.docx</i></p>				
3	<p><b>Task: Main Points / Graphic Organizer</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>T reviews the concepts of main idea and details by asking Ss what the characteristics of each one are.</li> <li>Using <i>U1 L2 Handout #4 Main Task</i>, in groups, Ss will identify main ideas and details from the reading “Housing and Urban Development Division” by completing a graphic organizer.</li> <li>Doing a Jigsaw, Ss will be assigned 1 of the six paragraphs in the reading to complete the graphic organizer. A member of each group will upload</li> </ul>	<p><b>a) procedural</b></p> <p><i>I think the main idea is...</i></p> <p><i>I agree.</i></p> <p><i>I don't agree with you.</i></p> <p>I believe the writer means...</p> <p><b>b) real task language</b></p> <p>This paragraph talks about...</p> <p>This text refers to...</p> <p>The main idea is...</p> <p>Some other ideas the text describes are...</p> <p>The author mentions...</p>	<p>Activating background knowledge</p> <p>Completing a graphic organizer</p> <p>Negotiation of meaning</p> <p>Use of online dictionary</p>	R S W L	40 min

	<p>their section to a shared file, so T can know when they are done.</p> <ul style="list-style-type: none"> <li>• Then, mixing the members, new groups will be formed containing Ss with each paragraph. Ss will complete the rest of the charts in the graphic organizer by asking people from other groups.</li> <li>• T will check with the whole class by showing the shared document and commenting on the ideas.</li> <li>• See Evernote.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; As. will monitor the breakout rooms paying attention to students' interactions and performance.</li> <li>• T &amp; As. will provide feedback based on the graphic organizers completed by the Ss</li> <li>• T &amp; As. will clarify doubts if necessary.</li> </ul>	<p><b>Pronunciation</b></p> <p>-s/-es ending in plurals and third person singular verbs</p> <p>lives /z/</p> <p>services /iz/</p> <p>prototypes /s/</p>			
--	--	---	--	--	--

	<ul style="list-style-type: none"> <li>T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b> <i>U1L2 Handout#4 Main task.docx</i></p>				
3 4	<p><b>Post task: Grammar and Vocabulary</b></p> <p><b>Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Google Forms (<i>U1L2 Post-Task Lesson Evaluation</i>), Ss answer (as homework) some questions where they reflect on the development of the lesson</li> <li>Using <i>U1 L2 Handout #5 Post Task</i>, T explains the rules for simple present tense, third person singular. Individually, Ss complete sentences using the correct form of the verb.</li> </ul>	<p><b>a) procedural</b></p> <p><i>What is the answer to number 1?</i></p> <p><i>I think ___ is pronounced as ___</i></p> <p><i>I don't think so.</i></p> <p><i>How do you pronounce ___?</i></p> <p><i>Number 2 is...</i></p> <p><b>b) real task language</b></p> <p>This pace of urbanization presents...</p> <p>Our work includes...</p> <p>...daunting challenges</p>	<p>Activating background knowledge</p> <p>Using vocal cords vibration to discriminate voiced and voiceless sounds</p> <p>Reflecting on self-performance</p>	R S L	10 min

	<ul style="list-style-type: none"> <li>• T asks Ss to complete U1L2 homework - comic strip for the following lesson.</li> <li>• See Evernote.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; As. will clarify doubts when called.</li> <li>• If the post-task cannot be checked during class time, it will be done as homework, and these assignments will be checked in the following lesson.</li> <li>• T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b> <i>U1L2 Handout#5 Post-task.docx</i>  <i>U1L2 Post-Task Lesson Evaluation</i>  <i>U1L2 homework - comic strip.pptx</i></p>	<p><b>Pronunciation</b></p> <p>-s/-es ending in plurals and third person singular verbs</p> <p>goals /z/  sustains /z/  Improves /z/</p> <p>supports /s/  reimburses /iz/  aims /z/</p> <p>developments /s/  tackles /z/  roadblocks /s/</p>			
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing. Others: \_\_\_\_\_

Notes:

- IPA transcriptions are intended for T and As use only.
- Evernote link: <https://www.evernote.com/l/AhHa4xyqIBhIPbDZJv7bzayHyOQ9G5XG98o/>

**English for MIDEPLAN | Session #2 08/19/2020 | Unit 1: Ideas in Brief: Main Ideas**

**Notebook:** English for Mideplan V2

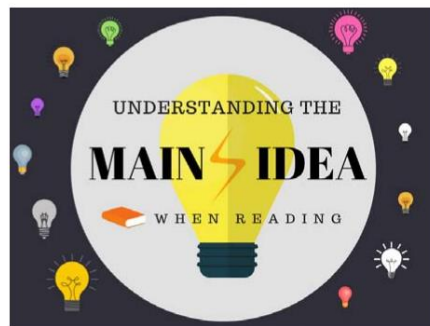
**Created:** 17/8/2020 4:03 p. m.

**Updated:** 12/12/2021 11:30 a. m.

**Author:** Dahianna Aguilar

**URL:** file:///C:/Users/DAHIANNA/Downloads/U1L2%20Handout%232%20pre-task%20%23...

Universidad de Costa Rica  
English for MIDEPLAN  
Aguilar, D. • Aguirre, D. • Pereira, V.  
**Unit 1: Ideas in Brief**  
• Lesson #2: Main Ideas



**Objective:** By the end of the unit, the students will be able to successfully interpret written texts related to MIDEPLAN's interests by identifying main points.

**Pre-task 1 Vocabulary**



**Individual Work**

**Instructions:**

- Look at the pictures and pay attention to the description provided by the teacher.
- Using the scrambled letters, try to guess the word before the letters are aligned in the correct order.



### Useful Language

- *Can you repeat that word?*
- *What is the meaning of....?*
- *How do you say...?*
- *How do you pronounce...?*
- *This word means...*
- *This image shows...*

- **Handout #1**

 U1 L2 Handout #1.pptx  
17/8/2020 5:02 p. m., 1.3 MB

**Pre-task 2 Meaning in Context**



### Group Work

#### Instructions:

- Open the word document *handout #2*, and work in the breakout rooms assigned.
- Complete the sentences by filling in the blanks with the words from the bank that best completes the meaning.
- In the main session, be willing to share your answer with the whole class.

**Groups:** 5 groups (groups of 4)

**Time:** 10 minutes

### Useful Language

- *I think \_\_\_\_\_ completes sentence # 2.*
- *Let's use \_\_\_\_\_ in sentence # 3.*
- *I don't think \_\_\_\_\_ is the correct answer for sentence #3.*
- *What do think is the answer for #2?*
- *What word completes this sentence?*

- **Handout #2**




### □ Pre-task 3: Main Idea in a Paragraph

1. What is a main idea?
2. Where are the main and the secondary ideas usually located?

#### How to identify the main idea

- Identify the topic
- Summarize the passage
- Look at the first and last sentences of the passage
- Look for repetition of ideas
- The main idea can be inferred or implied through other words in the paragraph. An implied main idea can be found in several way (facts, reasons, examples and hints).



## A basic Paragraph - 4 key parts

1	<b>Topic sentence</b> – key topic in this paragraph.
2	<b>Development</b> – the main idea / topic discussed in more detail.
3	<b>Example</b> – support / evidence / data / statistics that show your development is valid / credible.
4	<b>Summary</b> – overall main point summarised / evaluated.

Copyright: <https://www.academic-englishuk.com/paragraphing>



### Group work

#### Instructions:

- Open the word document *handout # 3*, and work in the breakout rooms assigned.

- Read the two paragraphs below. Use your own words, report what each paragraph is about in the corresponding space. One person per group will report the answers to the whole class.
- In the main session, be willing to share your answer with the whole class.

**Groups:** 7 groups (groups of 3)

**Time:** 10 minutes

#### **Useful Language**

- *I think the paragraph is about...*
- *I agree.*
- *I don't agree with you.*
- *I believe the writer means...*
- *This paragraph talks about...*
- *This text refers to...*

- **Handout #3**



**Task: Main Points / Graphic Organizer**

- **Recap: How do you identify the main idea?**



#### **Group Work**

##### **Instructions:**

- Open the word document *handout # 4*, and work in the breakout rooms assigned.
- In the first breakout room, read the paragraph assigned from the article below. Use the corresponding box to report the main ideas and details of the paragraph, in your own words (10 minutes).
- In the second breakout room, share the information with your classmates to complete the whole graphic organizer (15

minutes).

- In the main session, be willing to share your answer with the whole class.

**Groups:** 6 groups (groups of 3)

**Time:** 25 minutes

#### Useful Language

- *I think the main idea is...*
- *I agree.*
- *I don't agree with you.*
- *I believe the writer means...*
- *This paragraph talks about...*
- *This text refers to...*
- *The main idea is...*
- *Some other ideas the text describes are...*
- *The author mentions...*

- **Handout # 4**



U1L2 Handout#4 Main task.docx  
18/8/2020 8:19 p. m., 875 KB

#### **Post task: Grammar and Vocabulary Focus** **Simple Present Tense**

- This pace of urbanization presents...
- Our work includes...
- ESC employs...
- We promote ...

#### Simple Present

<b>I</b>	reach	try	agree
<b>You</b>	reach	try	agree
<b>He / She / It</b>	reaches	tries	agrees
<b>We</b>	reach	try	agree

<b>You</b>	reach	try	agree
<b>They</b>	reach	try	agree

<b>Simple Present Tense</b> <b>Verbs for He/She/It and Singular Nouns</b>	
Spelling Rules	Examples
With most verbs, add <b>s</b>	live - live <b>s</b> sit - sit <b>s</b> stay - stay <b>s</b>
Ending in <b>consonant + y</b> change <b>y</b> to <b>i</b> and add <b>es</b>	<b>try</b> - <b>tries</b> <b>carry</b> - <b>carries</b>
Ending in <b>s, z, ch, or x</b> add <b>es</b>	miss - miss <b>es</b> buzz - buzz <b>es</b> catch - catch <b>es</b> fix - fix <b>es</b>
Exceptions	go - go <b>es</b> do - do <b>es</b>



### Individual Work

#### Instructions:

- Open the word document *handout # 5*, and read the sentences.
- Use the correct form of the *verb in simple present tense* to complete the sentences.

**Time:** 5 minutes

Useful Language
<ul style="list-style-type: none"> <li>• <i>What is the answer to number 1?</i></li> <li>• <i>I think ___ is pronounced as ___</i></li> <li>• <i>I don't think so.</i></li> <li>• <i>How do you pronounce ___?</i></li> </ul>

- *Number 2 is...*

- **Handout # 5**

 U1L2 Handout#5 Post-task.docx  
17/8/2020 5:12 p. m., 35.9 KB

**Homework:**

**Lesson #2 evaluation**

**Instructions:** Click on the link below to evaluate the lesson.

<https://forms.gle/KnMthZKJMKvptHnU7>

**For next lesson (Supporting Details):**

**Instructions:**


- Complete the comic strip attached by writing on the corresponding text-bubbles.
- Double click each bubble to start typing.
- Be creative. Write what you think each character says on each frame.
- Send the file to your teacher via email ([cursodeinglesmideplan@gmail.com](mailto:cursodeinglesmideplan@gmail.com))
- The teacher will share some during the class.

 Class #2 homework - comic strip.pptx  
17/8/2020 6:33 p. m., 994 KB

**Feedback from 08/19/2020**

Student production	Correction
"for to pay" "I need see a text" "¿Cómo me salgo de aquí?"	"to pay" "I need to see a text" "How do I exit?"  <ul style="list-style-type: none"> <li>• In context: "How do I stop sharing my screen?"</li> </ul>

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 Professor D. Pineda - 11/10/Handout 1



English for MIDEPLAN

Instructions:

- Look at the pictures and pay attention to the description provided by the teacher.
- Using the scrambled letters, try to guess the word before the letters are aligned in the correct order.



1




English for MIDEPLAN

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English for MIDEPLAN

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English for MIDEPLAN

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English for MIDEPLAN

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## Unit 1: Ideas in Brief

• Lesson 2: Pre-task 2 // Handout 2

### Meaning in Context

#### Instructions:

Complete the sentences by filling in the blanks with the words from the bank that best completes the meaning.

bank

goal / sustainable / support / non-reimbursable /  
 aim / development / tackle / roadblocks / improve

1. The IDB Cities LAB is a platform for innovation, design, and experimentation for the \_\_\_\_\_ urban development in Latin America.

2. The goal of the program is to \_\_\_\_\_ the municipality's transport infrastructure.

3. We promote institutional \_\_\_\_\_ and the exchange of knowledge between the public and private sector, civil society, and academia.

4. We have positioned ourselves in the fields of housing and urban

5 The Emerging and Sustainable Cities Program (ESC) of the Housing and Urban Development Division of the IDB is a [redacted] technical assistance program.

6. ESC employs a multidisciplinary approach to identify, organize and prioritize urban interventions to tackle the main [redacted] that prevent the sustainable growth of emerging cities in Latin America and the Caribbean.

**Adapted from:**

Inter-American Development Bank. Retrieved from:

<https://www.iadb.org/en/news/news-releases/2017-12-14/maracanau-in-brazil-to-boost-road-infrastructure%2C12013.html>

Inter-American Development Bank. Retrieved from:

<https://www.iadb.org/en/urban-development-and-housing/emerging-and-sustainable-cities-program>

Inter-American Development Bank. Retrieved from:

<https://www.iadb.org/en/urban-development-and-housing/housing-and-urban-development>



1. The IDB Cities LAB is a platform for innovation, design, and experimentation for the **sustainable** urban development in Latin America.
2. The goal of the program is to **improve** the municipality's transport infrastructure.
3. We promote institutional **support** and the exchange of knowledge between the public and private sector, civil society, and academia.
4. We have positioned ourselves in the fields of housing and urban **development**.
5. The Emerging and Sustainable Cities Program (ESC) of the Housing and Urban Development Division of the IDB is a **non-reimbursable** technical assistance program.

6. ESC employs a multidisciplinary approach to identify, organize and prioritize urban interventions to tackle the main **roadblocks** that prevent the sustainable growth of emerging cities in Latin America and the Caribbean.

**Adapted from:**

Inter-American Development Bank. Retrieved from:  
<https://www.iadb.org/en/news/news-releases/2017-12-14/maracanao-in-brazil-to-boost-road-infrastructure%2C12013.html>

Inter-American Development Bank. Retrieved from:  
<https://www.iadb.org/en/urban-development-and-housing/emerging-and-sustainable-cities-program>

Inter-American Development Bank. Retrieved from:  
<https://www.iadb.org/en/urban-development-and-housing/housing-and-urban-development>

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### Unit 1: Ideas in Brief

• Lesson 2: Pre-task 3 // Handout 3



### Main ideas in a paragraph

#### Instructions:

The teacher will use the following text to exemplify how to report what a paragraph is about. The teacher highlights the topic, the writer's opinion, and details to write the main idea.

#### Example

Central America is undergoing an important transition, with urban populations increasing at accelerated speeds, bringing pressing challenges as well as opportunities to boost sustained, inclusive and resilient growth. Today, 59 percent of Central America's population lives in urban areas, but it is expected that within the next generation 7 out of 10 people will live in cities, equivalent to adding 700,000 new urban residents every year. As larger numbers of people concentrate in urban areas, Central American governments at the national and local levels face both opportunities and challenges to ensure the prosperity of their country's present and future generations.

What is the paragraph about?

**Taken from:** worldbank.org. Retrieved from:

<http://hdl.handle.net/10986/26271>

**Instructions:**

Read the two paragraphs below. Use your own words, report what each paragraph is about in the corresponding space. One person per group will report the answers to the whole class.

1.	<p>In several countries, particularly in the Caribbean, low-income populations use government-owned subsidized rental houses as a housing solution. Most countries have the problem of preserving the benefits of public rental housing while mitigating its negative impacts, such as management and maintenance. Some governments are able to implement the public rental housing system effectively, finding formulas to mitigate the adverse effects without eliminating the system. Most share the responsibility of managing public rental housing with other players, or fully pass that responsibility to the private sector.</p>
	<p>What is the paragraph about?</p>

**Adapted from:** Inter-American Development Bank. Retrieved from <https://www.iadb.org/en/news/webstories/2004-05-05/state-owned-rental-housing%2C2043.html>

2.

Emerging cities in Latin America and the Caribbean need planning processes that are specific and action-oriented—capable of bringing about quality of life for citizens in the region. Emerging and Sustainable Cities Program's (ESC) Methodology focuses on the premise that urban development strategies that are well-planned, integrated, and cross-sectoral, can ensure improvements in the quality of life for citizens, and help materialize a more sustainable, resilient, and inclusive future for emerging cities in the region.

What is the paragraph about?

**Taken from:** Inter-American Development Bank. Retrieved from:

<https://www.iadb.org/en/urban-development-and-housing/emerging-and-sustainable-cities-program>



\*Answers may vary

### Example

Central America is undergoing an important transition, with urban populations increasing at accelerated speeds, bringing pressing challenges as well as opportunities to boost sustained, inclusive and resilient growth. Today, 59 percent of Central America's population lives in urban areas, but it is expected that within the next generation 7 out of 10 people will live in cities, equivalent to adding 700,000 new urban residents every year. As larger numbers of people concentrate in urban areas, Central American governments at the national and local levels face both opportunities and challenges to ensure the prosperity of their country's present and future generations.

**What is the paragraph about?**

Central American populations are growing at accelerated speeds, with an expectancy of 70% of people living in urban areas within the next generation, which represents both opportunities and challenges to governments.

**Taken from:** worldbank.org. Retrieved from:  
<http://hdl.handle.net/10986/26271>

1.

In several countries, particularly in the Caribbean, low-income populations use government-owned subsidized rental houses as a housing solution. Most countries have the problem of preserving the benefits of public rental housing while mitigating its negative impacts, such as management and maintenance. Some governments are able to implement the public rental housing system effectively, finding formulas to mitigate the adverse effects without eliminating the system. Most share the responsibility of managing public rental housing with other players, or fully pass that responsibility to the private sector.

What is the paragraph about?

*Governments, particularly in the Caribbean, use subsidized public rental housing for low-income populations, working with the private sector to face negative impacts such as management and maintenance.*

**Taken from:** Inter-American Development Bank. Retrieved from <https://www.iadb.org/en/news/webstories/2004-05-05/state-owned-rental-housing%2C2043.html>

2.

Emerging cities in Latin America and the Caribbean need planning processes that are specific and action-oriented—capable of bringing about quality of life for citizens in the region. Emerging and Sustainable Cities Program’s (ESC) Methodology focuses on the premise that urban development strategies that are well-planned, integrated, and cross-sectoral, can ensure improvements in the quality of life for citizens, and help materialize a more sustainable, resilient, and inclusive future for emerging cities in the region.

What is the paragraph about?

*The ESC’s methodology focuses on urban development strategies to ensure the quality of life and the better future for citizens in the emerging cities in Latin America and the Caribbean.*

**Taken from:** Inter-American Development Bank. Retrieved from:  
<https://www.iadb.org/en/urban-development-and-housing/emerging-and-sustainable-cities-program>

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Unit 1: Ideas in Brief

• Lesson 2: Main task // Handout 4



Reading for main ideas

**Instructions:**

- In the first breakout room, read the paragraph assigned from the article below. Use the corresponding box to report the main ideas of the paragraph, in your own words.
- In the second breakout room, share the information with your classmates to complete the whole graphic organizer.
- In the main session, be willing to share your answer with the whole class.

**Taken from:** Inter-American Development Bank. Retrieved from:

<https://www.iadb.org/en/urban-development-and-housing/housing-and-urban-development>



1. Latin America and the Caribbean is the most urbanized developing region on the planet. More than 80% of its population lives in cities, which register half a million new residents each month. If this exponential growth trend continues, 100 million people will reside in only six megacities alone by 2025. This pace of urbanization presents daunting challenges for cities in the region (for instance, deficient housing), but also creates great opportunities for collaboration for those organizations that position themselves strategically to help solve these issues.
  
2. At the Inter-American Development Bank, we strive to help Latin American and Caribbean cities address the New Urban Agenda (Habitat III), aligned with the United Nations Sustainable Development Goals and the Paris Agreement. Our work includes an urban portfolio and a knowledge program focused on sustainability and climate change mainstreaming. In addition, from the Cities LAB we bet on urban experimentation, testing pilots to scale them. And with the Cities Network we socialize all the good practices and analytical knowledge generated.
  
3. Beyond cross cutting themes such as climate change, resilience, and gender equality, our operations in the IDB's Housing and Urban Development Division are structured around four action areas:  
urban infrastructure and services, including neighborhood upgrading;  
housing;  
habitat, public landscape, and heritage;  
institutions, governance, and management.

#### 4. CITIES NETWORK

The IDB Cities Network is our platform for *knowledge, relationships and solutions* at the municipal level that aims to socialize knowledge, lessons learned and good practices in environmental, economic and social sustainability of more than 160 cities in Latin America and the Caribbean. We promote institutional

support, innovation, good practices and the exchange of knowledge between the public and private sector, civil society and academia to boost demand and capacities for urban loans and investments in cities.

## 5. CITIES LAB

The IDB Cities LAB is our platform for *innovation, design, and experimentation* for the sustainable urban development in Latin America and the Caribbean. We lead innovative prototypes that arise from co-design processes between officials of the Inter-American Development Bank and local actors (community, academia, government); in which citizen participation is key. From these urban interventions, we evaluate the experiences, analyzing their success with the objective of sharing knowledge, expanding or replicating the implemented pilots.

## 6. RESEARCH

At the Inter-American Development Bank, we have positioned ourselves at the forefront of *knowledge generation, management and dissemination* in the fields of housing and urban development. Through communities of practice, we foster dialogue and knowledge in emerging areas to solve urban problems in Latin America and the Caribbean. Our evidence-based research is conducted with a multisectoral approach under six thematic groups:

- Metropolitan governance
- Smart cities and civic data
- Housing and habitat
- Urban heritage and people
- Urban economics and finance
- Resilience

1.	Main idea:
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2.	Main ideas:
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3.	<p>IDB's Housing and Urban Development Division focuses on four sections:</p> <ul style="list-style-type: none"><li>• urban infrastructure and services</li><li>• housing</li><li>• habitat, public landscape, and heritage</li><li>• institutions, governance, and management</li></ul>
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4.	Main ideas:
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5.	Main ideas:
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6.	Main ideas:
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1.

**Main idea:**

Latin America and the Caribbean is the most urbanized developing region, with an exponential growth of new residents each month, which represents challenges for cities in the region and great opportunities for organizations to collaborate.

**Details:**

- 100 million people will reside in only six megacities of the region by 2025.
- Deficient housing is a challenge for the cities in the region.
- Some organizations strategically position themselves to help solve these issues.

2.

**Main ideas:**

At the Inter-American Development Bank, people strive to help Latin American and Caribbean cities address the New Urban Agenda, with work focused on sustainability and climate change mainstreaming, urban experimentation, and the generation of analytical knowledge.

**Details**

- The bank's work includes an urban portfolio and a knowledge program.
- The bank bets on urban experimentation to test and scale pilots.
- The bank socializes all the good practices and analytical knowledge generated.

4. **Main ideas:**

The IDB Cities Network aims to socialize knowledge, lessons learned and good practices in environmental, economic, and social sustainability in Latin America and the Caribbean.

**Details:**

- The platform provides support at a municipal level
- It promotes institutional support, innovation, and good practices in both public and private sectors

5. **Main ideas:**

The IDB Cities LAB is a platform for the sustainable urban development in Latin America and the Caribbean that supports citizen participation in projects to later share knowledge about their experiences.

**Details:**

- Community, academia, and government are local actors that participate in the projects.
- The success of the project is analyzed with the objective of expanding or replicating the implemented pilots.

6.

**Main ideas:**

At the Inter-American Development Bank, people have positioned themselves at the forefront of knowledge generation, management, and dissemination in the fields of housing and urban development.

**Details:**

- The bank fosters dialogue and knowledge in emerging areas to solve urban problems in Latin America and the Caribbean.
- The bank's evidence-based research is conducted with a multisectoral approach under six thematic groups:
  - Metropolitan governance
  - Smart cities and civic data
  - Housing and habitat
  - Urban heritage and people
  - Urban economics and finance
  - Resilience

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### Unit 1: Ideas in Brief

• Useful Language



#### Warm-up

- *This picture is about...*
- *This other picture shows...*
- *What do you think this picture is about?*
- *I believe this is...*
- *No, I think this is...*
- *Yes, I agree. / I don't agree with you.*
- *I think the topic of these images is...*
- *All these images have in common...*

#### Pre-task #1

- *What do you think this word means?*
- *What is the meaning of....?*
- *I think this word means...*
- *I think the synonym is...*
- *The dictionary says...*
- *I can't draw*
- *How do you say this word?*
- *Can I draw?*

### Pre-task #2

- *What is the answer to number 1?*
- *What do you think the correct answer is?*
- *What did you write in number 3?*
- *I think \_\_\_\_\_ completes sentence # 2.*
- *Let's use \_\_\_\_\_ in sentence # 3.*
- *I don't think \_\_\_\_\_ is the correct answer for sentence #3.*

### Pre-task #3

- *I think the main idea is...*
- *I agree.*
- *I don't agree with you.*
- *I disagree*
- *I believe the writer means...*
- *This looks like the main idea.*
- *I think this is a detail*

### Main Task

- *I think the main idea is...*
- *I agree with you*
- *I don't agree with you.*

- I believe the writer means...
- Do you think the main idea is...?
- What do you think the main idea is?

### Post-task

- *What is the answer for number 1?*
- *I think \_\_\_ is pronounced as \_\_\_*
- *I don't think so.*
- *How do you pronounce...?*
- *Number 2 is...*

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, August 26, 2020

Lesson Plan #3

Student teacher: Vladimir Pereira

Assistant: Duff Aguirre

Unit # 1: **Ideas in Brief**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of written texts related to MIDEPLAN to report the main points to their peers (in written and oral form) by identifying main and secondary ideas, summarizing, and paraphrasing.

**General Objective:** By the end of the unit, the students will be able to successfully interpret written texts related to MIDEPLAN's interests by identifying main points and supporting details.

**Specific Objectives:** The students will be able to

1. accurately differentiate main ideas from supporting details by identifying them in a comic strip;
2. accurately show understanding of nine vocabulary words related to public investment by matching the words and their Spanish translations while playing an interactive game;
3. appropriately report the main ideas of a paragraph by stating them in their own words;
4. appropriately report the supporting details of a paragraph by completing a document with the corresponding information from the text;

5. successfully apply the rules for simple present tense, third-person singular by completing sentences with the appropriate form of the verb.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	<p><b>Pre-task 1: Comic Strip - Recap about Main Ideas + Supporting Details</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• T recaps the information about main ideas in a paragraph by reviewing the tips provided in the previous lesson.</li> <li>• T talks about the concept of supporting details, using 2 examples from the homework.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I believe the main idea is option A.</i></p> <p><i>What do you say?</i></p> <p><i>I (don't) agree with you.</i></p> <p><i>I think option A is a supporting detail.</i></p> <p><b>b) real task language</b></p> <p><i>This image shows...</i></p> <p><i>The main idea of this piece of work is...</i></p> <p><i>The writer meant to say...</i></p> <p><i>A supporting details is...</i></p>	<p>Activating background knowledge</p> <p>Review</p> <p>Negotiation of meaning</p> <p>Identify main and secondary ideas</p>	<p>R</p> <p>S</p> <p>L</p>	<p>20 min</p>

	<ul style="list-style-type: none"> <li>● In 4 groups, using U1 L3 pre-task1 handout #1, Ss identify the main ideas and supporting details in 4 comic strips from the homework, by labeling “MI” or “SD”. T and A model one example.</li> <li>● One member of each group shares the answer of the assigned comic strip with the whole class.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>● T &amp; As. will clarify doubts if necessary.</li> <li>● T &amp; As. will monitor the breakout rooms paying attention to students’ interactions and performance.</li> <li>● Ts. will take notes about Ss’s mistakes to provide</li> </ul>	<p><b>Pronunciation</b></p> <p>-s/-es ending in plurals</p> <p>Comic Strips <u>s</u> /s/</p> <p>Details <u>z</u> /z/</p> <p>Finishes <u>iz</u> /iz/</p>			
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	<p>immediate feedback or take notes for a later review with the whole class.</p> <ul style="list-style-type: none"> <li>• T will include comments on the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• U1 L3 pre-task1 handout #1</li> </ul>				
2	<p><b>Pre-task 2: Vocabulary - Matching Game</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Using <i>U1 L3 Pre-task 2 handout #2.pptx</i>, T teaches 9 vocabulary words from the reading “The World Bank in</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p> <p><i>This word means...</i></p>	<p>Activating background knowledge</p> <p>Drilling</p> <p>Negotiation of meaning</p>	S L	20 min

	<p>Costa Rica” by playing a matching game.</p> <ul style="list-style-type: none"> <li>• In a full-class activity, Ss match the words in English with their corresponding translation into Spanish. Ss are asked to choose the next participant.</li> <li>• Once a pair is matched, Ss practice the pronunciation of the words in English by drilling.</li> <li>• T reviews the 9 words once all pairs are matched.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; A will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback about the pronunciation of the words.</li> </ul>	<p><i>Can you check the dictionary? The translation into Spanish is...</i></p> <p><b>Pronunciation</b></p> <p><i>constraint</i> /kənˈstreɪnt/  <i>bolstering</i> /ˈboʊl.stə-ɪŋ/  <i>insurance</i> /ɪnˈʃʊ.r.əns/  <i>available</i> /əˈveɪ.lə.bəl/  <i>customs</i> /ˈkʌs.təmz/  <i>expenditure</i> /ɪkˈspen.də.tʃə/  <i>fishery</i> /ˈfɪʃ.ə.i/  <i>wealth</i> /welθ/  <i>trust fund</i> /ˈtrʌst ˌfʌnd/</p>			
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	<ul style="list-style-type: none"> <li>T will include comments on the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> U1 L3 Pre-task 2 handout #2.pptx</p>				
<p>3 4</p>	<p><b>Main Task: Jigsaw: Main Ideas and Supporting Details</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>In groups (breakout room session 1), using “U1L3 Main Task - Handout #4.docx,” Ss are asked to read the paragraph assigned.</li> <li>Using “U1 L3 Main task - handout #3.pptx” Ss report the main idea and 2 supporting details from the</li> </ul>	<p><b>a) procedural</b></p> <p><u>Breakout room session 1</u></p> <p><i>I think that the main idea of this paragraph is...</i></p> <p><i>A supporting detail is...</i></p> <p><i>I don't agree with you. This is a supporting detail, not a main idea.</i></p> <p><u>Breakout room session 2</u></p> <p><i>I will go first. I was in group number...</i></p> <p><i>Who is next?</i></p>	<p>Completing a graphic organizer</p> <p>Identify main ideas and supporting ideas</p> <p>Negotiation of meaning</p>	<p>R S W L</p>	<p>45 min</p>

	<p>paragraph assigned on the corresponding slide (only 1 slide per group).</p> <ul style="list-style-type: none"> <li>• Ss copy and paste their answers to a shared file: <a href="https://drive.google.com/file/d/10gGkENgrsuB5SsCdK3Y93wcnjZN8zUfp/view?usp=sharing">https://drive.google.com/file/d/10gGkENgrsuB5SsCdK3Y93wcnjZN8zUfp/view?usp=sharing</a></li> <li>• T creates new groups (breakout room session 2) so the initial groups are now mixed.</li> <li>• Ss take turns to share their answers with the new group members to complete the missing slides.</li> <li>• T uses the shared file (sharing the screen) to show the entire graphic organizer</li> </ul>	<p><i>It is my turn. I am from group number...</i></p> <p><i>My group wrote.... as the main idea.</i></p> <p><i>We had ... and ... as supporting details.</i></p> <p><b>b) real task language</b></p> <p><i>This paragraph talks about...</i></p> <p><i>The main idea is...</i></p> <p><i>This text refers to...</i></p> <p><i>Some supporting details the text describes are...</i></p> <p><i>The author mentions...</i></p> <p><b>Pronunciation</b></p> <p><i>constraint /kən'streɪnt/</i></p> <p><i>bolstering /'bɒl.stə-ɪŋ/</i></p> <p><i>insurance /ɪn'ʃʊ.r.əns/</i></p> <p><i>available /ə'veɪ.lə.bəl/</i></p> <p><i>customs /'kʌs.təmz/</i></p>	<p>Taking turns</p> <p>Reporting ideas</p> <p>Use of online dictionary</p>		
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	<p>and asks one student per group to share their answers.</p> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will monitor the breakout rooms paying attention to students' interactions and performance.</li> <li>• T &amp; As will provide feedback based on the graphic organizers completed by the Ss</li> <li>• T &amp; As will clarify doubts if necessary.</li> <li>• T will include comments on the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b></p>	<p><i>expenditure</i> /ɪk'spen.də.tʃə/  <i>fishery</i> /'fɪʃ.ə.i/  <i>wealth</i> /welθ/  <i>trust fund</i> /'trʌst ,fʌnd/</p>			
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	U1 L3 Main task - handout #3.pptx U1L3 Main Task - Handout #4.docx				
5	<p><b>Post task: Grammar and Vocabulary Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Evernote, T explains the rules for simple present tense, third person singular.</li> <li>Using <i>U1 L3 Handout #5 Post Task</i>, individually, Ss complete sentences using the correct form of the verb.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As. will clarify doubts when called.</li> <li>If the post-task cannot be checked during class time, it will be done as homework, and this assignment will be checked in the following lesson.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Should I remove the letter y?</i></p> <p><i>What is the correct verb for number 2?</i></p> <p><i>Is it with -s or -es?</i></p> <p><i>Could you repeat the answer, please?</i></p> <p><b>b) real task language</b></p> <p><i>MIDEPLAN constitutes...</i></p> <p><i>The Clodomiro Picado institute studies...</i></p> <p><i>The lead engineer [redacted] fixes...</i></p> <p><b>Pronunciation</b></p> <p>-s/-es ending in plurals and third person singular verbs</p>	<p>Activating previous knowledge</p> <p>Negotiation of meaning</p> <p>Applying grammar rules for simple present tense, 3rd person singular.</p>	R S L	15 min

	<ul style="list-style-type: none"> <li>• T will include comments on the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b> U1L3 Handout#5 Post-task.docx</p>				
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing

Others: \_\_\_\_\_

Notes:

- IPA transcriptions are intended for T and As use only.
- Evernote link: <https://www.evernote.com/l/AhGKufKhfNtCcrIpoEA1O6JkMGvWNeEjtso/>

English for MIDEPLAN | Session #3 08/26/2020 | Unit 1: Ideas in Brief: Supporting Details

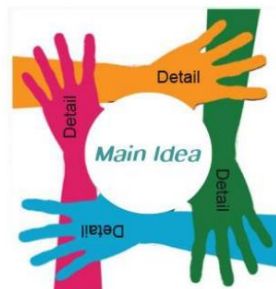
**Notebook:** English for Mideplan V2  
**Created:** 21/8/2020 9:12 p. m. **Updated:** 12/12/2021 11:32 a. m.  
**Author:** vapb.cr@gmail.com  
**URL:** <http://content.nroc.org/DevelopmentalEnglish/unit02/Foundations/supporting-details.html>

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**Unit 1: Ideas in Brief**

• Lesson #3: Supporting Details



**Objective:** By the end of the unit, the students will be able to successfully interpret written texts related to MIDEPLAN's interests by identifying main points and supporting details.

**Pre-task #1: Comic Strip**

**Recap: Main Ideas**

**How to identify the main idea**

- Identify the topic
- Summarize the passage
- Look at the first and last sentences of the passage
- Look for repetition of ideas
- The main idea can be inferred or implied through other words in the paragraph.  
 An implied main idea can be found in several way (facts, reasons, examples and hints).

**Supporting Details**



Additional information that explains, defines, or proves an idea.

**How to identify supporting details**

Step 1: Identify the topic.

Step 2: Identify what the author is saying about the topic.

Step 3: Identify details that support (explain, define, prove) the main idea.

- Descriptions (and comparisons)
- Vocabulary: definitions, specific words, action verbs
- Evidence: facts, statistics, numbers, dates, examples
- Voices: quotations, opinions
- Explanations: summary, "because..."
- Importance

Step 4: Identify secondary ideas or minor details that do not support the main idea.



**Extra information:** <https://youtube/OKiLMqbe-qE?t=62> [1:02 - 5:02]



### Group Work

#### Instructions:

- Download [U1 L3 pre-task1 handout #1.pptx](#)
- The class will be divided in 4 groups.
- Identify the main ideas and supporting details of 4 comic strips by labeling "MI" or "SD".
- One member of each group shares the answer of one comic strip with the whole class.
  - Group #1 → Slide #4
  - Group #2 → Slide #5
  - Group #3 → Slide #6
  - Group #4 → Slide #7



**Group: 4 groups**

**Time: 10 min**

Useful Language	
<ul style="list-style-type: none"> <li>• <i>I believe the main idea is option #2.</i></li> <li>• <i>What do you think?</i></li> <li>• <i>I (don't) agree with you.</i></li> <li>• <i>I think option #1 is a supporting detail.</i></li> <li>• <i>This image shows...</i></li> <li>• <i>The writer meant to say...</i></li> <li>• <i>A supporting detail is...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Creo que la idea principal es la #2.</li> <li>• ¿Qué piensa usted?</li> <li>• Yo (no) estoy de acuerdo con usted.</li> <li>• Pienso que la opción #1 es un detalle secundario.</li> <li>• Esta imagen muestra...</li> <li>• El autor quiso decir...</li> <li>• Un detalle secundario es...</li> </ul>

**Pre-task #2: Vocabulary - Matching Game**



### Individual Work

**Instructions:**

- Teacher uses file [U1 L3 Pretask 2 handout #2.pptx](#) to play a matching game.
- There are 9 words in English (taken from the reading The World Bank in Costa Rica) and their corresponding translation into Spanish.
- Each player has 2 opportunities at a time to choose any 2 numbers from the screen.
- If the 2 uncovered words match, practice the pronunciation of the word in English. If they don't match, the numbers will be covered again.
- Watch and remember the words and the positions during other players' turns.
- The game is over when all the words have been matched.

**Time: 15 min**



Useful Language	
<ul style="list-style-type: none"> <li>• <i>Can you repeat that word?</i></li> <li>• <i>What is the meaning of...?</i></li> <li>• <i>How do you pronounce...?</i></li> <li>• <i>This word means...</i></li> <li>• <i>The translation into Spanish is...</i></li> <li>• <i>The next person/participant is...</i></li> <li>• <i>I choose number 15 and 3</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>¿Podría repetir esa palabra?</i></li> <li>• <i>¿Qué significa...?</i></li> <li>• <i>¿Cómo se pronuncia...?</i></li> <li>• <i>Esta palabra significa...</i></li> <li>• <i>La traducción a español es...</i></li> <li>• <i>La siguiente persona/participante es...</i></li> <li>• <i>Escojo la número 15 y la 3</i></li> </ul>

 **Main Task: Reading for Main Ideas and Supporting Details**
**Group Work****Instructions:****Part I:**

- The class will be divided in 4 groups.
- In groups, read the paragraph assigned from [U1L3 Main Task - Handout #4.docx](#) about Public Investment.
- Read slides 2-4 from [U1 L3 Main task - handout #3.pptx](#) to understand the situation.
- Complete the slide assigned to your group by answering the two questions from the media: report the main idea and 2 supporting details from the paragraph assigned.
- Write your answer on the text-bubble.
- Make sure all members from your group have the same answers.
- One member from each group will copy and paste the answer into this shared file:

<https://drive.google.com/file/d/10gGkENgrsuB5SsCdK3Y93wcnjZN8zUfp/view?usp=sharing>

**Groups: 4 groups****Time: 15 min**

 U1 L3 Main task - handout #3.pptx 25/8/2020 10:35 p. m., 3.9 MB	 U1L3 Main Task - Handout #4.docx 25/8/2020 10:39 p. m., 563 KB
<b>Useful Language</b>	
<ul style="list-style-type: none"> <li>• <i>I consider that the main idea of this paragraph is...</i></li> <li>• <i>A supporting detail is...</i></li> <li>• <i>I don't agree with you. This is a supporting detail, not a main idea.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Considero que la idea principal de este párrafo es...</i></li> <li>• <i>Un detalle secundario es...</i></li> <li>• <i>Yo no estoy de acuerdo con usted. Este es un detalle secundario, no una idea principal.</i></li> </ul>

**Part II:**

- The groups will be mixed so a member from each original group is present.
- Take turns to share your answers with your classmates to complete the missing slides.
- In the main Zoom session, be ready to share the answers with the whole class.

Groups: 4 groups

Time: 15 min

<b>Useful Language</b>	
<ul style="list-style-type: none"> <li>• <i>I will go first. I was in group number...</i></li> <li>• <i>Who is next?</i></li> <li>• <i>It is my turn. I am from group number...</i></li> <li>• <i>The main idea of the paragraph is...</i></li> <li>• <i>My group wrote.... as the main idea.</i></li> <li>• <i>We had ... and ... as supporting details.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Yo voy de primero(a). Estaba en el grupo número...</i></li> <li>• <i>¿Quién sigue?</i></li> <li>• <i>Es mi turno. Soy del grupo número...</i></li> <li>• <i>La idea principal del párrafo es...</i></li> <li>• <i>Mi grupo escribió... como la idea principal.</i></li> <li>• <i>Teníamos... y ... como detalles secundarios.</i></li> </ul>

 **Post-task: Grammar Focus**

Simple Present				
Singular	<b>I</b>	reach	try	agree
	<b>You</b>	reach	try	agree
	<b>He / She / It</b>	reaches	tries	agrees
Plural	<b>We / You / They</b>	reach	try	agree

Rules for 3rd Person Singular		
Case	Rule	Example
In general	+s	explain → explains pay → pays
Verbs ending in consonant + y	remove "y" +ies	certify → certifies
Verbs ending in o, s, x, z, ch, sh	+es	go → goes express → expresses mix → mixes buzz → buzzes match → matches

	crash → crash <u>es</u>
Irregular	have → has

**Now you practice:**

- (establish) The government **establishes** the rules for the vehicle restriction during the pandemic.
- (strengthen) A trade agreement **strengthens** international cooperation.
- (do) The interpreter **does** a great job during the press conference.

**Individual Work****Instructions:**

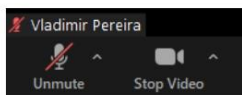
- Download the file [U1L3 Handout#5 Post-task.docx](#)
- Read the sentences provided.
- Use the correct form of the verb in simple present tense to complete the sentences.

**Time: 10 min****Useful Language**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Do I remove the letter y?</li> <li>What is the correct verb for number 2?</li> <li>Is it with -s or -es?</li> <li>Could you repeat the answer, please?</li> </ul> | <ul style="list-style-type: none"> <li>¿Elimino la letra "y"?</li> <li>¿Cuál es la forma correcta del verbo para la número 2?</li> <li>¿Se escribe con -s o -es?</li> <li>¿Podría repetir la respuesta, por favor?</li> </ul> |
|--|---|

 **Extra! Extra! Read all about it!**

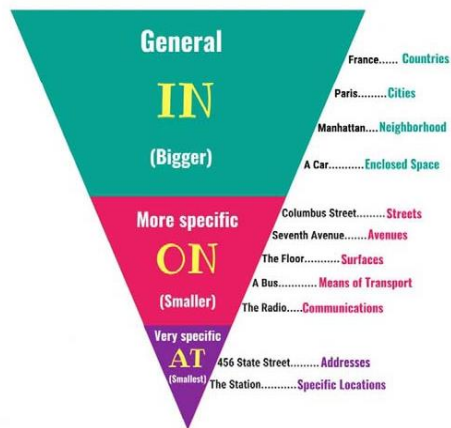
- Starting next week, it will be required that you have your cameras on.

 **Feedback from 08/26/2020**

Student production	Correction
"vehicle restraint"	"vehicle restriction" "vehicle use restriction"
"at rural areas"	"in rural areas"
"vamos a ver"	"let's see"

**In vs At >> prepositions of place**

This is a general rule. However, there are exceptions. Some cases are just aspects of the language that need to be learned.



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### Unit 1: Ideas in Brief

• Lesson #3: Pre-task 1 // Handout #1



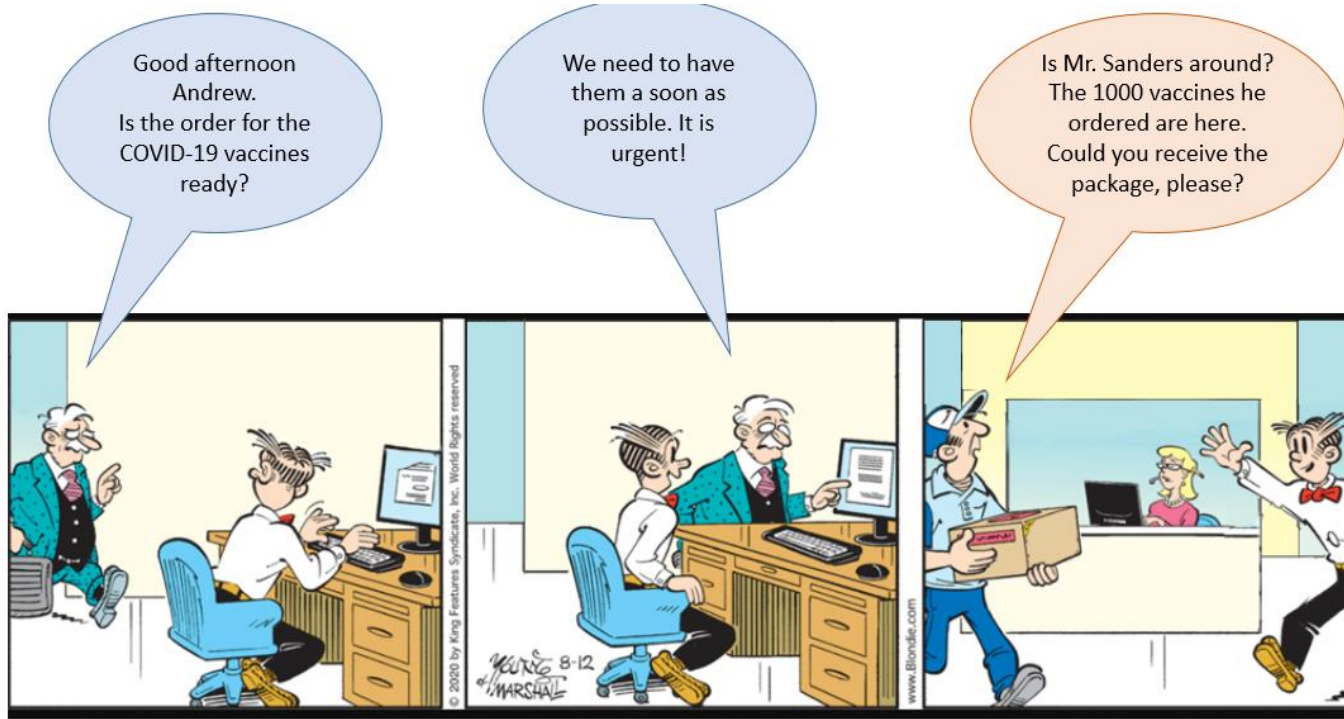
### Main Ideas & Supporting Details

#### Instructions:

- Identify the main idea and a supporting detail on the following comic strips.
- Label each sentence as Main idea “MI” or Supporting Detail “SD” in the corresponding space. The first one will be done by the teacher.
- One member of each group shares the answer of the assigned comic strip with the whole class.



#1

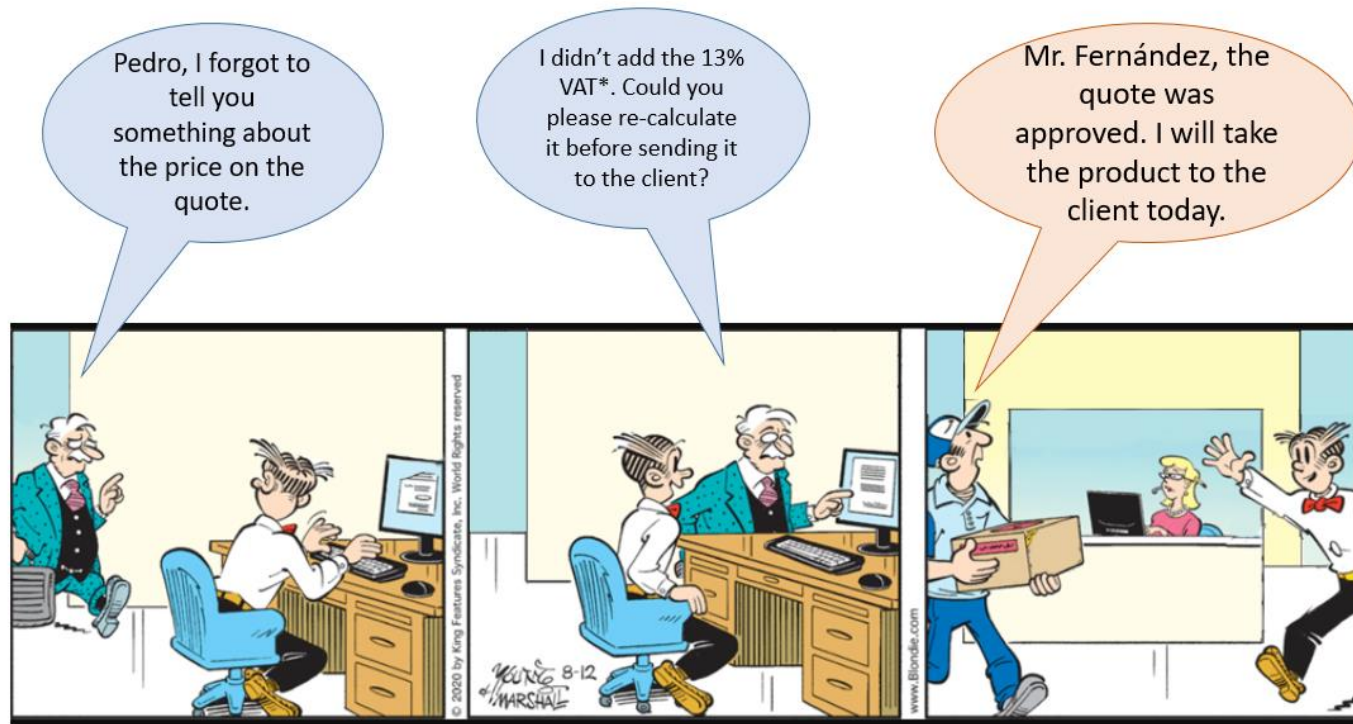


**Write Main Idea (MI) or Supporting Detail (SD):**

Teacher shows the answer.

1. \_\_\_\_\_ There is an order for COVID-19 vaccines delivered.
2. \_\_\_\_\_ The order delivered is for 1000 COVID-19 vaccines.

#2



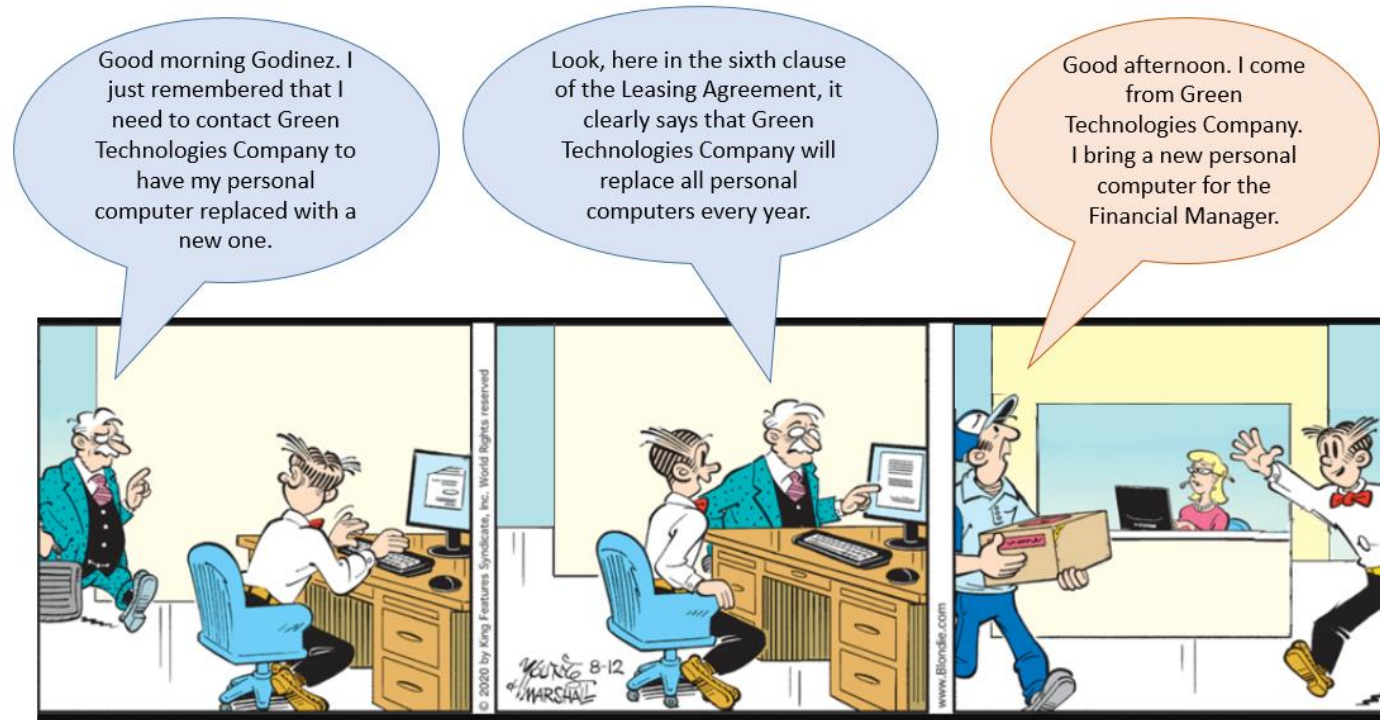
\*Value Added Tax

**Write Main Idea (MI) or Supporting Detail (SD):**

Group #1 shows the answer.

1. \_\_\_\_\_ The boss did not add the 13% VAT to the quote.
2. \_\_\_\_\_ The recalculated price on the quote was approved.

#3



Good morning Godinez. I just remembered that I need to contact Green Technologies Company to have my personal computer replaced with a new one.

Look, here in the sixth clause of the Leasing Agreement, it clearly says that Green Technologies Company will replace all personal computers every year.

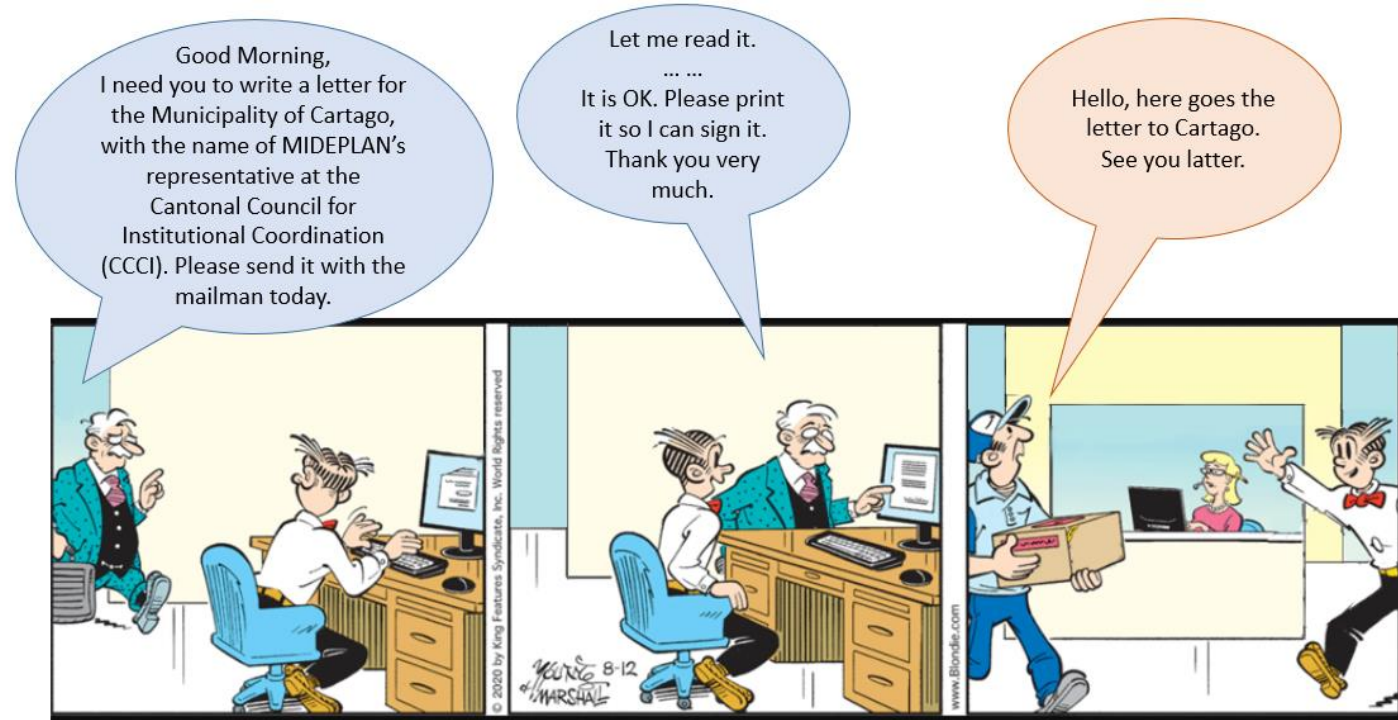
Good afternoon. I come from Green Technologies Company. I bring a new personal computer for the Financial Manager.

**Write Main Idea (MI) or Supporting Detail (SD):**

Group #2 shows the answer.

1. \_\_\_\_\_ All personal computers are replaced every year.
2. \_\_\_\_\_ Green Technologies Company replaced the manager's personal computer.

#4

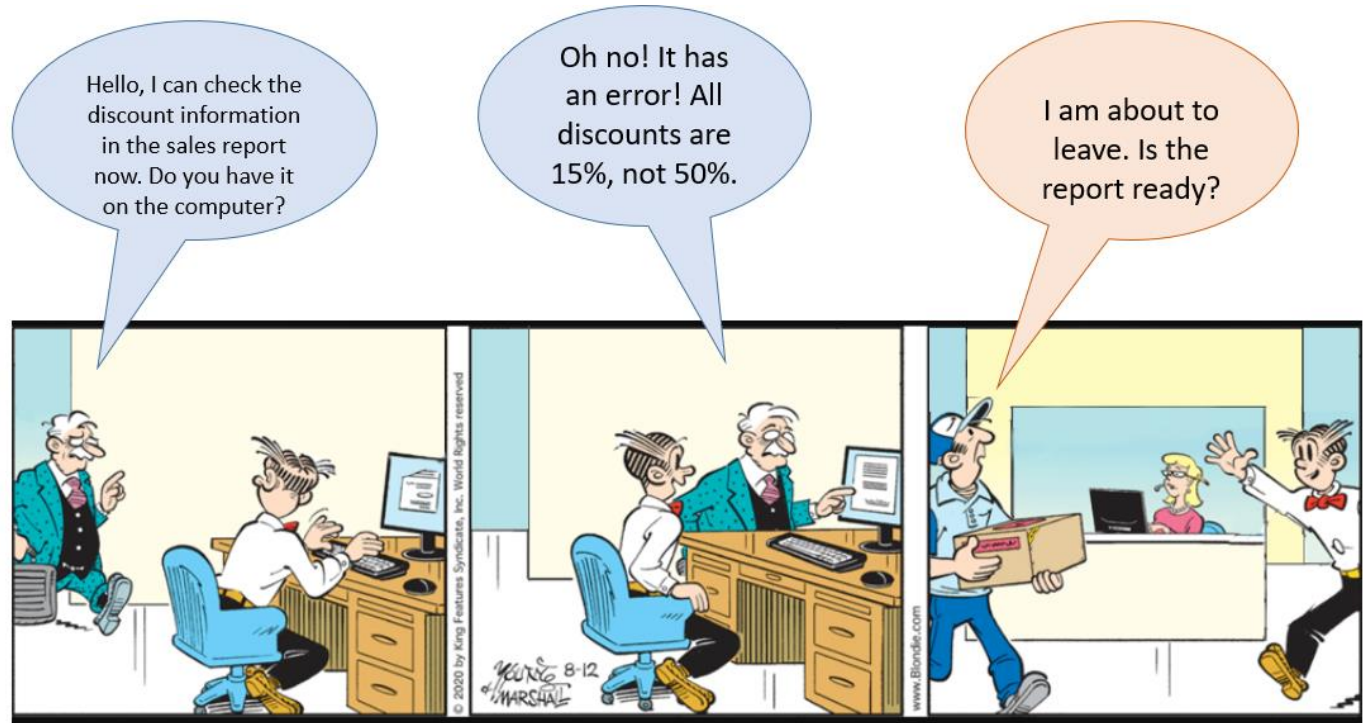


**Write Main Idea (MI) or Supporting Detail (SD):**

Group #3 shows the answer.

1. \_\_\_\_\_ A letter was designed and sent to the Municipality of Cartago.
2. \_\_\_\_\_ The letter includes the name of MIDEPLAN's representative at the CCCI.

#5



**Write Main Idea (MI) or Supporting Detail (SD):**

Group #4 shows the answer.

1. \_\_\_\_\_ Discounts are 15%, not 50%.
2. \_\_\_\_\_ There is a mistake with the discount information in the sales report.

#1

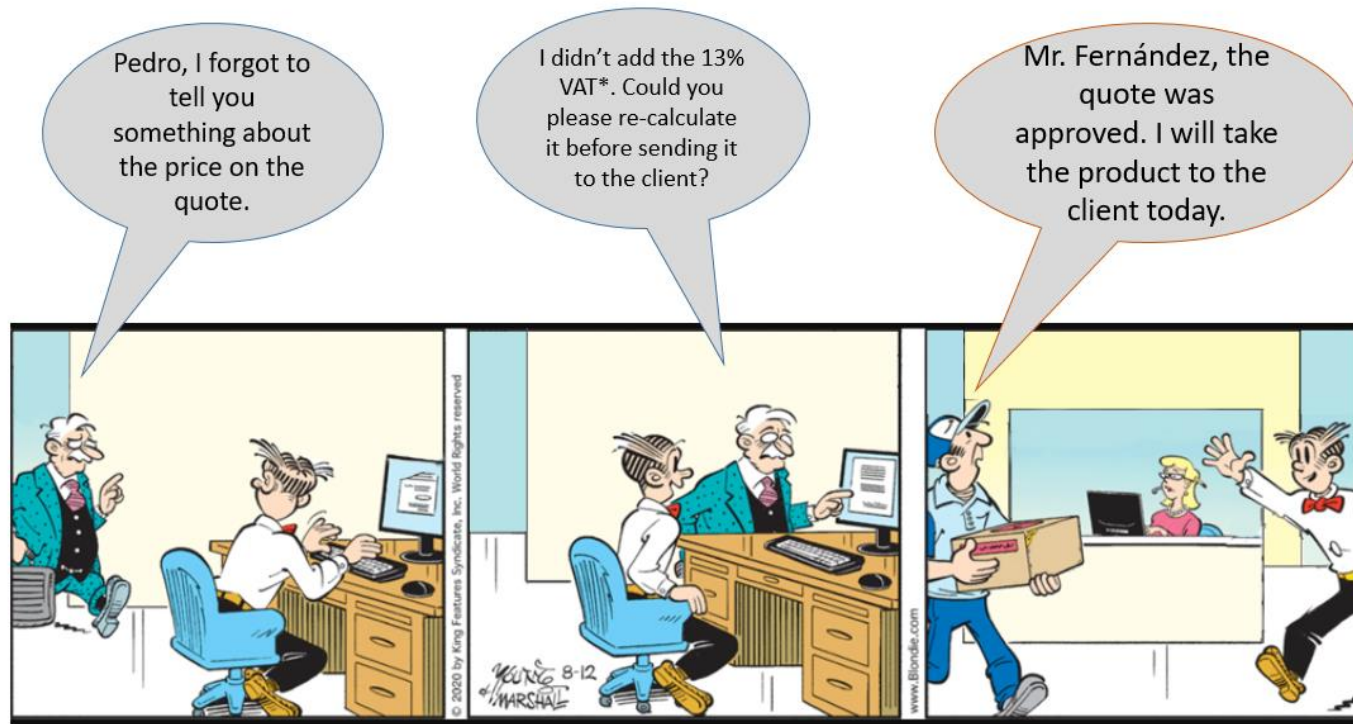


**Write Main Idea (MI) or Supporting Detail (SD):**

Teacher shows the answer.

1. MI There is an order for COVID-19 vaccines delivered.
2. SD The order delivered is for 1000 COVID-19 vaccines.

#2



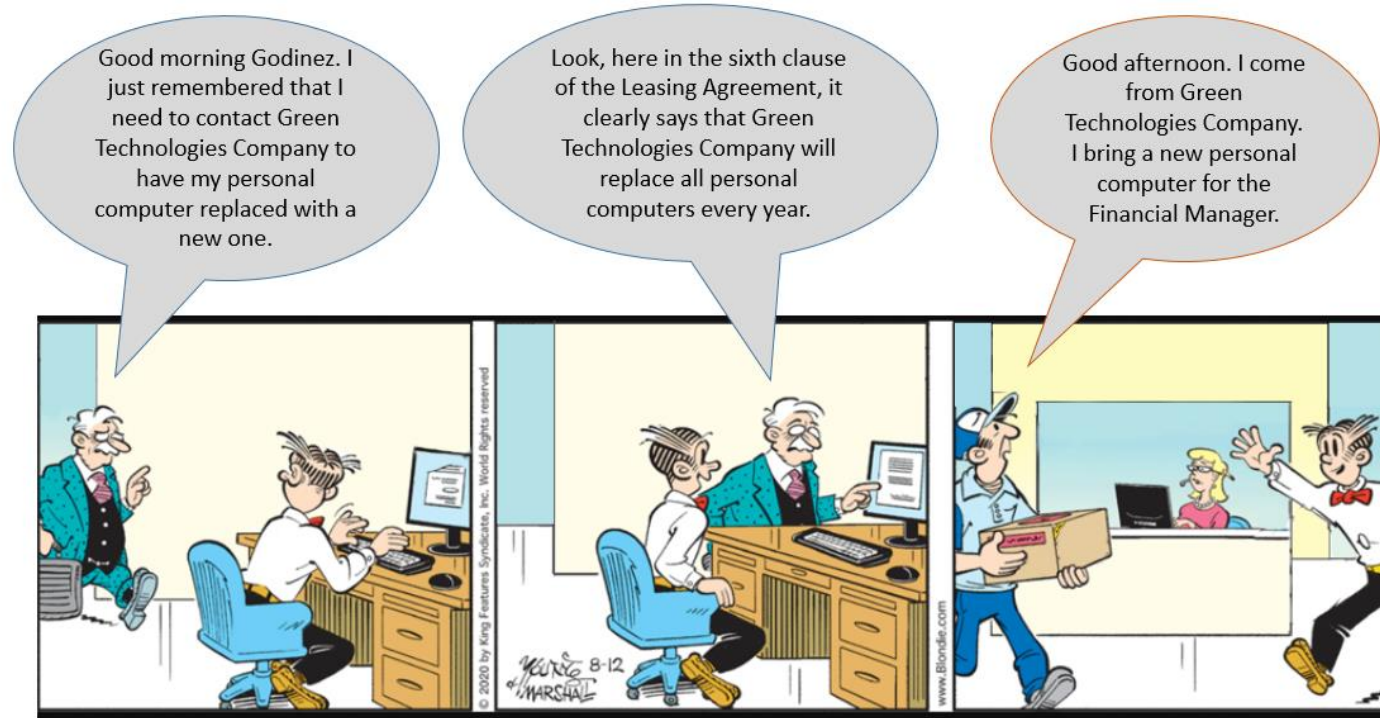
\*Value Added Tax

**Write Main Idea (MI) or Supporting Detail (SD):**

Group #1 shows the answer.

1. SD The boss did not add the 13% VAT to the quote.
2. MI The recalculated price on the quote was approved.

#3



Good morning Godinez. I just remembered that I need to contact Green Technologies Company to have my personal computer replaced with a new one.

Look, here in the sixth clause of the Leasing Agreement, it clearly says that Green Technologies Company will replace all personal computers every year.

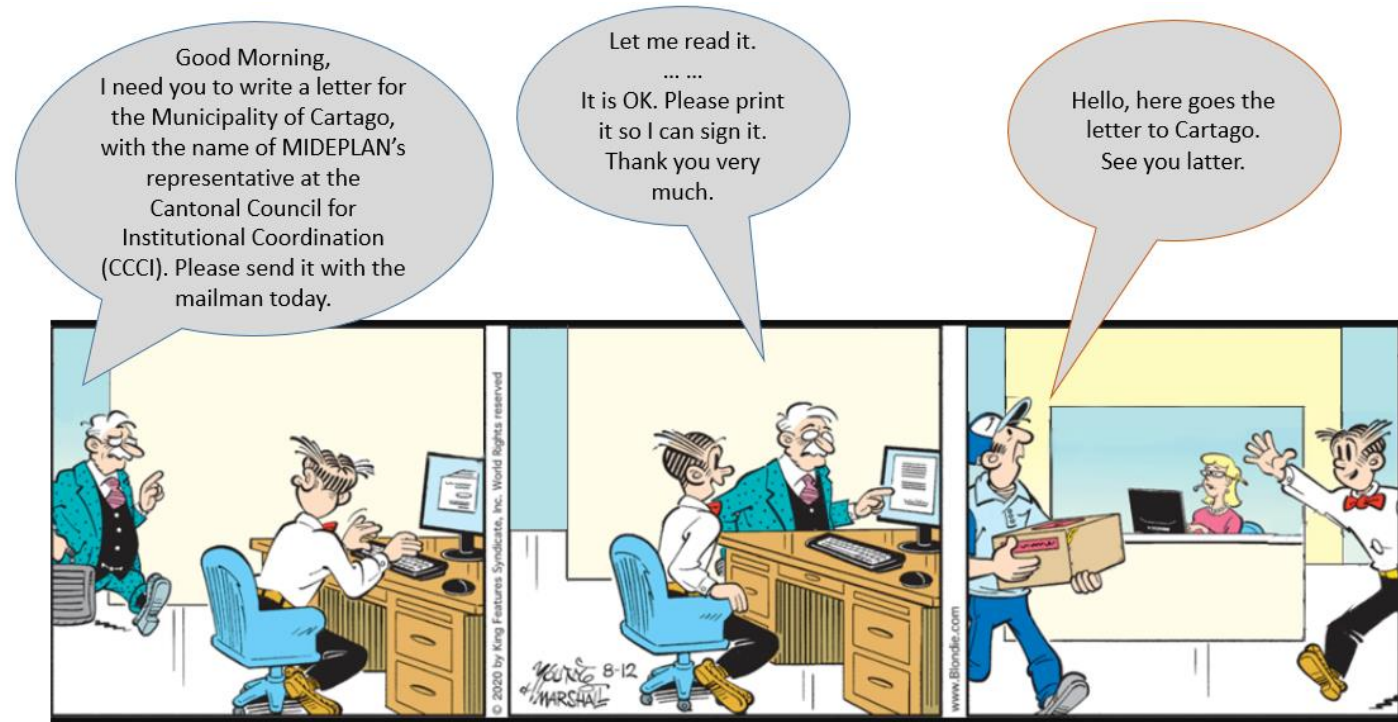
Good afternoon. I come from Green Technologies Company. I bring a new personal computer for the Financial Manager.

**Write Main Idea (MI) or Supporting Detail (SD):**

Group #2 shows the answer.

1. SD All personal computers are replaced every year.
2. MI Green Technologies Company replaced the manager's personal computer.

#4



**Write Main Idea (MI) or Supporting Detail (SD):**

Group #3 shows the answer.

1. MI A letter was designed and sent to the Municipality of Cartago.
2. SD The letter includes the name of MIDEPLAN's representative at the CCCI.

#5



**Write Main Idea (MI) or Supporting Detail (SD):**

Group #4 shows the answer.

1. SD Discounts are 15%, not 50%.
2. MI There is a mistake with the discount information in the sales report.

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### Unit 1: Ideas in Brief

• Lesson #3: Pre-task 2 // Handout #2



### Vocabulary: Matching Game

#### Instructions:

1. There are 9 words in English (taken from the reading The World Bank in Costa Rica) and their corresponding translation into Spanish.
2. Each player has 2 opportunities at a time to choose any 2 numbers.
3. If the 2 uncovered words match, practice the pronunciation of the word in English. If they don't match, they will be covered again.
4. Remember what word was on each number and where it was.
5. Watch and remember the words during the other players' turns.
6. The game is over when all the words have been matched.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

trust fund	fideicomiso
available	disponible
bolstering	fortalecimiento
expenditure	gasto
constraint	restricción

customs	aduana
wealth	riqueza
fishery	pesquera
insurance	seguro

trust fund	restricción	customs	riqueza
disponible	pesquera	aduanas	constraint
fideicomiso	expenditure	 English for MIDEPLAN	fortalecimiento
bolstering	seguro	insurance	gasto
 English for MIDEPLAN	wealth	fishery	available

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### Unit 1: Ideas in Brief

• Lesson #3: Main Task // Handout #3



### Main Ideas & Supporting Details

## INSTRUCTIONS

### Part I:

1. In groups, read the paragraph assigned from U1L3 Main Task - Handout #4.docx about Public Investment.
2. Read slides 2-4 from U1 L3 Main task - handout #3.pptx to understand the situation.
3. Complete the slide assigned to your group by answering the two questions from the media: report the main idea and 2 supporting details from the paragraph assigned.
4. Write your answer on the text-bubble.
5. Make sure all members from your group have the same answers.
6. One member from each group will copy and paste the answer into this shared file:

<https://drive.google.com/file/d/10gGkENgrsuB5SsCdK3Y93wcnjZN8zUfp/view?usp=sharing>

### Part II:

1. In the second breakout room session, take turns to share your answers with your classmates to complete the missing slides.
2. In the main Zoom session, be ready to share the answers with the whole class.

A regular conference at the Presidential House.



The press is asking  
several questions.



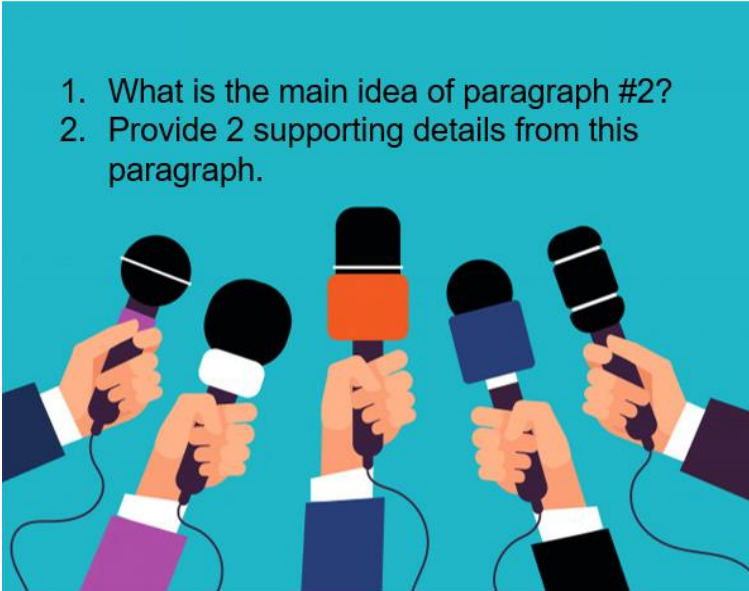
Doña Pilar asks you to help her colleagues answer some questions.

Please help my friends.  
The country needs you!!!



Group #1 will help Mr. Román Macaya,  
from CCSS.

1. What is the main idea of paragraph #2?
2. Provide 2 supporting details from this paragraph.



**Main Idea:**

**Supporting Details:**

- 1.
- 2.



Group #2 will help Mr. Elián Villegas,  
from Treasury.

1. What is the main idea of paragraph #3?
2. Provide 2 supporting details from this paragraph.



**Main Idea:**

**Supporting Details:**

- 1.
- 2.



Group #3 will help Ms. Geanina Dinarte,  
from Labor and Social Security.

1. What is the main idea of paragraph #4?
2. Provide 2 supporting details from this paragraph.



**Main Idea:**

**Supporting Details:**

- 1.
- 2.



Group #4 will help Ms. Irene Cañas,  
from ICE.

1. What is the main idea of paragraph #5?
2. Provide 2 supporting details from this paragraph.



**Main Idea:**

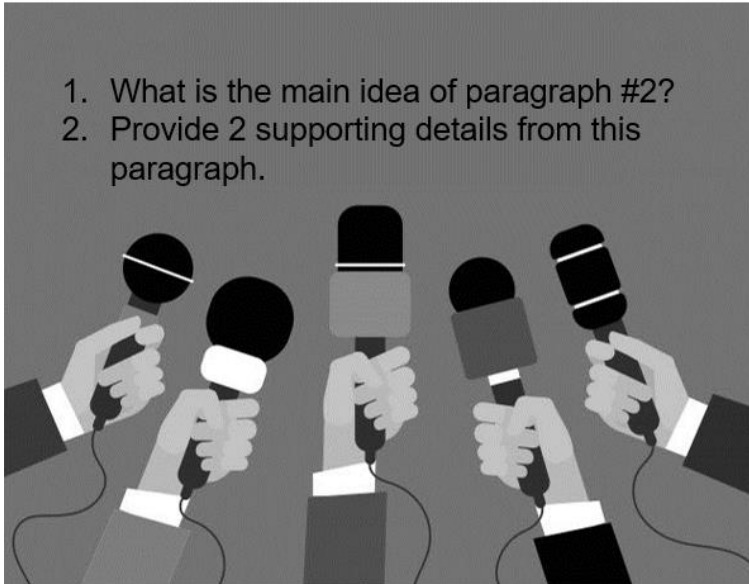
**Supporting Details:**

- 1.
- 2.



Group #1 will help Mr. Román Macaya,  
from CCSS.

1. What is the main idea of paragraph #2?
2. Provide 2 supporting details from this paragraph.



**Main Idea:** There is a loan to improve the availability and quality of the universal health insurance system

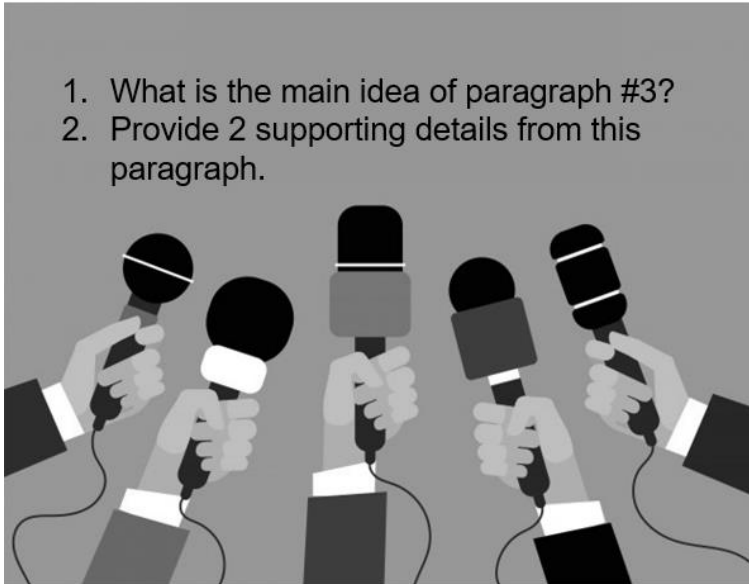
**Supporting Details:**

1. The loan is US\$420 million
2. It is a medium and long-term plan
3. The plan is people-centered
4. The plan will improve the institutional management and organization of health care delivery
5. The plan will help the financial sustainability of Costa Rica's universal health insurance



Group #2 will help Mr. Elián Villegas,  
from Treasury.

1. What is the main idea of paragraph #3?
2. Provide 2 supporting details from this paragraph.



**Main Idea:** The Fiscal Management Improvement Project will help with tax compliance, customs administration, and public expenditure management.

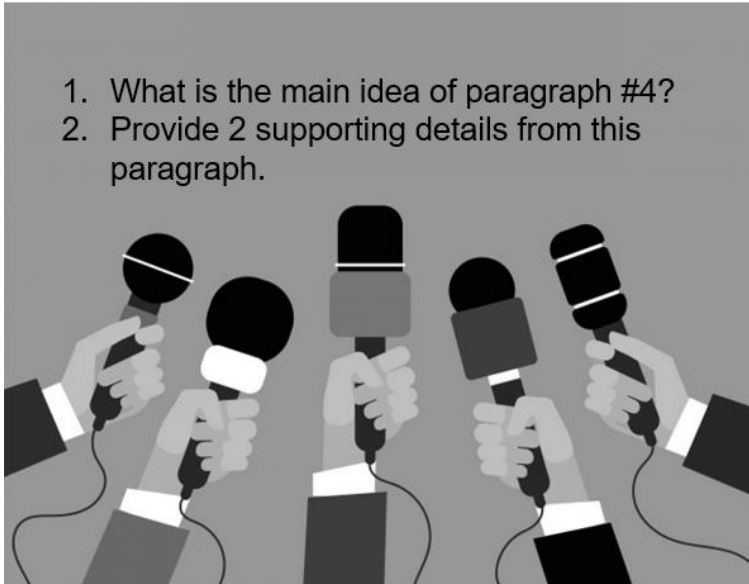
**Supporting Details:**

1. The project was approved on March 2020
2. the amount is of US\$156.64 million
3. Hacienda Digital (Fiscal Modernization) aims to modernize and digitalize the Ministry of Treasury
4. The project will make tax and customs services and payments easier, reduce tax evasion, improve budget efficiency and debt management



Group #3 will help Ms. Geanina Dinarte,  
from Labor and Social Security.

1. What is the main idea of paragraph #4?
2. Provide 2 supporting details from this paragraph.



**Main Idea:** The World Bank Group is working toward a sustainable and inclusive growth of productive landscapes in rural territories.

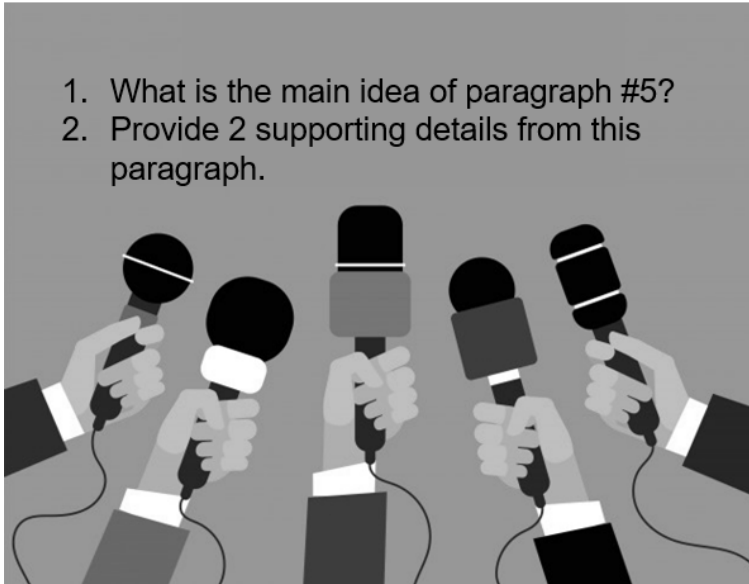
**Supporting Details:**

1. Productive landscapes are territories with natural beauty and activities to develop in them
2. Activities in productive landscapes include agricultural, forestry, fishery, tourism.
3. Support also aims to improve competitiveness of rural supply chains
4. Since 2012, Costa Rica has worked with the World Bank on this topic



Group #4 will help Ms. Irene Cañas,  
from ICE.

1. What is the main idea of paragraph #5?
2. Provide 2 supporting details from this paragraph.



**Main Idea:** Environmental and climate change interventions are supported through trust funds.

**Supporting Details:**

1. Trust funds include: Forest Carbon Partnership Facility, Costa Rica's REDD+ strategy, and Partnership for Carbon Market Readiness (PMR)
2. Support helps ICE's Sustainability Protocol at the Reventazón Hydroelectric Plant



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### Unit 1: Ideas in Brief

• Lesson #3: Main Task // Handout #4



## Main Ideas & Supporting Details

### Instructions:

#### Part I:

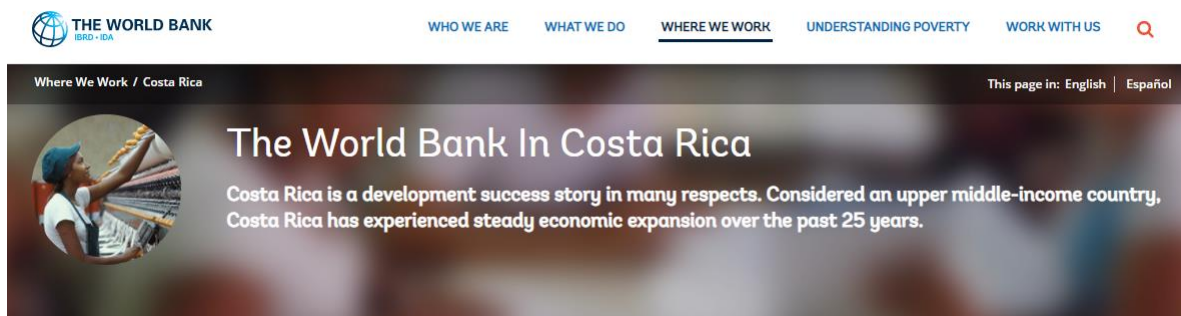
- Use the following text about Public Investment to complete U1 L3 Main task - handout #3.pptx
- In the 1st breakout room session, read the paragraph assigned to your group and report the main idea and 2 supporting details from that paragraph in the corresponding slide.
- Make sure all members from your group have the same answers.
- One member from each group will copy and paste the answer into this shared file:  
<https://drive.google.com/file/d/10gGkENgrsuB5SsCdK3Y93wcnjZN8zUfp/view?usp=sharing>

#### Part II:

- In the second breakout room session, take turns to share your answers with your classmates to complete the missing slides.
- In the main Zoom session, be ready to share the answers with the whole class.

**Adapted from:** The World Bank. Retrieved from:

<https://www.worldbank.org/en/country/costarica/overview#2>  
<https://www.worldbank.org/en/news/press-release/2016/03/18/costa-rica-support-to-improve-health-services>  
<https://www.worldbank.org/en/news/press-release/2020/03/25/costa-rica-recibe-apoyo-del-banco-mundial-para-mejorar-la-administracion-tributaria-y-aduanera-y-el-gasto-publico>



Last Updated: Apr 12, 2020

**P1.** The World Bank and the Government of Costa Rica established a Country Partnership Framework (CPF) for 2016-2020 to strengthen their relationship. This current CPF features a highly selective program that is organized around the following two strategic pillars:

- Reducing **constraints** to productive inclusion; and
- **Bolstering** fiscal, social, and environmental sustainability.

**P2.** Cooperation includes a health loan in the amount of US\$420 million to support the efforts of the Government to improve the **availability** and quality of the universal health **insurance** system. The loan will contribute to the funding **available** for the implementation of a comprehensive, medium and long-term, plan oriented towards improving the institutional management and organization of health care delivery, as well as the financial sustainability of Costa Rica's universal health **insurance**. The plan is people-centered, meaning the population's health needs are the driving force of the strategic agenda.

**P3.** Other projects, approved on March 2020, will support the Government in their policy response during the health crisis and after to ensure fiscal sustainability. The Fiscal Management Improvement Project, in the amount of US\$156.64 million, will ease tax compliance, help with **customs** administration, and improve public **expenditure** management. The support, called Hacienda Digital (Fiscal Modernization) aims to modernize and digitalize the Ministry of Treasury to make tax and **customs** services and payments easier, reduce tax evasion, improve budget efficiency and debt management, and transform the Ministry's institutional culture to place citizens at the center as clients.

**P.4** The World Bank Group is also working toward a green and inclusive growth of the rural territories through sustainable management practices and decision-making support systems in "productive landscapes." These are territories that are productive both for their natural beauty and also for the activities developed in them (agricultural, forestry, **fishery**, tourism, and others). Since 2012, Costa Rica has worked with the World Bank global partnership on **Wealth** Accounting and the Valuation of Ecosystem Services (WAVES) to get a more accurate representation of the country's natural resources – forests, water, and energy – and how they interact with the economy. Support also aims to improve competitiveness of rural supply chains.

**P.5** Environmental and climate change interventions continue to be supported through **trust funds**, such as the Forest Carbon Partnership Facility, Costa Rica's REDD+ strategy, and Partnership for Carbon Market Readiness (PMR). In addition, support is provided to enforce a Sustainability Protocol at the Reventazón Hydroelectric Plant of the Costa Rican Institute of Electricity, an international example that proves it is possible to develop hydroelectric projects applying the industry's best environmental and social practices. Support is also given to the country through the Disaster Risk Management Financial Strategy, which is expected to be approved in the next months.

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English for MIDEPLAN  
Aguilar, D. • Aguirre, D. • Pereira, V.



### Unit 1: Ideas in Brief

• Lesson #3: Post-Task // Handout #5

## Grammar and Vocabulary Focus

### Simple present tense, third person singular

#### Instructions:

Read the following sentences.

Use the correct form of the verb in simple present tense to complete the sentences.

1.	<b>constitute</b>	MIDEPLAN <b>constitutes</b> the advisory and technical support body of the Presidency of the Republic.
2.	<b>study</b>	The Clodomiro Picado institute <b>studies</b> the reaction of the new COVID-19 treatment.
3.	<b>go</b>	The minister <b>goes</b> to the Atlantic region every month.
4.	<b>work</b>	The President of the Republic <b>works</b> at Casa Presidencial.
5.	<b>watch</b>	OVSICORI closely <b>watches</b> the recent activity of the Irazú Volcano.
6.	<b>play</b>	Carbon pricing <b>plays</b> an important role in the Paris agreement.
7.	<b>have</b>	The Health Minister <b>has</b> a really tight schedule.
8.	<b>fix</b>	The lead engineer <b>fixes</b> Internet connectivity issues every time.



1.	<b>constitute</b>	MIDEPLAN <b>constitutes</b> the advisory and technical support body of the Presidency of the Republic.
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8.	<b>fix</b>	The lead engineer <b>fixes</b> Internet connectivity issues every time.

University of Costa Rica  
Master's Program in TEFL

Date: Wednesday, September 02, 2020

Lesson Plan #4

Student teacher: Duff Aguirre

Assistants: Dahianna Aguilar and Vladimir Pereira

Unit # 1: **Ideas in Brief**



Aguilar, Aguirre, and Pereira

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of written texts related to MIDEPLAN to report the main points to their peers (in written and oral form) by identifying main and secondary ideas, summarizing, and paraphrasing.

**General Objective:** By the end of the unit, the students will be able to adequately summarize written information related to MIDEPLAN by completing a summary chart

**Specific Objectives:** The students will be able to

1. accurately show understanding of nine vocabulary words related to the COVID-19 pandemic and tourism economy by playing a matching game with words in English, images, and their translations into Spanish;
2. appropriately identify the main idea of a paragraph related to the COVID-19 pandemic and tourism economy by following the strategies learned during the unit so far;
3. appropriately show understanding of the structure of a summary by completing a template summary chart;
4. produce -s and -es inflectional endings for the third person singular verbs in the present tense by drilling;

5. accurately show understanding of the pronunciation rules (voiced vs voiceless) for -s and -es inflectional endings for the third person singular verbs in present tense by completing a chart.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	<p><b>Pre-task 1 Vocabulary</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Using Wordwall.net, Ss are asked to pay attention to a set of 9 words in English with their corresponding depictions and translations into Spanish.</li> <li>Individually, by taking turns, Ss try to match the word + image to their corresponding translations into Spanish.</li> <li>T uses drills to practice the pronunciation of the new vocabulary.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><i>The first one goes with the word...</i></p> <p><i>The option in red goes with the word...</i></p>	<p>Activating background knowledge</p> <p>Drills</p> <p>Negotiation of meaning</p>	<p>R</p> <p>S</p> <p>L</p>	<p>20 min</p>

	<ul style="list-style-type: none"> <li>Using U1L4 Pretask Handout#1, Ss can review the vocabulary learned during the game at any moment.</li> <li>See Evernote.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>T &amp; As will clarify doubts if necessary.</li> <li>Ts. will take notes about Ss's mistakes to provide immediate feedback or take notes for a later review with the whole class.</li> <li>T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> U1L4 Pretask Handout#1.pptx, <a href="https://wordwall.net/resource/3971200">https://wordwall.net/resource/3971200</a></p>	<p><i>I don't know...</i> <i>I want to participate.</i></p> <p><b>b) real task language</b> <i>This word means...</i> <i>This image shows...</i> <i>The translation into Spanish is...</i></p> <p><b>Pronunciation</b> uncertain /ʌn' sɜ:.tən/ recovery /rɪ' kʌv.ə.i/ measures /' meʒ.ə-z/ consumer /kən'su:.mə/ nonetheless / ,nʌn.ðə' les/ markets /' mɑ:r.kɪts/ shut down /ʃʌt daʊn/ challenges /' tʃæl.ɪndʒez/</p>			
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		vaccine /'væk.si:n/			
2, 3	<p><b>Main Task Summarizing</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Evernote, T explains the steps to create a summary of a reading by modeling the process using the reading from lesson 3 (The World Bank in Costa Rica).</li> <li>In 4 groups, using <i>U1L4 Handout#2 Main task</i>, Ss read the paragraph assigned to extract the main idea and report it in the box provided.</li> <li>T checks material with the whole class by asking Ss to read their main idea before completing the summary chart.</li> <li>Using the shared document named <i>U1L4 Handout#3 Main Task</i>, 1 student from each group writes down the main idea extracted in the corresponding section of the summary template.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I think the main idea is...</i></p> <p><i>Do you agree?</i></p> <p><i>I (don't) agree with you.</i></p> <p><i>I don't think _____ is the main idea. I believe it is a supporting detail.</i></p> <p><b>b) real task language</b></p> <p>According to the OECD...</p> <p>Additionally, the OECD also mentions...</p> <p>Another important aspect suggested is that...</p> <p>Finally the passage talks about...</p>	<p>Activating background knowledge</p> <p>Revising answers</p> <p>Negotiation of meaning</p> <p>Identifying main ideas</p> <p>Summarizing</p>	<p>R</p> <p>S</p> <p>L</p> <p>W</p>	<p>40 min</p>

	<ul style="list-style-type: none"> <li>• T reviews the complete version of the summary template with the whole class.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> <li>• T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b></p> <p>U1L4 Handout#2 Main task.docx  U1L4 Handout#3 Main Task.docx (shared file)  <a href="https://docs.google.com/document/d/1qP5oeTzp-AJgYNimSZ-LLA9GHaV8S-0gCThmHcyDg3E/edit?usp=sharing">https://docs.google.com/document/d/1qP5oeTzp-AJgYNimSZ-LLA9GHaV8S-0gCThmHcyDg3E/edit?usp=sharing</a></p>	<p><b>Pronunciation</b></p> <p>uncertain /ʌn' sɜː.tən/  recovery /rɪ' kʌv.ə.i/  measures /' meɜ.ə-z/  consumer /kən'suː.mə/  nonetheless  /, nʌn.ðə' les/  markets /' mɑː.r.kɪts/  shut down /ʃʌt daʊn/  challenges  /' tʃæl.ɪndʒeɪz/  vaccine /' væk.siːn/</p>			
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<p>4 5</p>	<p><b>Post task: Pronunciation and Vocabulary</b></p> <p><b>Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Evernote, T explains the rules for simple present tense, third person singular in terms of pronunciation of the -s, -es inflectional endings.</li> <li>Using U1L4 Handout#4 Post Task, Ss identify the appropriate pronunciation of the -s, -es inflectional endings by completing a chart.</li> <li>See Evernote.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As. will clarify doubts when called.</li> <li>If the post-task cannot be checked during class time, it will be done as homework, and these assignments will be checked in the following lesson.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>I think ___ is pronounced as with...</i></p> <p><i>I don't think so.</i></p> <p><i>How do you pronounce ___?</i></p> <p><i>Number 2 is...</i></p> <p><i>Is it /s/, /z/ or /iz/?</i></p> <p><b>b) real task language</b></p> <p><i>Affects /s/</i></p> <p><i>Contains /z/</i></p> <p><i>Estimates /s/</i></p> <p><i>Delays /z/</i></p> <p><i>Challenges /iz/</i></p> <p><i>Continues /z/</i></p> <p><i>Measures /z/</i></p> <p><i>Goes /z/</i></p> <p><i>Addresses /iz/</i></p>	<p>Activating background knowledge</p> <p>Using vocal cords vibration to discriminate voiced and voiceless sounds</p> <p>Reflecting on self-performance</p> <p>Drilling</p>	<p>R S L</p>	<p>10 min</p>
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	<ul style="list-style-type: none"> <li>T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b> U1L4 Handout#4 Post Task.docx</p>	<p><b>Pronunciation</b></p> <p>-s/-es ending in third person singular verbs</p> <p>Affects /s/</p> <p>Contains /z/</p> <p>Estimates /s/</p> <p>Delays /z/</p> <p>Challenges /iz/</p> <p>Continues /z/</p> <p>Measures /z/</p> <p>Goes /z/</p> <p>Addresses /iz/</p>			
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing

Others: \_\_\_\_\_

Notes:

- IPA transcriptions are intended for T and As use only.
- Evernote link: <https://www.evernote.com/l/AhFd0tdOay5rksV34o7IWLvEz6msLJWRDzw/>
- This lesson will start with a review of the previous lesson's homework. This segment contemplates a 5-to-10 minute window.

**English for MIDEPLAN | Session #4 09/02/2020 | Unit 1: Ideas in Brief: Summarizing**

**Notebook:** English for Mideplan V2

**Created:** 29/8/2020 4:11 p. m.

**Updated:** 7/9/2020 9:31 p. m.

**Author:** Duff Pemberton

**URL:** file:///C:/Users/duffpemb/Documents/Lesson%20Plan%204/Summary%20Example.docx

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English for MIDEPLAN  
Aguilar, D. • Aguirre, D. • Pereira, V.

Unit 1: Ideas in Brief

• Lesson #4: Summarizing



**Objective:** By the end of the unit, the students will be able to successfully interpret written texts related to MIDEPLAN's interests by identifying main points and supporting details and summarizing.

**Homework Review**

- Let's review the homework from lesson 3!

**Pre-task: Vocabulary**



**Individual Work**

**Instructions:**

- Teacher uses the platform Wordwall to play a matching game.
- There are 9 words in English [taken from the reading Tourism Policy Responses to the coronavirus (COVID-19)] and their corresponding depictions and translation into Spanish.

- Each player has 1 opportunity at a time to a word (in English with its depiction) to match it to the corresponding translation.
- After an option is correctly matched to its answer, the teacher will model the pronunciation and students will repeat the word.
- The game is over when all the words have been matched.

Time: 15 Minutes

<https://wordwall.net/resource/3971200>

- Use the following document at any moment to review the vocabulary learned

U1 L4 Handout#1 Pretask.pptx  
31/8/2020 9:02 p. m., 61.1 KB

Useful language	
<ul style="list-style-type: none"> <li><i>Can you repeat that word?</i></li> <li><i>What is the meaning of....?</i></li> <li><i>How do you pronounce...?</i></li> <li>I don't know the answer to this one.</li> <li>The translation into Spanish is...</li> </ul>	<ul style="list-style-type: none"> <li>¿Puede repetir esa palabra?</li> <li>¿Qué significa...?</li> <li>¿Cómo se pronuncia...?</li> <li>No me sé la respuesta de esta.</li> <li>La traducción al español es...</li> </ul>

**Main Task: Main ideas for a summary**

### Summaries

#### **How to create a summary**

- Step 1: Carefully read each paragraph of a text.  
 Step 2: Identify the main idea of each paragraph.  
 Step 3: Ignore secondary ideas and details that are not important.  
 Step 4: Start the summary with the source's information.  
 Step 5: Organize your ideas in a logical order ( Transitions).  
 Step 6: Report the main idea of each paragraph in your own words.  
 Step 7: Avoid repetition of ideas.  
 Step 8: Use only the information in the text.

**Summary**

In the article The World Bank in Costa Rica, the author's main point is **that there is a Country Partnership Framework (CPF) that aims to help productive inclusion and strengthen fiscal, social, and environmental**

**sustainability**. According to the World Bank, **there is a loan to improve the availability and quality of the universal health insurance system**.

Additionally, the World Bank also mentions that **the Fiscal Management Improvement Project will help with tax compliance, customs administration, and public expenditure management**. Another important aspect suggested is that **the World Bank Group is working toward a sustainable and inclusive growth of productive landscapes in rural territories**. Finally, the passage talks about the fact that **environmental and climate change interventions are supported through a variety of trust funds**.



### Group Work

#### Instructions:

##### ***Part 1:***

#### Instructions:

- Open the file U1L4 Handout#2 Main Task and read the paragraphs below from the Organisation for Economic Co-operation and Development (OECD) about the consequences of the COVID-19 pandemic to the tourism sector.
- Identify the main idea of the paragraph assigned to your group.
- Write down the main idea of your paragraph in the box named "Main idea"
- Make sure that all the participants in your group have the same answer.
- Be willing to share your answers with the whole class.

##### ***Part 2:***

#### Instructions:

- Paste your answer in the shared file named *U1L4 Handout#3 Main Task* in the section assigned to your group.
- Once the shared file is complete, please save a copy for your own records.

**Shared document:** <https://docs.google.com/document/d/1qP5oeTzp-AJgYNimSZ-LLA9GHaV8S-0gCThmHcyDg3E/edit?usp=sharing>

#### 4 Groups

**Time: 25 minutes**



Useful language	
<ul style="list-style-type: none"> <li>• I think the main idea is...</li> <li>• Do you agree?</li> <li>• I (don't) agree with you</li> <li>• I don't think _____ is the main idea. I believe it is a supporting detail.</li> <li>• Can you remove that idea?</li> <li>• Can you add this word?</li> </ul>	<ul style="list-style-type: none"> <li>• Yo creo que la idea principal es...</li> <li>• ¿Está(n) de acuerdo?</li> <li>• (No) concuerdo con usted.</li> <li>• Yo no creo que _____ es la idea principal. Creo que es un detalle secundario.</li> <li>• ¿Puede eliminar esa idea?</li> <li>• ¿Puede agregar esta palabra?</li> </ul>

**Post-task: Pronunciation focus**

Last sound of the verb	-s / -es / -ies pronunciation	Examples
Vibration	/z/	Examine → Examines /z/ Fly → Flies /z/ Discover → Discovers /z/
No Vibration	/s/	Write → Writes /s/ Ask → Asks /s/ Stop → Stops /s/
Verbs ending in: s, z, x, ch, sh, ge,	/iz/	Fix → Fixes /iz/ Judge → Judges /iz/ Crash → Crashes /iz/



U1L4 Handout#4 Post Task.docx  
31/8/2020 8:32 p. m., 34.8 KB

Useful language	
<ul style="list-style-type: none"> <li>• Can you repeat that word?</li> <li>• I think ___ is pronounced with...</li> <li>• I don't think so.</li> <li>• How do you pronounce _____?</li> <li>• Number 2 is...</li> <li>• Is it /s/, /z/ or /iz/?</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Puede repetir esa palabra?</li> <li>• Yo creo que _____ se pronuncia con...</li> <li>• Yo creo que no</li> <li>• ¿Cómo se pronuncia_____?</li> <li>• La número dos es...</li> <li>• ¿Eso es con /s/, /z/ o /iz/?</li> </ul>

**Extra! Extra! Read all about it!**

- Next class: Quiz. 15%

**Feedback from 09/02/2020**

Student production	Correction
"listening the audio"	"listening to the audio"
"how to say <b>coma</b> ?"	"comma"
"Have I to read?"	"Do I have to read?"
"What?"	"Sorry, what did you say?"
"According to Fulanita and me conversation"	"According to our conversation"
"Voy a copiarlo porque lo borré"	"I'll copy it again because I deleted it."
"Es lo mismo pero con otras palabras"	"It's almost the same but using different words"

Remember you all should have the same answers when working in groups. Recuerden que todos deben tener las mismas respuestas al trabajar en grupos.

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 Unit 1: Ideas in Brief  
 • Lesson #4: Main Task // Handout #2



## Summary

### **Part 1:**

#### **Instructions:**

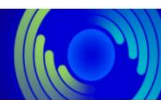
- Read the paragraphs below from the Organisation for Economic Co-operation and Development (OECD) about the consequences of the COVID-19 pandemic to the tourism sector.
- Identify the main idea of the paragraph assigned to your group.
- Write down the main idea of your paragraph in the box named “Main idea”
- Make sure that all the participants in your group have the same answer.
- Be willing to share your answers with the whole class.

### **Part 2:**

#### **Instructions:**

- Paste your answer in the shared file named *U1L4 Handout#3 Main Task* in the section assigned to your group.  
<https://docs.google.com/document/d/1qP5oeTzp-AJgYNimSZ-LLA9GHaV8S-0gCThmHcyDg3E/edit?usp=sharing>
- Once the shared file is complete, please save a copy for your own records.

**Adapted from:** OECD. Retrieved from: <https://www.oecd.org/coronavirus/policy-responses/tourism-policy-responses-to-the-coronavirus-covid-19-6466aa20/>



OECD Policy Responses to Coronavirus (COVID-19)

## Tourism Policy Responses to the coronavirus (COVID-19)

Updated 2 June 2020

**INTRODUCTION:** Tourism is a significant part of many national economies, and the immediate and immense shock to the tourism sector resulting from the coronavirus (COVID-19) pandemic is affecting the wider economy. As governments around the world have introduced unprecedented measures to contain the virus, restrictions on travel, business operations and people-to-people interactions have brought the tourism economy to a standstill. Revised OECD estimates on the COVID-19 impact point to 60% decline in international tourism in 2020. This could rise to 80% if recovery is delayed until December. Many countries are now entering a new phase in fighting the virus while at the same time managing the re-opening of the tourism economy. This is a complex and **challenging** task, and quantifying the impact on the tourism economy is difficult.

**P1.** Five months into the crisis, the situation continues to evolve and the outlook remains **uncertain**. **Recovery** is now expected to start later and be slower than previously foreseen. **Travel restrictions and containment measures are likely to be in place for longer, and are expected to be lifted only gradually**, with the possibility of reversal should new waves occur. Even when tourism supply chains start to function again, new health protocols mean businesses will be operating at restricted capacity. Demand-side **recovery** will also take some time, given the interlinked consequences of the economic and health crises, and the progressive lifting of travel restrictions, while **consumer** confidence and travel behaviour will be more deeply impacted the longer the pandemic goes on. This will have knock-on implications for many national economies.

**P2.** In the near term, the expectation is that domestic tourism offers the main chance for driving **recovery** and supporting the tourism sector. The domestic tourism economy is significant and accounts for around 75% of the total tourism economy in OECD countries. Domestic tourism flows have also been heavily

affected by restrictions on the movement of people, but are expected to recover more quickly once containment **measures** are lifted. **Nonetheless**, it is unlikely that domestic tourism could compensate for the decline of international tourism flows, particularly in destinations heavily dependent on international **markets**. This will translate into significant macro-economic effects in countries, regions and cities where tourism supports many jobs and businesses.

**P3.** **The challenge over the coming months will be to create long-term recovery measures that can support businesses** which are key to getting the tourism system functioning again. This is a particularly complex **challenge**, as some businesses that were viable before the pandemic may not be in the post-COVID period, with the application of social distancing and other restrictions that will be in place for an undetermined length of time. A specific consideration for governments will be determining the appropriate length of time to offer business support, and identifying which businesses to support. Attention is also needed to what adjustments are needed to the current **measures** to better address the needs of tourism businesses.

**P4.** The reality is that global tourism will be hard hit throughout 2020 and beyond, even if the spread of the virus is brought under control in the coming months. Tourism businesses were among the first to be **shut down** following the introduction of **measures** to contain the virus, as tourism necessarily involves people-to-people interactions and the movement of people travelling from their place of usual residence to destinations within their own country, and to other countries. Tourism activities are also likely to be among the last to restart, and on a phased basis. **Even when these businesses do open, it will be under new operating procedures in the absence of a vaccine.** The pandemic is also likely to have an impact on tourist behaviour, impacting the resumption and recovery of domestic and international tourism.

Main Idea	
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Introduction	Main idea: The measures taken by the governments to contain the COVID-19 contagion have largely affected the tourism economy in many countries.
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1.	Main idea: As the situation evolves, the recovery of the tourism economy will happen later and at a slower rate than expected.
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2.	Main idea: Domestic tourism offers the possibility of recovery for this sector's economy; nonetheless, it is not enough to compensate for the loss of international tourism
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3.	Main idea: In the next months, it will be required to create long-term recovery measures to help businesses important for the reactivation of the tourism economy.
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4.	Main idea: Global tourism will be largely affected during 2020 and after even if the virus is controlled.
----	---

The reality is that global tourism will be hard hit throughout 2020 and beyond, even if the spread of the virus is brought under control in the coming months.

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Unit 1: Ideas in Brief

• Lesson #4: Main Task // Handout #3



## Summary Template

Instructions:

- Complete the summary below using the information extracted from the reading *Tourism Policy Responses to the coronavirus (COVID-19)*
- Paste your answers from part 1 into the section assigned to your group.

### Summary

In the article *Tourism Policy Responses to the coronavirus (COVID-19)*, the Organisation for Economic Co-operation and Development's main point is that the measures taken by the governments to contain the COVID-19 contagion have largely affected the tourism economy in many countries. According to the OECD, **recovery for many national economies is now expected to start later and be slower than previously predicted.** Additionally, the OECD also mentions that **in the near term, the expectation is that domestic tourism offers the main chance for driving recovery and supporting the tourism sector affecting the macro-economy of the countries in the world.** Another important aspect suggested is that **in the next months, governments have to take actions for the reactivation of tourism businesses in the long-term, social distancing and other protocols must be included too.** Finally, the passage talks about the fact that **global tourism will be affected during 2020 even if the virus is contained.**

Universidad de Costa Rica  
English for MIDEPLAN  
Aguilar, D. • Aguirre, D. • Pereira, V.

Unit 1: Ideas in Brief

• Lesson #4: Post-task // Handout #4



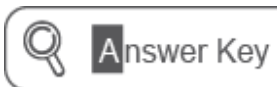
Pronunciation & Vocabulary Focus

**-s/-es inflectional ending**

**Instructions:**

Mark with an X the correct pronunciation of the -s (/s/, /z/, /ɪz/) at the end of each word.

Word	/s/	/z/	/ɪz/
<i>Affects</i>			
<i>Contains</i>			
<i>Estimates</i>			
<i>Delays</i>			
<i>Challenges</i>			
<i>Continues</i>			
<i>Measures</i>			
<i>Goes</i>			
<i>Addresses</i>			



Word	/s/	/z/	/iz/
<b><i>Affects</i></b>	X		
<b><i>Contains</i></b>		X	
<b><i>Estimates</i></b>	X		
<b><i>Delays</i></b>		X	
<b><i>Challenges</i></b>			X
<b><i>Continues</i></b>		X	
<b><i>Measures</i></b>		X	
<b><i>Goes</i></b>		X	
<b><i>Addresses</i></b>			X

University of Costa Rica  
Master's Program in TEFL



Date: Wednesday, Sept 9th, 2020

Lesson Plan #5

Student teacher: Dahianna Aguilar

Assistants: Vladimir Pereira

Unit # 1: **Ideas in Brief**

Aguilar, Aguirre, and Pereira

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of written texts related to MIDEPLAN to report the main points to their peers (in written and oral form) by identifying main and secondary ideas, summarizing, and paraphrasing.

**General Objective:** By the end of the unit, the students will be able to adequately summarize written information related to MIDEPLAN by completing a summary template.

**Specific Objectives:** The students will be able to

1. appropriately construct a general main idea of an article using the main ideas of paragraph and filling in a summary template;

2. accurately show understanding of the structure of a summary paragraph by filling in a template using main ideas, transition words, and generating an introductory sentence;
3. successfully apply the rules for transition words by linking sentences with the appropriate connector.
4. show full understanding of texts related to the interests of MIDEPLAN by completing a quiz;
5. appropriately identify vocabulary studied in class by choosing the correct word to complete sentences related to MIDEPLAN interests;
6. accurately identify main ideas and details of aspects related to MIDEPLAN interests by labeling sentences;
7. properly generate the main idea of a text related to MIDEPLAN interests by writing it.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	<p><b>Pre-task 1 Introductory Sentence</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Using Evernote, T explains the structure of a general</li> </ul>	<p><b>a) procedural</b></p> <p><i>What is the main idea of the article?</i></p> <p><i>The name of the author is...</i></p> <p><i>The name of the article is...</i></p> <p><i>I think the main idea of the article is....</i></p>	<p>Activating background knowledge</p> <p>Negotiation of meaning</p>	<p>R</p> <p>S</p> <p>L</p> <p>W</p>	<p>30 min</p>

	<p>main idea that introduces a summary paragraph.</p> <ul style="list-style-type: none"> <li>• In 4 groups, using U1 L5 Handout #1, Ss are asked to write a general main idea using the main ideas of the paragraphs provided from the reading “Let’s make the World’s Cities a little Greener” by Jennifer Lenhart.</li> <li>• T checks material with the whole class by asking Ss to read the general main ideas created while sharing their screens.</li> <li>• See Evernote.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As. will monitor the breakout rooms paying</li> </ul>	<p><i>The introductory sentence is....</i></p> <p><b>b) real task language</b></p> <p><i>In the article _____, the author’s main point is that...</i></p> <p><b>Pronunciation</b></p> <p><i>says /z/</i></p> <p><i>states /s/</i></p> <p><i>illustrates /s/</i></p> <p><i>presents /s/</i></p> <p><i>discusses /ɪz/</i></p> <p><i>Mentions /z/</i></p>	<p>Summarizing</p> <p>Identifying main ideas</p>		
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	<p>attention to students' interactions and performance.</p> <ul style="list-style-type: none"> <li>• Ts. will take notes about Ss's mistakes to provide immediate feedback or take notes for a later review with the whole class.</li> <li>• T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> <i>U1 L5 Handout #1.docx</i></p>				
2	<p><b>Task: Summarizing / Summary Template</b></p> <p><b>Procedures</b></p>	<p><b>a) procedural</b></p> <p><i>I think the introductory sentence is....</i></p> <p><i>Do you agree?</i></p>	<p>Activating background knowledge</p>	<p>R</p> <p>S</p> <p>W</p> <p>L</p>	<p>40 min</p>

	<ul style="list-style-type: none"> <li>● T reviews the concepts of transition words and phrases by using Evernote.</li> <li>● Using <i>U1 L5 Handout #2 Main Task</i>, in 4 groups, Ss will fill in a summary template by using transition words from a bank and creating a general main idea from the given main ideas of the article “From containment to recovery: Environmental responses to the COVID-19 pandemic” by the OECD.</li> <li>● T will check with the whole class by asking Ss to read their summary templates while sharing their screens.</li> <li>● See Evernote.</li> </ul>	<p><i>Let's use this transition word...</i></p> <p><i>The name of the article is...</i></p> <p><i>The author of the article is...</i></p> <p><b>b) real task language</b></p> <p><i>In the article _____, the author's main point is that...</i></p> <p><b>Pronunciation</b></p> <p>Additionally</p> <p>Moreover</p> <p>Furthermore</p> <p>For example</p> <p>To illustrate</p> <p>For instance</p> <p>The author also mentions...</p> <p>Another important idea mentioned is...</p> <p>The article also talks about...</p> <p>However</p>	<p>Completing a graphic organizer</p> <p>Negotiation of meaning</p> <p>Organizing information</p> <p>Connecting ideas</p>		
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	<p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>● T &amp; As. will monitor the breakout rooms paying attention to students' interactions and performance.</li> <li>● T &amp; As. will provide feedback based on the templates completed by the Ss</li> <li>● T &amp; As. will clarify doubts if necessary.</li> <li>● T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b> <i>U1L5 Handout#2 Main task.docx</i></p>	<p>Nonetheless          In contrast          First          Then          After that...          In conclusion          Lastly          Finally</p>			
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<p>3</p>	<p><b>Post task: Grammar and Vocabulary Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using a video, T explains the meaning and basic use rules of the transition words studied in the lesson.</li> <li>Using <i>U1 L5 Handout #3 Post Task</i>, individually, Ss link 5 pairs of sentences by using transition words.</li> <li>T asks Ss to watch the video and complete handout #3 as homework (asynchronous lesson time)</li> <li>See Evernote.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>T will include comments of the mistakes made and</li> </ul>	<p><b>a) procedural</b></p> <p><i>These sentences are similar I think I need to use a conclusion transition for these sentences.</i></p> <p><i>These sentences show contrast.</i></p> <p><b>b) real task language</b></p> <p><i>Environmental and climate change interventions continue to be supported through trust funds, for <b>instance</b>, the Forest Carbon Partnership Facility, Costa Rica’s REDD+ strategy, and Partnership for Carbon Market Readiness (PMR).</i></p> <p><i>Etc. (see answer key for U1L5 Handout#3 Post-task)</i></p>	<p>Activating background knowledge</p> <p>Using vocal cords vibration to discriminate voiced and voiceless sounds</p> <p>Reflecting on self-performance</p>	<p>R L W</p>	<p>5 min</p>
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	<p>feedback for Ss to check later in the Evernote file of the lesson.</p> <p><b>Material:</b> <i>U1L5 Handout#3 Post-task.docx</i></p>	<p><b>Pronunciation</b></p> <p>Additionally</p> <p>Moreover</p> <p>Furthermore</p> <p>For example</p> <p>To illustrate</p> <p>For instance</p> <p>The author also mentions...</p> <p>Another important idea mentioned is...</p> <p>The article also talks about...</p> <p>However</p> <p>Nonetheless</p> <p>In contrast</p> <p>First</p> <p>Then</p> <p>After that...</p> <p>In conclusion</p> <p>Lastly</p> <p>Finally</p>			
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<p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p><b>Unit 1 quiz</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Individually, using Google Forms, Ss complete quiz #1.</li> <li>Ss will be allowed to leave the session as soon as they finish their test.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>Ts will take notes about Ss' mistakes to provide delayed feedback during the time allotted to grade the exams.</li> <li>T &amp; As will check the quiz and provide individual feedback to the Ss</li> </ul> <p><b>Materials</b></p>	<p><b>a) procedural</b></p> <p><i>Duff/Dahianna/Vladimir, I have a question.</i></p> <p><i>I don't understand question number...</i></p> <p><i>I can't open the link to the test.</i></p> <p><i>Duff/Dahianna/Vladimir would you help me with question number...?</i></p> <p><i>Can you play the video/audio one more time?</i></p> <p><b>b) Real task language:</b></p> <p><i>No real task language has been added to this section as there are no actual tasks.</i></p> <p><b>Pronunciation</b></p>	<p>Activating background knowledge</p> <p>Reading for details</p> <p>Giving opinions</p> <p>Identifying main ideas</p> <p>Identifying secondary ideas</p>	<p>L</p> <p>R</p> <p>W</p> <p>S</p>	<p>30 min</p>
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	<p><i>Unit 1: Ideas in brief – Quiz #1</i></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLScz460s4rtFyKDwSpzC8kgW3FVECjoEh-e-RBcUUpgeavXaqA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScz460s4rtFyKDwSpzC8kgW3FVECjoEh-e-RBcUUpgeavXaqA/viewform?usp=sf_link</a></p>	<p><i>No list of words has been added to this section.</i></p>			
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing Others: \_\_\_\_\_

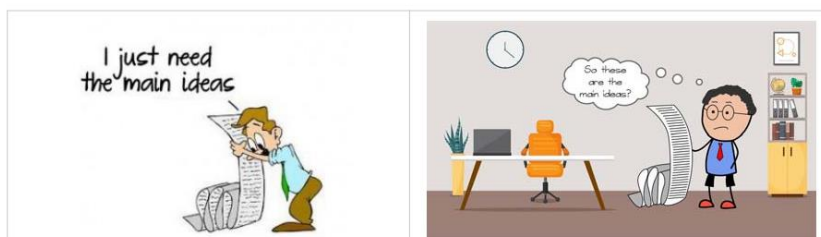
Notes:

- Evernote link: <https://www.evernote.com/l/AhEMeivbv-BJrpek8RIRRx0x3Ntcfv-qPSI/>
- Class will start with a recap of lesson 4.

## English for MIDEPLAN | Session #5 /Sept/09/2020 | Unit 1: Ideas in Brief: Summarizing

**Notebook:** English for Mideplan V2  
**Created:** 6/9/2020 1:43 p. m. **Updated:** 12/12/2021 11:33 a. m.  
**Author:** Duff Pemberton  
**URL:** file:///C:/Users/duffpemb/Documents/Lesson%20Plan%204/Summary%20Example.docx

Universidad de Costa Rica  
 English for MIDEPLAN  
 Aguilar, D. • Aguirre, D. • Pereira, V.  
**Unit 1: Ideas in Brief**  
 • Lesson #5: Summarizing



**Objective:** By the end of the unit, the students will be able to adequately summarize written information related to MIDEPLAN by completing a summary template.

### How to Write a Summary

- Step 1: Carefully read each paragraph of a text.
- Step 2: Identify the main idea of each paragraph.
- Step 3: Ignore secondary ideas and details that are not important.
- Step 4: Start the summary with an introductory sentence that states the text's title, author and main point of the text.
- Step 5: Organize your ideas in a logical order ( Transitions). Remind your reader that this is a summary by using phrases such as the article claims, the author suggests, etc.
- Step 6: Report the main idea of each paragraph in your own words.
- Step 7: Avoid repetition of ideas.
- Step 8: Use only the information in the text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.
- Step 9: Remember that it should be in the form of a paragraph.

Adapted from:

- <https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/how-to-write-a-summary/#:~:text=A%20summary%20begins%20with%20an,or%20comments%20into%20a%20summary.>
- <https://public.wsu.edu/~mejia/Summary.htm>
- <http://www.mpc.edu/home/showdocument?id=28714#:~:text=This%20type%20of%20summary%20clearly,written%20in%20the%20present%20tense.&text=A%20formal%20summary%20never%20in>

### Pre-task: Introductory Sentence

#### How to Write an Introductory Sentence

1. Start your summary with an introductory sentence
2. Make sure the introductory sentence includes
  - a) the title of the article
  - b) the author's full name (or institution)
  - c) the general main idea of the article, using the main ideas of the paragraphs (you may use a **reporting verb**\* that introduces the main idea)

3. Use your own words. When you write about someone else's ideas or facts, you must clearly give credit to them, or you may be plagiarizing.

\*A reporting verb is a verb (such as **says** or **states**) used to report information that has been said or written, and lets the reader know the information is quoted or paraphrased. See the list of suggested reporting verbs.

**Examples:** says, states, illustrates, presents, discusses

Examples of introductory sentences			
1. In the article " _____," _____'s main point is _____.	(title of article)	(author's name)	(main idea)
2. According to _____, author of " _____," _____.	(author's name)	(title of article)	(main idea)
3. In his/her article " _____," _____ <b>states</b> that _____.	(title of article)	(author)	(reporting verb)
4. _____'s article " _____" <b>discusses</b> _____.	(author's name)	(title of article)	(reporting verb)
5. _____, in his/her article " _____," _____ <b>argues</b> that _____.	(author's name)	(title of article)	(reporting verb)

### Sample from previous readings

#### Summary Sample

In the article *The World Bank in Costa Rica, the institution's* main point is **that there is a loan (Fiscal Management Improvement Project) that aims to help productive inclusion and strengthen fiscal, social, and environmental sustainability**. According to the World Bank, there is a **loan to improve** the availability and quality of the universal **health insurance system**. Additionally, the World Bank also mentions that the **Fiscal Management Improvement Project** will **help** with tax compliance, customs administration, and public expenditure management. Another important aspect suggested is that the World Bank Group is **working toward a sustainable and inclusive growth** of productive landscapes in rural territories. Finally, the passage talks about the fact that **environmental and climate change interventions** are supported through a **variety of trust funds**.



#### Group Work

##### Instructions:

1. Open the file U1IL5 Handout#1 Pre-Task and read the summary paragraph containing the main ideas of each paragraph from the reading "Let's make the World's Cities a little Greener" by Jennifer Lenhart.
2. Read the Summary Template, focusing on the main ideas highlighted in colors.
3. Develop an introductory sentence using the 4 main ideas given.
4. Write the introductory sentence in the space provided in red.
5. Make sure this introductory sentence represents the author's main point.
6. Make sure that all the participants in your group have the same answer.
7. Be willing to share your answers with the whole class.

**Time:** 15 Minutes  
**Groups:** 4 groups  
**Handout:** Word Document



Useful language	
1. <i>What is the main idea of the article?</i> 2. <i>The name of the author is...</i> 3. <i>The title of the article is...</i> 4. <i>I think the main idea of the article is...</i> 5. <i>The introductory sentence is...</i>	1. ¿Cuál es la idea principal del artículo? 2. El nombre de el/la autor(a) es... 3. El título del artículo es... 4. Creo que la idea principal del artículo es... 5. La oración introductoria es...

### □ Main Task: Writing a Summary

#### Transition Words and Phrases

*Transition words show your reader the relationship between phrases, sentences, or even paragraphs. When you use them, you make it easier for your readers to understand how your thoughts and ideas are connected. What is more, they prepare your reader for what's coming.*  
 Adapted from: <https://yoast.com/transition-words-why-and-how-to-use-them/>

#### Sample from previous readings

Summary Sample
<p><b>In the article</b> <i>Tourism Policy Responses to the coronavirus (COVID-19)</i>, the Organisation for Economic Co-operation and Development's main point is that <b>the measures taken by the governments to contain the COVID-19 contagion have largely affected the tourism economy in many countries.</b> <b>According to</b> the OECD, <b>recovery for many national economies is now expected to start later and be slower than previously predicted.</b> <b>Additionally,</b> the OECD also mentions that <b>in the near term, the expectation is that domestic tourism offers the main chance for driving recovery and supporting the tourism sector affecting the macro – economy of the countries in the world.</b> <b>Another important aspect</b> suggested is that <b>in the next months, governments have to take actions for the reactivation of tourism businesses in the long-term, social distancing and other protocols must be included too.</b> <b>Finally,</b> the passage talks about the fact that <b>global tourism will be affected during 2020 even if the virus is contained.</b></p>

#### Transitions Words and Phrases Bank

Transition Words	
<b>Addition</b>	Additionally, Moreover, Furthermore,
<b>Example</b>	For example, To illustrate, For instance,
<b>Report</b>	The author also mentions... Another important idea mentioned is... The article also talks about...
<b>Contrast</b>	However, Nonetheless, In contrast,

<b>Narration, order</b>	First, Then, After that...
<b>Conclusion</b>	In conclusion, Lastly, Finally,



### Group Work

#### Instructions:

1. Open the file U1L5 Handout#2 Main Task to write a summary.
2. There are some charts containing the main ideas of each paragraph from the reading "From Containment to recover: Environmental responses to the COVID-19 pandemic" by the Organisation for Economic Co-operation and Development (OECD), transitions words, and structure samples of an introductory sentence.
3. Read the Summary Template and notice the sections highlighted in colors.
4. Write an introductory sentence for the summary paragraph taking into account the 4 main ideas given.
5. Write the introductory sentence in the space provided in red.
6. Make sure this introductory sentence represents the author's main point.
7. Use the elements from the resources chart given to write your own version of the summary.
8. Make sure that all the participants in your group have the same answer.
9. Be willing to share your answers with the whole class.

#### 4 Groups

**Time:** 25 minutes

**Handout:** Word Document

U1 L5 Handout#2 Main Task.docx  
9/9/2020 1:58 p. m., 232 KB

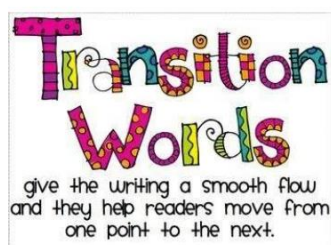
*Useful language*

<ol style="list-style-type: none"> <li>1. <i>I think the introductory sentence is...</i></li> <li>2. <i>Do you agree?</i></li> <li>3. <i>Let's use this transition word...</i></li> <li>4. <i>The title of the article is...</i></li> <li>5. <i>The author of the article is...</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Creo que la oración introductoria es...</i></li> <li>2. <i>¿Está de acuerdo?</i></li> <li>3. <i>Usemos esta transición...</i></li> <li>4. <i>El título del artículo es...</i></li> <li>5. <i>El autor del artículo es...</i></li> </ol>
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#### **Post-task: Transition words**

#### Instructions:

1. Use the link below to access a video about transition words.
2. Watch the video carefully and do the exercises on U1L5 Handout #3 post-task



#### **Handout #3**

 U1 L5 Handout#3 Post-task.docx 9/9/2020 1:58 p. m., 39.0 KB	
Useful language	
<ol style="list-style-type: none"> <li>1. These sentences are similar.</li> <li>2. I think I need to use a conclusion transition for these sentences.</li> <li>3. These sentences show contrast.</li> </ol>	<ol style="list-style-type: none"> <li>1. Estas oraciones son similares</li> <li>2. Creo que necesito usar una transición de conclusión para estas oraciones.</li> <li>3. Estas oraciones muestran contraste.</li> </ol>

**News Flash!**

- **Next class:** Paraphrasing
- **In two weeks:** End-of-Unit Test 30%

**Quiz Time!!**

1. Open the Google form provided (link in the chat).
2. Complete the quiz about main ideas, supporting details and vocabulary learned in class.
3. Once you finish, click on Submit. Then, you may leave today's session.

**Extra information**

**Introductory sentences examples:**

1. According to *John Smith (2015)*, author of *Pocahontas is My Love*, Native American women **value** a deep spiritual connection to the environment.
2. For example, you may write, "In the novel *The Great Gatsby (1925)*, F. Scott Fitzgerald **presents** the tragic figure of mysterious millionaire Jay Gatsby through the eyes of his neighbor, Nick Carraway."
3. For an article, you may write, "According to her article, "What is intersexuality?" Nancy Kerr (2001) **claims** that discussions of sexuality in academic circles ignores the growing public interest in intersexuality."
4. In the feature article "Four Kinds of Reading," the author, Donald Hall, **explains** his opinion about different types of reading.

**Table of other useful reporting verbs to use with citations.**

Function and strength	Example verbs
<b>NEUTRAL:</b> These verbs are most often used in summaries to say what the writer describes in factual terms.	articulates, assumes, believes, concludes, defines, demonstrates, describes, discovers, discusses, evaluates, explains, examines, finds, highlights, identifies, indicates, lists, mentions, notes, observes, outlines, points out, reports, reveals, shows, states, studies, suggests, takes into consideration, thinks, writes
<b>WEAK:</b> These verbs are used to say that the writer suggests or speculates on a topic (without being absolutely certain).	<b>WEAK:</b> These verbs are used to say that the writer suggests or speculates on a topic (without being absolutely certain). hypothesizes, implies, intimates, poses the view that, postulates, proposes, questions the view that, recommends, speculates, suggests
<b>STRONG:</b> These verbs are used to say that the writer makes strong arguments and claims for the main idea.	argues, asserts, challenges, claims, contends, denies, emphasizes, maintains, negates, refutes, rejects, supports the view that, strongly counters the view/argument that, theorizes

**Feedback from 09/09/2020**

Student production	Correction
"¿Borro esto?"	"Should I delete this?"

S1: "I sent the quiz."  
S2: "So do I."

S2: "So did I."



## Summary template

### Instructions:

1. The chart below shows the main ideas of each paragraph from the reading “Let’s make the World’s Cities a little Greener” by Jennifer Lenhart.
2. Read the Summary Template, focusing on the main ideas highlighted in colors.
3. Develop the general main idea of the summary paragraph taking into account the 4 main ideas given.
4. Write the general main idea in the space provided in red.
5. Make sure the general main idea represents the author’s main point.

### Summary Template

In the article “Let’s make the World’s Cities a little Greener”, Jennifer Lenhart’s main point is that **write the global main idea here**. According to the author, **nature in and around the cities provides many services for people’s greatest common good**. Additionally, the writer also mentions that **nature should be integrated into urban planning, design and development of cities to create healthier and resilient environments**. Another important aspect suggested is that **cities combine knowledge, capital, infrastructure, and innovation to transition industries into a sustainable economy**. Finally, the article talks about the fact that **governments around the world need to ensure that the transformation of cities can happen by balancing nature restoration and urban development**.

**Adapted from:** WWF. Retrieved from: <https://medium.com/@WWF/lets-make-the-world-s-cities-a-little-greener-bbe48847c3f>

# Let's make the World's Cities a little Greener

Jennifer Lenhart, Global Lead, WWF Cities and Marcus Mayr, Programme Management Officer, UN-Habitat



**P1.** Nature in and around cities have shown to be effective solutions to reduce heat island effects, provide flood control and purify air. Nature makes good public spaces great, opens cityscapes for green oases, providing fresh breezes and shading. If public green space is well managed and expanded, it can help reduce CO<sub>2</sub> emissions and improve air quality. Nature provides us with oxygen, purifies drinking water, ensures fertile soil, and produces the variety of foods we require to stay healthy. Nature provides the foundation of many industries and livelihoods. It helps mitigate climate change impacts by storing carbon, providing flood and landslide protection, and regulating local rainfall. Life on earth would not be possible without nature's services. It is our greatest common good.

**P2.** We all critically depend upon healthy interconnected ecosystems, so it is essential that nature is fully integrated into urban planning, design and development. We need to accelerate the protection of public green spaces, particularly in dense neighborhoods, for enhanced recreation, temperature regulation, and air purification. Urban and territorial planning provides a framework to align and transform our built and natural environments. Putting human and environmental health at the heart of urban and territorial planning process and principles will enable the full potential of our cities and territories to deliver healthier and resilient environments. Livable, compact and mixed-use cities, based on sound urban policy and planning, are a solution to counter the tendency of sprawl, slowing the expansion of peripheral towns, that are expanding spatially much faster than their populations, and are much more dispersed and segregated as a result. Associated habitat destruction and land conversion is rapidly increasing, a real disaster for biodiversity.

**P3.** Cities are drivers of the transition from a linear to a more circular economy. Cities bring together resources, ingenuity, knowledge and capital in ways that shorten distances, spur innovation and consolidate infrastructure, which in turn reduces per capita rates of resource use. Integrating energy, food, water, waste and transport systems (e.g. urban parks that double as safe bike lanes, or biogas produced using food waste) will reduce the associated biodiversity impact inside and outside city boundaries. The construction industry, in collaboration with local/ regional governments, can lead the transformation of the built environment to make it healthier and more sustainable with longer building lifespans, reuse and recycling of building materials, waste and water, and design for energy efficiency.

**P4.** Planetary health and our urban future are closely inter-connected. We need to secure the transformative potential of cities. As set out in the New Urban Agenda, national governments should fully embrace their role in supporting preparedness and response in cities. This shift will require dialogue on rebalancing the roles of the public and private sector to ensure adequate service delivery to all, and particularly the urban poor. As governments adjust their national planning efforts to stimulate economic recovery in light of COVID-19, there is a unique opportunity to focus on critical infrastructure, nature restoration, and healthy urban systems that create a wide range of jobs and drive a sustainable transformation.

### Summary Template

In the article *Let's make the World's Cities a little Greener*, Jennifer Lenhart's main point is that nature should be integrated in cities design to create sustainable urban development. According to the author, nature in and around the cities provides many services for people's greatest common good. Additionally, the writer also mentions that nature should be integrated into urban planning, design and development of cities to create healthier and resilient environments. Another important aspect suggested is that cities combine knowledge, capital, infrastructure, and innovation to transition industries into a sustainable economy. Finally, the article talks about the fact that governments around the world need to ensure that the transformation of cities can happen by balancing nature restoration and urban development.

## Creating a Summary

### Instructions:

1. The chart below shows the main ideas of each paragraph from the reading “From Containment to recover: Environmental responses to the COVID-19 pandemic” by the Organisation for Economic Co-operation and Development (OECD).
2. Read the Summary Template and notice the sections highlighted in colors.
3. Write a general main idea for the summary paragraph taking into account the 4 main ideas given.
4. Write the introductory sentence in the space provided in red.
5. Make sure this introductory sentence represents the author’s main point.
6. Use the elements from the resources chart given to write your own version of the summary.
7. At the end of this document, you will find the article as reference.

### Summary Template

In the article **name of the article**, the **author’s name**’s main point is that **write the global main idea here**. Transition #1, the organization states that **P1 Main Idea**. Transition #2, the OECD mentions that **P2 Main Idea**. Transition #3 **P3 Main Idea**. Concluding transition, the article talks about the fact that **P4 Main Idea**.

 Resources

Area	Main Ideas
<b>P1</b>	The lack of resilience and preparedness to deal with COVID-19 has increased the importance of integrating a gender and inclusiveness perspective in the environmental action to protect especially vulnerable groups.
<b>P2</b>	Economy recovery measures from governments should not affect the actions to tackle climate change, which can be as devastating as COVID-19 but in a longer term.
<b>P3</b>	Environmental improvement measures should be an integral part of the short-term and long-term economy recovery efforts rather than a burden during the crisis.
<b>P4</b>	Government stimulus packages will need to take into account the transition to low emissions and resource efficient economies to minimize long-term environmental impacts.
<b>Transition Words</b>	
<b>Addition</b>	Additionally, Moreover, Furthermore,
<b>Example</b>	For example, To illustrate, For instance,
<b>Report</b>	The author also mentions... Another important idea mentioned is that...

	The article also talks about...
<b>Contrast</b>	However, Nonetheless, In contrast,
<b>Narration, order</b>	First, Then, After that...
<b>Conclusion</b>	In conclusion, Lastly, Finally,

## Examples of introductory sentences

<p>1. In the article " _____," _____'s main point is _____.</p> <p style="text-align: center;">(title of article)      (author's name)      (main idea)</p>
<p>2. According to _____, author of " _____," _____.</p> <p style="text-align: center;">(author's name)      (title of article)      (main idea)</p>
<p>3. In his/her article " _____," _____ <b>states</b> that _____.</p> <p style="text-align: center;">(title of article)      (author) (reporting verb)      (main idea/argument)</p>
<p>4. _____'s article " _____" <b>discusses</b> _____.</p> <p style="text-align: center;">(author's name)      (title of article)      (reporting verb)      (main idea)</p>
<p>5. _____, in his/her article " _____," _____ <b>argues</b> that _____.</p> <p style="text-align: center;">(author's name)      (title of article)      (reporting verb)      (main idea)</p>

Adapted from: OECD. Retrieved from: <http://www.oecd.org/coronavirus/policy-responses/from-containment-to-recovery-environmental-responses-to-the-covid-19-pandemic-92c49c5c/>



## From containment to recovery: Environmental responses to the COVID-19 pandemic

**INTRODUCTION** The COVID-19 emergency is affecting the lives of people around the world. Containing and mitigating the spread and infection of the coronavirus is the first priority of governments, with concerted efforts to shore up public health systems and unprecedented social and economic response measures. The immediate effect of widespread virus containment measures has been a severe and sudden reduction in economic activity globally. This has resulted in some short-term environmental improvements, including significant reductions in local air pollution and greenhouse gas emissions in many countries (particularly in urban areas). However, these effects are likely to be temporary as governments put in place a wide range of stimulus measures in order to reinvigorate economic growth, and the environmental gains made in recent decades could even be reversed once a recovery is underway.

**P1.** The spread of COVID-19 has increased public awareness of the consequences of a lack of resilience and preparedness to deal with such a pandemic. Climate change, water pollution and the drivers of biodiversity loss, such as deforestation and illegal wildlife trade, may increase the risk of further

pandemics, such as vector-borne or water-borne infections. Outdoor air pollution results in 4.2 million premature deaths a year, including through respiratory diseases, and reduces the environmental health of communities. In addition, lack of access to clean water and sanitation in some developing countries, including for hand-washing, can accentuate the impacts of pandemics. Such environmental factors significantly undermine the environmental health of large sections of societies, especially vulnerable groups such as the less well-off segments of society. It is therefore important that countries integrate a gender and inclusiveness perspective in their environmental action.

**P2.** Looking beyond the immediate health crisis, government efforts to support economic recovery are essential but should not undermine action to limit the threats from climate change and environmental degradation, which could be as destabilising to societies and economies as COVID-19 but are on a different time scale. Stimulus measures and policy responses need to be aligned with ambitions on climate change, biodiversity and wider environmental protection. The window of opportunity to take strong action on climate is closing fast and short term economic measures will have a significant impact on the ability to meet global goals.

**P3.** Recovery efforts will give countries a chance to make much-needed environmental improvements an integral part of the economic recovery, rather than such measures being perceived as an additional burden at a time of crisis. Stimulus measures can be an opportunity to invest in the economic transformations and technological innovations we know are necessary to deliver the sustainable improvements in people's lives that depend, amongst other things, on a healthy environment. As well as providing economic opportunities in the near term, such improvements are essential to enhance the overall resilience of societies. Both short-term and longer-term measures should aim at achieving the multiple purposes of delivering economic prosperity and wider well-being, improving productivity, enhancing resilience and decarbonising the economy.

**P4.** As the COVID-19 emergency evolves, the effects of governments' stimulus packages will need to be assessed with respect to the long-term environmental impacts. A focus on the transition to low emissions and resource efficient economies will be a central component of such a process. For example, the investment plans associated with recovery will be critical in setting the environmental pathway for the next few decades, crucial for global efforts to avoid dangerous climate change. The OECD will continue to support governments as they implement policies to drive stronger environmental outcomes that are supportive of efforts to overcome the current public health emergency.

### Summary Template

In the article “From Containment to recover: Environmental responses to the COVID-19 pandemic”, the Organisation for Economic Co-operation and Development’s main point is that **governments should not neglect the environment to focus only on economy recovery policies related to the pandemic.** Transition #1, the organization states that **the lack of resilience and preparedness to deal with COVID-19 has increased the importance of integrating a gender and inclusiveness perspective in the environmental action to protect especially vulnerable groups.** Transition #2, the OECD mentions that **economy recovery measures from governments should not affect the actions to tackle climate change, which can be as devastating as COVID-19 but in a longer term.** Transition #3 **environmental improvement measures should be an integral part of the short-term and long-term economy recovery efforts rather than a burden during the crisis.** Concluding transition, the article talks about the fact that **government stimulus packages will need to take into account the transition to low emissions and resource efficient economies to minimize long-term environmental impacts..**



## Transition words & phrases

### Instructions:

- There are pairs of sentences related to the different topics studied in class.
- Link the sentences using any transition word from the table below that best completes the idea.

Transition Words	
<b>Addition</b>	Additionally, Moreover, Furthermore,
<b>Example</b>	For example, To illustrate, For instance,
<b>Report</b>	The author also mentions... Another important idea mentioned is... The article also talks about...
<b>Contrast</b>	However, Nonetheless, In contrast,

<b>Narration, order</b>	First, Then, After that...
<b>Conclusion</b>	In conclusion, Lastly, Finally,

1. Environmental and climate change interventions continue to be supported through trust funds, [REDACTED] the Forest Carbon Partnership Facility, Costa Rica's REDD+ strategy, and Partnership for Carbon Market Readiness (PMR).

2. Domestic tourism flows are expected to recover more quickly once containment measures are lifted. [REDACTED], it is unlikely that domestic tourism could compensate for the decline of international tourism

3. Outdoor air pollution results in 4.2 million premature deaths a year, including through respiratory diseases, and reduces the environmental health of communities. [REDACTED], lack of access to clean water and sanitation in some developing countries, including for hand-washing, can accentuate the impacts of pandemics.

4. This has resulted in some short-term environmental improvements, including significant reductions in local air pollution and greenhouse gas emissions in many countries (particularly in urban areas). [REDACTED],

these effects are likely to be temporary as governments put in place a wide range of stimulus measures in order to reinvigorate economic growth, and the environmental gains made in recent decades could even be reversed once a recovery is underway.

5. Hacienda Digital will modernize and digitalize the Ministry of Treasury. First, it will make tax and customs services and payments easier. , it will reduce tax evasion, improve budget efficiency and debt management. , this plan will transform the Ministry's institutional culture to place citizens at the center as clients.



1. Environmental and climate change interventions continue to be supported through trust funds, **for instance**, the Forest Carbon Partnership Facility, Costa Rica's REDD+ strategy, and Partnership for Carbon Market Readiness (PMR).

2. Domestic tourism flows are expected to recover more quickly once containment measures are lifted. **Nonetheless**, it is unlikely that domestic tourism could compensate for the decline of international tourism

3. Outdoor air pollution results in 4.2 million premature deaths a year, including through respiratory diseases, and reduces the environmental health of communities. **Additionally**, lack of access to clean water and sanitation in some developing countries, including for hand-washing, can accentuate the impacts of pandemics.

4. This has resulted in some short-term environmental improvements, including significant reductions in local air pollution and greenhouse gas emissions in many countries (particularly in urban areas). **However**, these effects are likely to be temporary as governments put in place a wide range of stimulus measures in order to reinvigorate economic

growth, and the environmental gains made in recent decades could even be reversed once a recovery is underway.

5. Hacienda Digital will modernize and digitalize the Ministry of Treasury. First, it will make tax and customs services and payments easier. **Then**, it will reduce tax evasion, improve budget efficiency and debt management. **Finally**, this plan will transform the Ministry's institutional culture to place citizens at the center as clients.

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, Sept 16th, 2020

Lesson Plan #6

Student teacher: Vladimir Pereira

Assistants: Duff Aguirre and Dahianna Aguilar

Unit # 1: **Ideas in Brief**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of written texts related to MIDEPLAN to report the main points to their peers (in written and oral form) by identifying main and secondary ideas, summarizing, and questioning the text.

**General Objective:** By the end of the unit, the students will be able to adequately report in Spanish written information related to MIDEPLAN by using the questioning technique.

**Specific Objectives:** The students will be able to

1. accurately show understanding of nine vocabulary words related to the electric passenger train project by reviewing their translation into Spanish and drilling;
2. appropriately extract details from a reading by answering questions in Spanish and completing a chart;
3. successfully construct an oral report in Spanish by using a chart with questions from a reading;
4. accurately show understanding of the function of WH-words by completing sentences using a word bank.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<p><b>Routine</b></p> <ul style="list-style-type: none"> <li>● Class will start with               <ul style="list-style-type: none"> <li>○ comments or questions about quiz #1</li> <li>○ a review of the post task from lesson #5 about transition words.</li> </ul> </li> </ul>				20m
1	<p><b>Warm-up Vocabulary Capsule</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>● Using <i>Evernote</i>, T teaches 9 vocabulary words from the 5 different articles to use on this lesson.</li> <li>● Ss practice the pronunciation of the words in English by drilling.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p>	<p>Activating background knowledge</p> <p>Drilling</p> <p>Negotiation of meaning</p>	R S L	10m

	<ul style="list-style-type: none"> <li>●</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>● T &amp; A will clarify doubts when called.</li> <li>● T &amp; As will provide immediate feedback about the pronunciation of the words.</li> <li>● T will include comments on the mistakes made during this activity (not necessarily pronunciation mistakes) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b></p> <p>Evernote</p>	<p><i>This word means...</i></p> <p><i>Can you check the dictionary?</i></p> <p><i>The translation into Spanish is...</i></p> <p><b>Pronunciation:</b></p> <p>Billion /'bɪljən/          Feasibility /fɪzə'bɪləti/          Freight /fret/          Investment /ɪn'vɛstmənt/          Partnership /'pɑ:rt.nə.ʃɪp/          Railroad /'reɪl.rəʊd/          Require /rɪ'kwaɪr/          Sponsor /'spɑ:n.sə/          Throughout /θru:'aʊt/</p>			
2	<p><b>Pre-task: Questioning in Spanish</b></p> <p><b>Procedures:</b></p>	<p><b>a) procedural</b></p> <p><i>The title of the article mentions "GAM."</i></p>	<p>Activating background knowledge</p>	<p>R S L</p>	<p>25 min</p>

	<ul style="list-style-type: none"> <li>• Individually, Ss think about one question (in Spanish) they could have about the article before starting to read it.</li> <li>• In 4 groups, using U1 L6 Handout #1, Ss are asked to write two questions in Spanish that can be answered with the information from the reading “Costa Rica presents its plan for GAM electric passenger train” from the Tico Times.</li> <li>• T checks the questions and asks other groups to answer them in Spanish.</li> <li>• See Evernote.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As. will monitor the breakout rooms paying attention to students’ interactions and performance.</li> </ul>	<p><i>I don't know what "nearly" means.</i></p> <p><i>One of the questions could be "¿cuántas personas van a usar el tren?"</i></p> <p><i>We could ask "¿cuántas personas van a usar el tren?"</i></p> <p><i>That is not mentioned in the article.</i></p> <p><b>b) Real task language:</b></p> <p><i>No real task language has been added to this section as Ss production will be in Spanish.</i></p> <p><b>Pronunciation</b></p> <p><i>No list of words has been added to this section as</i></p>	<p>Negotiation of meaning</p> <p>Questioning</p> <p>Reading for details</p> <p>Using Spanish as means to confirm reading comprehension</p> <p>Predictions</p>		
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	<ul style="list-style-type: none"> <li>Ts. will take notes about Ss' mistakes to provide immediate feedback or take notes for a later review with the whole class.</li> <li>T will include comments on the mistakes made during this activity (not necessarily pronunciation mistakes) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> U1L6 Handout #1 Pretask.docx</p>	<i>Ss production will be in Spanish.</i>			
3	<p><b>Task: Using questions and answers to report in Spanish</b></p> <p><b>Procedures</b></p> <p><u>Part I</u></p> <ul style="list-style-type: none"> <li>Using U1 L6 Handout #2 Main task Context.pptx T provides the context of the task.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I have reading number "one".</i></p> <p><i>Who is next? Who has reading number "two"?</i></p> <p><i>Can you repeat that, please?</i></p> <p><i>Now, let's answer the last question</i></p>	Activating background knowledge	R S L	40 min

	<ul style="list-style-type: none"> <li>Using <i>U1 L6 readings #1, 2, 3, and 4</i>, individually (but in breakout rooms to create focus groups), Ss read the article assigned about a railroad infrastructure project in Latin America. Then, they look for the details asked in the “Ficha Técnica - Caso de Estudio.” Finally, they write the answers in Spanish to complete the “Ficha Técnica” chart.</li> <li>T and As will check Ss’ production when visiting the different breakout rooms.</li> <li>See Evernote.</li> </ul> <p><u>Part II:</u></p> <ul style="list-style-type: none"> <li>The class will be divided evenly into 4 breakout rooms. Each room will contain a person with a different reading (reading #1, 2, 3, and 4).</li> </ul>	<p><b>b) Real task language:</b>  <i>No real task language has been added to this section as Ss production will be in Spanish.</i></p> <p><b>Pronunciation</b>  <i>No list of words has been added to this section as Ss production will be in Spanish.</i></p>	<p>Negotiation of meaning</p> <p>Questioning</p> <p>Reading for details</p> <p>Reporting orally</p> <p>Using Spanish as means to confirm reading comprehension</p>		
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	<ul style="list-style-type: none"> <li>● In Spanish, Ss use the answers from the “Ficha Técnica” to present the information from the reading. T encourages Ss to use their own words.</li> <li>● Ss pay attention to the information presented by the other classmates to answer this question: ¿Cuál proyecto se asemeja más al “Tren Eléctrico de Pasajeros del Gran Área Metropolitana” en Costa Rica?</li> <li>● T asks Ss to share their answer with the whole class in the main session</li> </ul> <p><u>Part III:</u></p> <ul style="list-style-type: none"> <li>● Individually, Ss think about one possible after-reading question in Spanish.</li> </ul>				
--	---	--	--	--	--

	<ul style="list-style-type: none"> <li>● T asks some Ss to share their after-reading question with the rest of the class.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>● T &amp; As. will monitor the breakout rooms and answer S individual questions.</li> <li>● T &amp; As. will provide feedback based on the charts completed by the Ss.</li> <li>● T &amp; As. will clarify doubts if necessary.</li> <li>● T will include comments on the mistakes made during this activity (not necessarily pronunciation mistakes) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b> U1 L6 Handout #2 Main task Context.pptx</p>				
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	<p>U1 L6 Reading #1.docx  U1 L6 Reading #2.docx  U1 L6 Reading #3.docx  U1 L6 Reading #4.docx</p>				
4	<p><b>Post task: Grammar and Vocabulary</b></p> <p><b>Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using a video, T explains the function of WH-words.</li> <li>Using <i>U1 L6 Handout #3 Post Task</i>, individually, Ss complete questions using wh-words from a word bank.</li> <li>T asks Ss to watch the video and complete handout #3 as homework (asynchronous lesson time)</li> <li>See Evernote.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>T will include comments on the mistakes made during this activity</li> </ul>	<p><b>Pronunciation</b></p> <p>What /wət/  When /wɛn/  Where /wɛr/  Why /waj/  Who /hu/  How /haw/  Which /wɪtʃ/  How much /haʊ mʌtʃ/  How many /haʊ `men.i/</p>	<p>Activating  background  knowledge</p> <p>Identifying  function</p>	<p>R  L  W</p>	

	<p>(not necessarily pronunciation mistakes) and feedback for Ss to check later in the Evernote file of the lesson.</p> <p><b>Material:</b> <i>U1L6 Handout#3 Post-task.docx</i></p>				
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing Others: \_\_\_\_\_

Notes:

- Evernote link: [https://www.evernote.com/l/AhFFy3QHhpNA3aLsYIM2cDRa\\_QN24RhaHME/](https://www.evernote.com/l/AhFFy3QHhpNA3aLsYIM2cDRa_QN24RhaHME/)
- There will be explicit teaching about the Questioning technique. This segment is planned to last about 10-20 minutes.
- Due to the carryover from the previous lesson, the Post-task is planned to be done during asynchronous lesson time.

English for MIDEPLAN | Session #6 09/16/2020 | Unit 1: Ideas in Brief: Questioning

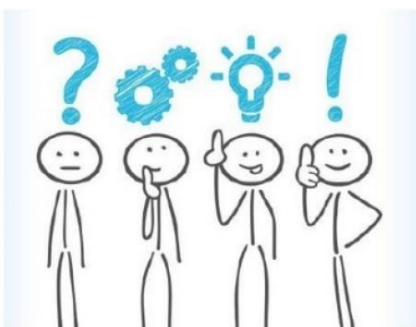
**Notebook:** English for Mideplan V2  
**Created:** 12/9/2020 6:05 p. m. **Updated:** 21/9/2020 4:56 p. m.  
**Author:** vapb.cr@gmail.com  
**URL:** <http://content.nroc.org/DevelopmentalEnglish/unit02/Foundations/supporting-details.html>

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 English for MIDEPLAN  
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Unit 1: Ideas in Brief

• Lesson #6: Questioning



**Objective:** By the end of the unit, the students will be able to successfully interpret written texts related to MIDEPLAN's interests by identifying main points, supporting details, summarizing, and questioning.

**About Quiz #1**

- Do you have questions or comments about Quiz #1?
- Pueden hacer comentarios en español sobre el proceso del quiz.

**Time: 10min**

**Post-task of Lesson #5: Transition Words**

- U1 L5 Handout#3 Post-task.docx

**Time: 10min**

**What is Questioning?**

- It is a reading strategy to help you interact with the text: you ask and answer questions about the text.
- Questioning helps you to clarify the content and to monitor your own comprehension of the text.
- The strategy gives you a purpose, focuses your attention, makes you think actively, and helps you review and relate content to what you already know.
- You can ask questions for several reasons, for example:
  - to clarify meaning (words, phrases)
  - to understand the topic, situation, participants, details
  - to understand the author's intent
  - to make predictions

### The strategy:

1. Ask questions before reading the text: this activates prior knowledge and helps you make predictions about the text.
2. Ask questions during reading time: this can include the content, the author, the events, the issues, and the ideas.
3. Ask questions after reading the text: this can stimulate critical analysis and further research on the topic.

### Example:

The screenshot shows the IRJ (International Railway Journal) website. The main article is titled "Panama metro Line 3 contract finally awarded". The article text states: "PANAMA's General Directorate of Public Procurement has confirmed that the HPH Joint Venture Consortium of Hyundai Engineering & Construction and Powo E&C will be awarded a \$1.2057bn contract for the design, construction and financing of metro Line 3." Below the text is a photograph of a modern blue and white metro train. To the left of the main text, there is a "Related Posts" section with three items: "HS2 announces first five firms for its Innovation Accelerator programme", "CRRC rolls out first battery-equipped locomotive for rail", and "Panama Metro's Line 3 metro will be 23km long". The IRJ logo and tagline "Rail market intelligence to unlock your business potential." are visible in the bottom right corner of the article area.

Thick Questions	Thin Questions
The questions make you think. They help you analyze the content for deeper	The questions help you clarify details of the content.

understanding.	Where...? What...? When...? Who...?
Why...? How...?	
They need evidence from the text to be answered. They could have many answers.	They are easier to answer. Answers are right in the text. Yes/No questions They typically have 1 answer.

Adapted from:  
<https://www.classroomnook.com/blog/reading-strategy-asking-questions>  
<https://www.csi-literacy.com/blogs/blog/reading-strategies-asking-questions>  
<https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

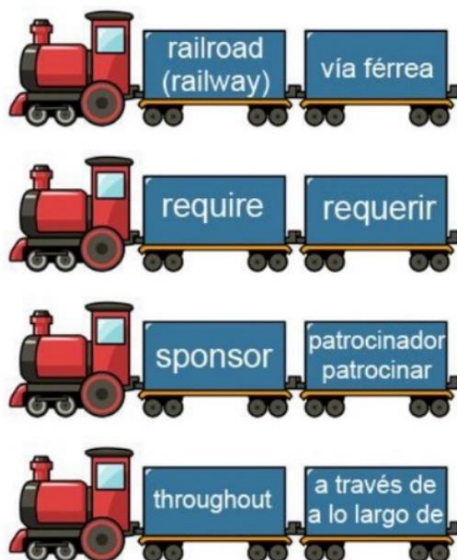


**Extra information:** <https://www.youtube.com/watch?v=blbTZKQoxdQ>

**Time: 15min**

### Vocabulary capsule





Time: 10min

Pre-task: Questioning in Spanish



Individual & Group Work

Instructions:

1. Download Handout #1.
2. Individually, before you start reading, think about one question (in Spanish) you could have about the article.
3. In groups, read the article from the Tico Times about the GAM Electric Passenger Train.
4. Write 2 questions (in Spanish) that can be answered with the information from the reading
5. Share your questions with the entire class.
6. Be ready to answer other groups' questions.

*Useful Language*

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. The title of the article mentions "GAM."</li> <li>2. I don't know what "nearly" means.</li> <li>3. One of the questions could be "¿cuántas personas van a usar el tren?"</li> <li>4. We could ask "¿cuántas personas van a usar el tren?"</li> <li>5. That is not mentioned in the article.</li> </ol> | <ol style="list-style-type: none"> <li>1. El título del artículo menciona "GAM."</li> <li>2. No sé qué significa "nearly".</li> <li>3. Una de las preguntas podría ser "¿cuántas personas van a usar el tren?"</li> <li>4. Podríamos preguntar "¿cuántas personas van a usar el tren?"</li> <li>5. Eso no está mencionado en el artículo.</li> </ol> |
|--|--|

**Group: 4 groups**

**Time: 10 min**



**Main Task: Using questions and answers to report in Spanish**

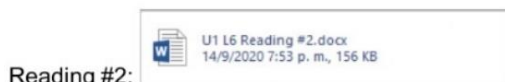


**Individual & Group Work**

**Instructions:**

Part I:

1. Listen to the teacher providing the context of the task.
2. Download the reading assigned to you.
3. In 4 breakout rooms (but individually), read the article assigned about a railroad infrastructure project in Latin America.
4. Look for the details asked in the "Ficha Técnica - Caso de Estudio"
5. Write the answers in Spanish to complete the "Ficha Técnica" chart.



**Individual work**

**Time: 15 min**

Part II:

6. The class will be divided into 4 breakout rooms for group work, with members from each previous breakout room.
7. In Spanish, use the answers from the "Ficha Técnica" to present the information from the reading. Use your own words.

8. Pay attention to the information presented by your classmates to answer this question:

¿Cuál proyecto se asemeja más al "Tren Eléctrico de Pasajeros del Gran Área Metropolitana" en Costa Rica?

9. Be ready to share your answer (in Spanish) with the rest of the class in the main session.

**Groups: 4 groups**

**Time: 10 min**

Useful Language	
1. I have reading number " <i>one</i> ". 2. Who is next? Who has reading number " <i>two</i> "? 3. Can you repeat that, please? 4. Now, lets answer the last question.	1. Yo tengo la lectura número 1. 2. ¿Quién sigue? ¿Quién tiene la lectura número 2? 3. ¿Puede repetir eso, por favor? 4. Ahora contestemos la última pregunta.

Part III:

1. Think about one possible after-reading question (in Spanish).
2. Be ready to share your answer with the class.

**Individual work**

**Time: 5min**

**Post-task: Grammar Focus**

**Introduction to Questions: WH-words**

WH-word	Function	Question	Answer
<b>Why</b>	reasons	Why does INCOFER request a new study?	Because the plan presented did not get enough support.
<b>What</b>	specific thing / object	What does "feasible" mean?	It means "able to be made, done, or achieved".
<b>When</b>	time, occasion, moment	When does the project start?	The project starts next month.
<b>Where</b>	place, location, position	Where do you place the exemption forms?	Put them inside the green folder in the middle drawer.
<b>How</b>	process, way, manner, form	How does the congress approve a new law?	Laws are approved or rejected by voting on two debates. Some bills require a specif majority

			to pass. Sometimes bills are sent to Sala Constitucional for their review.
<b>Who</b>	subject, person	Who approves the budget?	The congress approves or rejects the budget.
<b>Which</b>	choice / alternative	Which project seems suitable for the analysis?	The Colombian train feasibility study seems suitable.
<b>How much</b>	quantity (uncountable nouns)	How much money does the feasibility study cost?	The study costs around US \$50,000
<b>How many</b>	quantity (countable nouns)	How many new jobs does the government estimate for this project?	The government estimates that about 1,500 new jobs will be created with this project.

### Homework (for September 30th)



### Extra Information: Question structure in English



<https://youtu.be/t4yWEt0OSpg?t=73> [1:13 - 6:27]

Type of Q.	Question Word / Phrase	Auxiliary	Subject	Main Verb	Complement	Answer
Yes / No		Do Does	the ministers the agreement	support include	the project? a time estimate?	Yes, they do. No, it doesn't.
		Have Has	you doña Pilar	reviewed confirmed	the invoice? attendance to the conference?	No, I haven't. Yes, she has.
		Will	the congress	reject	the budget?	No, they won't.
		Did	Mr. Cruickshank	approve	the quote?	Yes, he did.
		Can	we	start	the meeting now?	No, we can't.
		Should	I	forward	this email to all participants?	Yes, you should.

Information	What	did	the minister	say	about the timeline?	She thinks 2 months is unacceptable.
	When	will	the congress	discuss	the proposal?	Next Friday.
	Where	is	MIDEPLAN's headquarters	located?		It's located at Calle 41, Alameda, San José.
	Why	did	INCOFER	request	a new study for the train?	Because the original project did not get enough support.
	Who			signed	the agreement?	Officials from INCOFER and BID.
	Whom	did	the president	invite	to the meeting?	He invited doña Pilar, doña Elizabeth, and don Mauricio.
	How	do	you	add	the VAT to the quote?	Just type +13% in a new cell.
	Which	would	you	order?		The one with the 10% discount.
	What time What kind (of exemption)	does should	the minister I	meet use	the president today? on this form?	At 3:00pm. 6500 - Red Cross
How much money How many visitors How long	will is will	the feasibility studies the minister the new measures	cost? expecting last?	this afternoon?	US \$1.5 million Around 15 visitors. 3 weeks approximately.	

Adapted from:  
<https://www.englishclub.com/grammar/questions.htm>  
<https://www.mmmenglish.com/2017/06/11/asking-questions-in-english-question-structure-fix-your-grammar-mistakes/>

**Extra! Extra! Read all about it!**

- **Next class: End-of-Unit-1 Exam**

## Questioning in Spanish

### Instructions:

1. Individually, think about one question (in Spanish) you could have about the text below before you start reading it.
2. In groups, read the article from the Tico Times about the GAM Electric Passenger Train.
3. Write 2 questions (in Spanish) that can be answered with the information from the reading. Do not answer these questions.
4. Share your questions with the entire class.
5. Be ready to answer other groups' questions.

Adapted from: The Tico Times: Retrieved from

<https://ticotimes.net/2020/05/05/costa-rica-presents-its-plan-for-gam-electric-passenger-train>

## Costa Rica presents its plan for GAM electric passenger train



A rendering of the urban electric train to be constructed in Costa Rica. (Via Casa Presidencial.)

Author: Alejandro Zúñiga

May 5, 2020

The electric passenger train will feature 84 km of **railway** from Paraíso de Cartago, through San José and to Coyol de Alajuela. Of its 46 stations, 10 will be intermodal — connecting directly with buses, taxis or bike systems.

Once completed, the urban electric train would transport 200,000 people each day **throughout** the Greater Metropolitan Area (GAM), linking the cities of Cartago, San José, Heredia and Alajuela, according to government models.

A loan from the Central American Bank for Economic Integration, for US \$550 million, was introduced before the Legislative Assembly to help fund the US \$1.55 **billion** project.

The government projects the train's construction will create 1,200 jobs, and nearly 1,500 people would be employed when it becomes fully operational.

**S**tudent production

Before reading:	
During Reading:	
1.	
2.	

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[aguiar@unccr.ac.cr](mailto:aguiar@unccr.ac.cr)  
Lesson 06: Mini Task | HANDOUT 02



**Instructions:**  
**Part I:**  
1. Listen to the teacher providing the context of the task.

1



2



3



- Do some research about railway projects in Latin America.
- Fill in the Ficha Técnica provided by INCOFER.

4



Use the information from the Ficha Técnica to present the main aspects of the project you investigated.

5



### WH -words

#### Instructions:

1. There are 6 incomplete questions.
2. Read the words in the bank and write the question word that best completes each sentence.

Why • What • When • Where • How • Who • Which • How much • How many

1.	_____ checks the quotes before approval?
	<b>Mr. Herrera</b> reviews all documents before approval.

2.	_____ do you send the documents to the treasury ministry?
	I send the documents to the treasury ministry <b>every Tuesday</b> .

3.	_____ does the ministry need more interns?
	The ministry needs more interns <b>because we are behind schedule with a lot of projects</b> .

4.	_____ kilometers of railroad does the project feature?
	The project of the electric train features <b>84 kilometers</b> of railway.

5.	time does it take to submit the invoice with this system?
	It takes just <b>1 or 2 minutes</b> . It's really quick.

6.	cities does the urban electric train link?
	The urban electric train links the cities of <b>Cartago, San José, Heredia and Alajuela</b> .


**Answer Key**

1.	Who checks the quotes before approval?
	<b>Mr. Herrera</b> reviews all documents before approval.
2.	When do you send the documents to the treasury ministry?
	I send the documents to the treasury ministry <b>every Tuesday</b> .
3.	Why does the ministry need more interns?
	The ministry needs more interns <b>because we are behind schedule with a lot of projects</b> .
4.	How many kilometers of railroad does the project feature?
	The project of the electric train features <b>84 kilometers</b> of railway.
5.	How much time does it take to submit the invoice with this system?
	It takes just <b>1 or 2 minutes</b> . It's really quick.
6.	What cities does the urban electric train link?
	The urban electric train links the cities of <b>Cartago, San José, Heredia and Alajuela</b> .



### WH -words

#### Instructions:

1. There are 6 incomplete questions.
2. Read the words in the bank and write the question word that best completes each sentence.

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5.	time does it take to submit the invoice with this system?
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	cities does the urban electric train link?
6.	The urban electric train links the cities of <b>Cartago, San José, Heredia and Alajuela</b> .


**Answer Key**

1.	Who checks the quotes before approval?
	<b>Mr. Herrera</b> reviews all documents before approval.
2.	When do you send the documents to the treasury ministry?
	I send the documents to the treasury ministry <b>every Tuesday</b> .
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	The ministry needs more interns <b>because we are behind schedule with a lot of projects</b> .
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	The project of the electric train features <b>84 kilometers</b> of railway.
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	It takes just <b>1 or 2 minutes</b> . It's really quick.
6.	What cities does the urban electric train link?
	The urban electric train links the cities of <b>Cartago, San José, Heredia and Alajuela</b> .

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• Lesson #6: Main Task / Reading #2



## Reading for details

### Instructions:

#### Part I:

1. Individually, read the article below about a railroad infrastructure project in Latin America.
2. Look for the details asked in the “Ficha Técnica - Caso de Estudio #1”
3. Write the answers in Spanish to complete the “Ficha Técnica” chart.
4. Part II:
5. The class will be divided in 4 breakout rooms for group work.
6. In Spanish, use the answers from the “Ficha Técnica” to present the information from the reading. Use your own words.
7. Pay attention to the information presented by your classmates to answer this question: ¿Cuál proyecto se asemeja más al “Tren Eléctrico de Pasajeros del Gran Área Metropolitana” en Costa Rica?
8. Be ready to share your answer with the rest of the class in the main session.

## Reading #2

Adapted from Railway Technology. Retrieved from: <https://www.railway-technology.com/projects/uruguay-central-railroad-project/>

Projects

# Uruguay Central Railroad Project



Author: Railway-Technology.com




June 13, 2019

The Uruguay Central **Railroad** project includes the rehabilitation and construction of 273km of a **railway** line connecting Uruguayan capital Montevideo and the city of Paso de los Toros. The project will improve connectivity between the interior of these regions upon its completion in 2022.

The project aims to improve and promote **railway freight** movement. It is being undertaken by the Ministry of Transport and Public Works of Uruguay through a public-private **partnership** (PPP).

The total estimated cost of the project is US \$823 million, which will include capital contributions from banking entities BID, CAF, CAFAM and other international private banks.

**R**eporting in Spanish

  
<b>Ficha Técnica   Caso de Estudio #1</b>
<b>1. ¿Cuál es el nombre del proyecto?</b>
<b>2. ¿En qué país o región se desarrolla?</b>
<b>3. ¿Cuál es el objetivo y la extensión territorial del proyecto?</b>
<b>4. ¿Cuáles son los beneficios?</b>

<b>5.¿Cuánto es el monto y el financiamiento?</b>
<b>6.¿En qué fecha inicia y concluye?</b>
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### Ficha Técnica | Caso de Estudio #1

**1. ¿Cuál es el nombre del proyecto?** Proyecto Ferroviario Central de Uruguay

**2. ¿En qué país o región se desarrolla?** En las ciudades uruguayas de Montevideo y Paso de los Toros

**3. ¿Cuál es el objetivo y la extensión territorial del proyecto?** Tren de carga en 273km

**4. ¿Cuáles son los beneficios?** mejorar la conectividad en el interior de esas regiones

**5. ¿Cuánto es el monto y el financiamiento?** 823 millones de dólares, financiado por bancos internacionales como BID, CAF, CAFAM

**6. ¿En qué fecha inicia y concluye?** estará completado en el 2022

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• Lesson #6: Main Task / Reading #3



## Reading for details

### Instructions:

#### Part I:


1. Individually, read the article below about a railroad infrastructure project in Latin America.
2. Look for the details asked in the “Ficha Técnica - Caso de Estudio #1”
3. Write the answers in Spanish to complete the “Ficha Técnica” chart.

#### Part II:

4. The class will be divided in 4 breakout rooms for group work.
5. In Spanish, use the answers from the “Ficha Técnica” to present the information from the reading. Use your own words.
6. Pay attention to the information presented by your classmates to answer this question: ¿Cuál proyecto se asemeja más al “Tren Eléctrico de Pasajeros del Gran Área Metropolitana” en Costa Rica?
7. Be ready to share your answer with the rest of the class in the main session.

## Reading #3

Adapted from: Egis. Retrieved from: <https://www.egis-group.com/action/news/new-rail-project-in-colombia>



The screenshot shows the Egis website header with the logo and navigation menu: Group, Activities, Talent, Press, Perspectives, and EGIS IN ACTION. Below the header is a breadcrumb trail: Home » Egis in action » All our news » New rail project in Colombia. The main content area features the title 'New rail project in Colombia' and a large panoramic photograph of Bogotá, Colombia, showing a dense urban landscape with numerous skyscrapers under a blue sky with scattered clouds. A small copyright notice '© Cristian' is visible in the bottom left corner of the image.

Author: Egis-group.com

May 05, 2020

In April 2020, Egis was contracted to develop the **feasibility** studies and design of a **freight** and passenger train between Bogotá and Zipaquirá.

This is a mega project located in Bogotá. With an extension of 47.5 km, this project will be the second modern **railway** system between Bogotá (Capital City) and the Cundinamarca Region. This project will strongly and positively impact the mobility in Bogotá Region as the population of Zipaquirá spends at least 3 hours daily way and back to Bogotá. This project will reduce the transit time and notably improve the quality of life of the population.

The project **requires** an **investment** of around US \$4.5 million—financed by the Government of Cundinamarca and by the British Government's Prosperity Fund.



### Ficha Técnica | Caso de Estudio #3

¿Cuál es el nombre del proyecto?

¿En qué país o región se desarrolla?

¿Cuál es el objetivo y la extensión territorial del proyecto?

¿Cuáles son los beneficios?

¿Cuánto es el monto y el financiamiento?

¿En qué fecha inicia y concluye?

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Banco Interamericano  
de Desarrollo  
Ministerio de Planificación Nacional y Política Económica

### Ficha Técnica | Caso de Estudio #3

¿Cuál es el nombre del proyecto?

Nuevo proyecto ferroviario en Colombia

¿En qué país o región se desarrolla?

En Bogotá y Zipaquirá, Colombia

¿Cuál es el objetivo y la extensión territorial del proyecto?

Reducir el tiempo de tránsito y mejorar notablemente la calidad de vida de la población.

Extensión de 47.5 km,

¿Cuáles son los beneficios? mejorar la movilidad en Bogotá

¿Cuánto es el monto y el financiamiento?

4,5 millones de dólares financiados por el Gobierno de Cundinamarca y por el Fondo para la Prosperidad del Gobierno Británico.

¿En qué fecha inicia y concluye?

Inicia en abril 2020

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• Lesson #6: Main Task / Reading #4



## Reading for details

### Instructions:

#### Part I:

1. Individually, read the article below about a railroad infrastructure project in Latin America.
2. Look for the details asked in the “Ficha Técnica - Caso de Estudio #1”
3. Write the answers in Spanish to complete the “Ficha Técnica” chart.

#### Part II:

1. The class will be divided in 4 breakout rooms for group work.
2. In Spanish, use the answers from the “Ficha Técnica” to present the information from the reading. Use your own words.
3. Pay attention to the information presented by your classmates to answer this question: ¿Cuál proyecto se asemeja más al “Tren Eléctrico de Pasajeros del Gran Área Metropolitana” en Costa Rica?
4. Be ready to share your answer with the rest of the class in the main session.

## Reading #4

Adapted from: Rail Journal. Retrieved from:

<https://www.railjournal.com/regions/central-south-america/peru-adopts-ppp-structure-for-lima-ica-railway-project/>



Author: Keith Barrow

Sept 25, 2019

Peru's Ministry of Transport and Communications plans to implement the construction of a 323.7km mixed (passenger and **freight**) **railway** system, linking the capital Lima with the southern city of Ica as a public private **partnership** (PPP).

Tren de la Costa will follow Highway 1, the Peruvian section of the Pan-American Highway, along the Pacific coast. The line will have a maximum speed of 200km/h for passenger trains and will be integrated into the Lima Metro System.

The project will be offered by Peru's Agency for the Promotion of Private **Investment** (Proinversión) as a 30-year design-build-operate-maintain concession with an estimated value of US \$3.26 **billion**. **Feasibility** studies will be ready by the end of 2020. Proinversión plans to award the contract by 2021.



### Ficha Técnica | Caso de Estudio #4

**1. ¿Cuál es el nombre del proyecto?**

**2. ¿En qué país o región se desarrolla?**

**3. ¿Cuál es el objetivo y la extensión territorial del proyecto?**

**4. ¿Cuáles son los beneficios?**

**5. ¿Cuánto es el monto y el financiamiento?**

**6. ¿En qué fecha inicia y concluye?**



### Ficha Técnica | Caso de Estudio #4

**1. ¿Cuál es el nombre del proyecto?**

El nombre del proyecto es Tren de la Costa

**2. ¿En qué país o región se desarrolla?**

Se desarrolla en Peru, en Lima e Ica.

**3. ¿Cuál es el objetivo y la extensión territorial del proyecto?**

El objetivo es unir las ciudades de Lima e Ica y tiene una extensión de 323.7km

**4. ¿Cuáles son los beneficios?**

Alcanzaría una velocidad máxima de 200 Km/h por lo que el transporte intersectorial se daría de manera rapia  
Estaría integrado en el sistema de metro de Lima

**5. ¿Cuánto es el monto y el financiamiento?**

Tiene un costo de \$3.26 mil millones y estaría financiado por Proinversión

**6.¿En qué fecha inicia y concluye?**

Se planea que el contrato de comienzo en 2021

English for MIDEPLAN

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, Sept 23rd, 2020

Lesson Plan #7

Student teacher: Duff Aguirre

Assistants: Dahianna Aguilar

Unit # 1: **Ideas in Brief**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of written texts related to MIDEPLAN to report the main points to their peers (in written and oral form) by identifying main and secondary ideas, summarizing, and questioning the text.

**General Objective:** By the end of the unit, the students will be able to adequately show understanding of texts related to the interests of MIDEPLAN by completing an end-of-unit test that comprises identifying main ideas and supporting details, summarizing and questioning and questioning, based on topics covered throughout the unit.

**Specific Objectives:** The students will be able to

1. appropriately recognize key aspects of the reading comprehension strategies covered throughout unit 1 by actively participating in the instructor-led review of the topics;
2. adequately show understanding of texts related to the interests of MIDEPLAN by completing an end-of-unit test;
3. accurately identify main ideas and details of aspects related to MIDEPLAN interests by labeling sentences;
4. accurately recognize transition words by categorizing based on their function;

5. successfully apply the rules for simple present tense, third-person singular by completing sentences with the appropriate form of the verb.
6. successfully show understanding of a text by writing question and their answers (based on a reading) in English or Spanish;
7. appropriately show understanding of a text by generating a summary chart.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	<p><b>Review for the Exam</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Using <i>Evernote</i>, T reviews the key elements of the different reading strategies studied throughout the unit.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that, please?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><i>Can you explain that again?</i></p> <p><i>Can you explain...?</i></p>	<p>Activating background knowledge</p> <p>Asking questions</p>	<p>R</p> <p>S</p> <p>L</p>	<p>30m</p>

	<ul style="list-style-type: none"> <li>● T prompts students to participate actively in the review.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>● T &amp; As will clarify doubts if necessary.</li> <li>● Ts. will take notes about Ss's mistakes to provide immediate feedback or take notes for a later review with the whole class.</li> <li>● T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> Evernote</p>	<p><b>b) real task language</b></p> <p><i>No real task language has been added to this section as there are no actual tasks.</i></p> <p><b>Pronunciation:</b></p> <p><i>No list of words has been added to this section.</i></p>			
--	--	--	--	--	--

<p>2 3 4 5 6 7</p>	<p><b>End of Unit Exam</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Individually, using Google Forms, Ss complete the End of Unit 1 exam.</li> <li>Ss will be allowed to leave the session as soon as they finish their test.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>T &amp; As will check the test and provide individual feedback to the Ss</li> </ul> <p><b>Materials</b></p> <p><i>Unit 1: Ideas in Brief - End of Unit Exam (Google Forms)</i></p> <p><i>End of Unit 1 Exam - Part 4 - Production.docx</i></p>	<p><b>a) procedural</b></p> <p><i>Duff/Dahianna, I have a question.</i></p> <p><i>I don't understand question number...</i></p> <p><i>I can't open the link to the test.</i></p> <p><i>Duff/Dahianna would you help me with question number...?</i></p> <p><b>b) Real task language:</b></p> <p><i>No real task language has been added to this section as there are no actual tasks.</i></p> <p><b>Pronunciation</b></p> <p><i>No list of words has been added to this section.</i></p>	<p>Activating background knowledge</p> <p>Summarizing</p> <p>Questioning</p> <p>Identifying main ideas</p> <p>Applying grammar rules</p> <p>Reading for details</p> <p>Using Spanish as a means to confirm reading</p>	<p>R W L</p>	<p>80 min</p>
--	---	--	--	----------------------	---------------

			comprehension Predictions		
--	--	--	------------------------------	--	--

Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing  
Others: \_\_\_\_\_

Notes:

- Evernote link: <https://www.evernote.com/l/AhG5sFcb65pH9pynZjAs-FMoOHoNzKIDPS8/>
- Homework from the previous lesson will not be checked this day since it has no relevance for the Exam.

**English for MIDEPLAN | Session #7 09/23/2020 | Unit 1: Ideas in Brief: End of Unit Exam**

**Notebook:** English for Mideplan V2

**Created:** 21/9/2020 4:54 p. m.

**Updated:** 23/9/2020 4:56 p. m.

**Author:** Duff Pemberton

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English for MIDEPLAN  
Aguilar, D. • Aguirre, D. • Pereira, V.

Unit 1: Ideas in Brief

• End of Unit Exam



**Objective:** By the end of the unit, the students will be able to successfully interpret written texts related to MIDEPLAN's interests by identifying main points, supporting details, summarizing, and questioning.

### Unit Review

#### How to identify the main idea

- Identify the topic
- Summarize the passage
- Look at the first and last sentences of the passage
- Look for repetition of ideas
- The main idea can be inferred or implied through other words in the paragraph. An implied main idea can be found in

several way (facts, reasons, examples and hints).

Example: Cooperation includes a **health loan** in the amount of US\$420 million to support the efforts of the Government to improve the availability and quality of the universal **health insurance** system. The **loan** will contribute to the funding available for the implementation of a comprehensive, medium and long-term, plan oriented towards improving the institutional management and organization of **health** care delivery, as well as the financial sustainability of Costa Rica's universal **health insurance**. The plan is people-centered, meaning the population's **health** needs are the driving force of the strategic agenda.

Main idea: There is a loan to improve the availability and quality of the universal health insurance system.

#### How to identify supporting details

Step 1: Identify the topic.

Step 2: Identify what the author is saying about the topic.

Step 3: Identify details that support (explain, define, prove) the main idea.

- Descriptions (and comparisons)
- Vocabulary: definitions, specific words, action verbs
- Evidence: facts, statistics, numbers, dates, examples
- Voices: quotations, opinions
- Explanations: summary, "because..."
- Importance

Step 4: Identify secondary ideas or minor details that do not support the main idea.

Example: Other projects, **approved on March 2020**, will support the Government in their policy response during the health crisis and after to ensure fiscal sustainability. The Fiscal Management Improvement Project, in the **amount of US\$156.64 million**, will ease tax compliance, help with **customs** administration, and improve public **expenditure** management. The support,

called Hacienda Digital (Fiscal Modernization) aims to modernize and digitalize the Ministry of Treasury to make tax and **customs** services and payments easier, reduce tax evasion, improve budget efficiency and debt management, and transform the Ministry's institutional culture to place citizens at the center as clients.

#### □ How to write a summary

Step 1: Carefully read each paragraph of a text.

Step 2: Identify the main idea of each paragraph.

Step 3: Ignore secondary ideas and details that are not important.

Step 4: Start the summary with an introductory sentence that states the text's title, author and main point of the text.

Step 5: Organize your ideas in a logical order ( Transitions).

Remind your reader that this is a summary by using phrases such as the article claims, the author suggests, etc.

Step 6: Report the main idea of each paragraph in your own words.

Step 7: Avoid repetition of ideas.

Step 8: Use only the information in the text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.

Step 9: Remember that it should be in the form of a paragraph.

#### Summary Template

In the article *The World Bank in Costa Rica*, the institution's main point is that there is a loan (Fiscal Management Improvement Project) that aims to help productive inclusion and strengthen fiscal, social, and environmental sustainability.

According to the World Bank, there is a loan to improve the availability and quality of the universal health insurance system.

Additionally, the World Bank also mentions that the Fiscal Management Improvement Project will help with tax compliance, customs administration, and public expenditure management.

Another important aspect suggested is that the World Bank Group

is working toward a sustainable and inclusive growth of productive landscapes in rural territories. **Finally**, the passage talks about the fact that environmental and climate change interventions are supported through a variety of trust funds.

### What is questioning?

- It is a reading strategy to help you interact with the text: you ask and answer questions about the text.
- Questioning helps you to clarify the content and to monitor your own comprehension of the text.
- The strategy gives you a purpose, focuses your attention, makes you think actively, and helps you review and relate content to what you already know.
- You can ask questions for several reasons, for example:
  - to clarify meaning (words, phrases)
  - to understand the topic, situation, participants, details
  - to understand the author's intent
  - to make predictions

#### **The strategy:**

1. Ask questions before reading the text: this activates prior knowledge and helps you make predictions about the text.
2. Ask questions during reading time: this can include the content, the author, the events, the issues, and the ideas.
3. Ask questions after reading the text: this can stimulate critical analysis and further research on the topic.

### Important Note:

The **questioning** section of the exam can be answered in English or in Spanish.

### Extra! Extra! Read all about it!

The homework from class #6 is due next week!

We will have a Mid-course evaluation which we will be sending today at the end of the session

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, September 23, 2020

Lesson Plan # 8

Student teacher: Dahianna Aguilar

Assistant/s: Vladimir Pereira, Duff Aguirre

Unit # 2: **From What I Heard**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches when participating in conferences by identifying relevant ideas to determine their usefulness for the participants' particular fields.

**General Objective:** By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by taking notes.

**Specific Objectives:** The students will be able to

1. accurately show understanding of nine vocabulary words related to transportation systems by checking the definition, using synonyms, and drilling;
2. successfully identify background information of a short video to answer a set of questions by making predictions;
3. correctly show understanding of a segment of a video about urban spaces by answering questions and sharing opinions about the main point of the video;
4. properly apply grammar rules related to simple past tense regular and irregular verbs by completing sentences with verbs.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<p><b>Routine</b></p> <ul style="list-style-type: none"> <li>• T comments or questions about End of Unit 1 Test</li> <li>• T reviews the post task from lesson #6 about question words.</li> </ul>				25
1	<p><b>Warm-up Vocabulary Capsule</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Using <i>Evernote</i>, T teaches 9 vocabulary words from the video that will be used in the main task.</li> <li>• Ss practice the pronunciation of the words in English by drilling.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p> <p><i>This word means...</i></p> <p><i>Can you check the dictionary?</i></p>	<p>Activating background knowledge</p> <p>Drilling</p> <p>Negotiation of meaning</p>	R S L	10 min

	<p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; A will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback about the pronunciation of the words.</li> <li>• T will include comments of the mistakes made (not necessarily pronunciation mistakes) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> Evernote</p>	<p><i>The translation into Spanish is...</i></p> <p><b>Pronunciation</b></p> <p><b>pedestrian</b> /pə'dɛs tri ən/  <b>sidewalk</b> /'saɪd.wɑ:k/  <b>bikeway</b> /'bajkweɪ/  <b>impeach</b> /ɪm'pitʃ/  <b>battle</b> /'bætəl/  <b>issue</b> /ɪʃu/  <b>feature</b> /'fi:tʃər/  <b>safe</b> /seɪf/  <b>citizen</b> /sɪtəzən/</p>			
2	<p><b>Pres-task: Predicting</b></p> <p><b>Procedures:</b> Part A.</p>	<p><b>a) procedural</b></p> <p><i>I think the presenter is talking about...</i></p> <p><i>The presenter is in...</i></p> <p><i>I agree with you.</i></p>	<p>Activating background knowledge Making predictions</p>	<p>L S</p>	<p>20 min</p>

	<ul style="list-style-type: none"> <li>• Individually, Ss read the questions on handout #1.</li> <li>• T plays a small clip from a video (a speech presentation on a TED Talk) without the audio, twice.</li> <li>• Individually, Ss answer the questions on handout #1</li> <li>• T asks some Ss to share their answers with the rest of the class.</li> </ul> <p>Part B.</p> <ul style="list-style-type: none"> <li>• In breakout rooms, Ss answer four questions related to transportation and urban spaces.</li> <li>• In the main session, T asks some Ss to share their answers with the rest of the class.</li> </ul> <p><b>Assessment procedures:</b></p>	<p><i>I don't agree.</i></p> <p><b>b) real task language</b></p> <p><i>What is your opinion about...?</i></p> <p><i>In my opinion, ...</i></p> <p><i>We believe the presenter is in...</i></p> <p><i>I believe that the presenter...</i></p> <p><b>Pronunciation</b></p> <p>Falling intonation for Wh-questions</p>	<p>Answering questions</p> <p>Sharing opinions</p>		
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	<ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Materials:</b>  <i>U2L8 Handout #1 PreTask</i>                  Video file: “U2 L8 Pre-task video.mp4”</p>				
3	<p><b>Main-Task: Listening for details</b></p> <p><b>Procedures</b></p> <p>Part A.</p> <ul style="list-style-type: none"> <li>• Using U2 L8 Main task - video.mp4, Ss watch a video about urban spaces in the city of Bogotá.</li> <li>• T plays a small segment from a video (a speech presentation on</li> </ul>	<p><b>a) procedural</b></p> <p><i>How do you say... in English?</i></p> <p><i>How do you spell this word?</i></p> <p><i>What did he say about...?</i></p> <p><i>I didn't understand that idea.</i></p> <p><i>I agree with you...</i></p> <p><i>I don't agree with you...</i></p> <p><b>b) Real task language</b></p>	<p>Activating background knowledge</p> <p>Answering questions</p> <p>Negotiation of meaning</p>	<p>L</p> <p>S</p> <p>W</p>	50min

	<p>a TED Talk) without the audio, twice. T plays the video twice.</p> <ul style="list-style-type: none"> <li>Individually, Ss use U2 L8 Handout#2 Main Task.docx to answer a few questions from the video.</li> </ul> <p>Part B.</p> <ul style="list-style-type: none"> <li>In breakout rooms, Ss report what they heard and share opinions about the main point of the audio and answer a question related to Costa Rica's urban spaces.</li> <li>In the main session, T asks some Ss to share their answers with the rest of the class.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As will monitor the breakout rooms paying attention to</li> </ul>	<p><i>I agree with Mr. Peñalosa because...</i></p> <p><i>Costa Rica can definitely benefit from...</i></p> <p><i>We concluded that this is not applicable for Costa Rica.</i></p> <p><i>We agreed that Costa Rica could implement...</i></p> <p><b>Pronunciation</b></p> <p><b>pedestrian</b> /pə'dɛs tri ən/  <b>sidewalk</b> /'saɪd.wɔ:k/  <b>bikeway</b> /'baɪkweɪ/  <b>impeach</b> /ɪm'pi:tʃ/  <b>battle</b> /'bætəl/  <b>issue</b> /ɪʃu/  <b>feature</b> /'fi:tʃər/  <b>safe</b> /seɪf/  <b>citizen</b> /sɪtəzən/</p>	<p>Sharing opinions</p>		
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	<p>students' interactions and performance.</p> <ul style="list-style-type: none"> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> <li>• T will collect Ss notes to provide general feedback in the following class.</li> </ul> <p><b>Material:</b>  <i>U2 L8 Handout#2 Main Task</i>  Video file: U2 L8 Main task - video.mp4</p>				
4	<p><b>Post task: Grammar and Vocabulary</b></p> <p><b>Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Using a video, T explains the rules for regular and irregular verbs in simple past tense.</li> <li>• Using <i>U2 L8 Handout #3 Post Task</i>, individually, Ss complete</li> </ul>	<p><b>Pronunciation</b></p> <p>Examples of regular verbs in past tense</p> <p>Examples of irregular verbs in past tense</p>	<p>Activating background knowledge</p> <p>Applying grammar rules</p>	R W L	

	<p>complete sentences using the correct form of the verb in simple past tense.</p> <ul style="list-style-type: none"> <li>• T asks Ss to watch the video and complete handout #3 as homework (asynchronous lesson time)</li> <li>• See Evernote.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T will include comments of the mistakes made and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Material:</b> <i>U2L8 Handout#3 Post-task.docx</i></p>				
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing Others:

Note: IPA transcriptions are intended for T and As use only.

- Evernote link: <https://www.evernote.com/l/AhEydJ0dGshJN4XMOSJyTQ67RmAVOhGjci8/>
- Due to the carryover from the previous lesson, the Post-task is planned to be done during asynchronous lesson time.

**English for MIDEPLAN | Session #8 09/30/2020 | Unit 2: From What I heard:  
Taking notes**

**Notebook:** English for Mideplan V2

**Created:** 26/9/2020 9:16 p. m.

**Updated:** 12/12/2021 11:37 a. m.

**Author:** Duff Pemberton

**URL:** <https://learnenglish.britishcouncil.org/english-grammar-reference/past-simple>

Universidad de Costa Rica

English for MIDEPLAN

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**Unit 2: From what I heard**

• Lesson #8: Main Task // Handout #2



**Cities, design, sustainability!  
What's next for urban spaces?**



**Objective:** *By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by identifying details.*

**About End of Unit 1 Test**

- Do you have questions or comments about the Test?

- You can share any opinion in Spanish.

**Time: 10min**

**Post-task of Lesson #6: Question Words**

- U1 L6 Handout#3 Post-task.docx

**Time: 10min**



**Vocabulary Capsule**

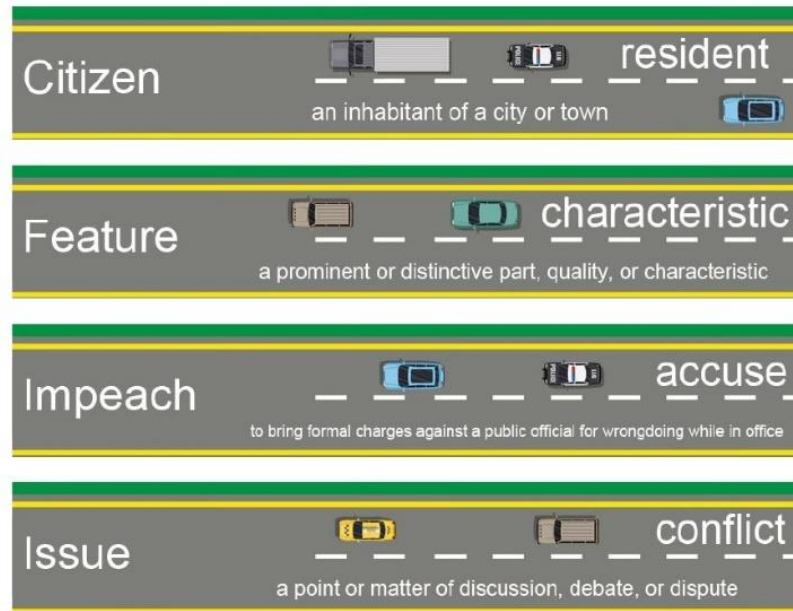
**Pedestrian**   **walker**  
 a person traveling on foot 

**Sidewalk**   **footpath**  
 a paved walkway along the side of a street

**Bikeway**   **bicycle lane**  
 a bicycle lane or path 

**Battle**   **conflict**  
 an energetic attempt to achieve something 

**Safe**   **protected**  
 free from danger or injury 



**Pre-task: Getting a gist**



**Individual & Group Work**

**Part A - Individual work**

**Instructions:**

1. Download Handout #1.
2. Pay attention to the video your teacher will play related to urban spaces.
3. Individually, read the questions.
4. Answer the questions.
5. Be willing to share the answer with your classmates

**Group: individual**

**Time: 5 min**

**Part B - In groups:**

**Instructions:**

1. Read the questions related to transportation infrastructure.
2. Share your opinion about the following ideas:
3. Be willing to share answers with the whole class.
  - a. **Do you prefer public or private transport?**
  - b. **How do you travel to work?**
    - drive your car
    - take a taxi / a uber
    - take the train
    - by bike
    - ride a motorbike
  - c. **Is a bicycle a good means of transportation?**
  - d. **Do you think that there should be a separate lane for bicycles, buses, taxis? Why?**

**Group: 4 groups**

**Time: 10 min**

**Handout #1**

**Word Document to download**



U2 L8 Handout#1 Pre-task.docx  
29/9/2020 8:35 p. m., 5.1 MB

### *Useful Language*

1. *I think the presenter is talking about...*
2. *The presenter is in...*
3. *The activity takes place in...*
4. *I agree with you.*
5. *I don't agree.*
6. *I don't think so because...*

1. Creo que el presentador está hablando de...
2. El presentador está en...
3. La actividad se realiza en...
4. Conuerdo con usted.
5. No estoy de acuerdo.
6. No lo creo así porque...

**Main-task: Listening for details**



## Individual & Group Work

### Part A - Individual work

#### Instructions:

1. Download Handout #2.
2. Read the questions below.
3. Individually, listen carefully to a segment of the conference to get some important details.  
[https://drive.google.com/file/d/13hnODUQH604n09K\\_vD4X-K2CsjeL7Yy5/view?usp=sharing](https://drive.google.com/file/d/13hnODUQH604n09K_vD4X-K2CsjeL7Yy5/view?usp=sharing)
4. Complete the chart below by answering the questions.

**Group: individual**

**Time: 10 min**

### Part B.

#### Instructions:

1. In groups, doña Pilar asks you to report on what you heard in the conference.
2. Share the information obtained and tell whether you agree or disagree with Mr. Peñalosa's idea about *the importance of equal distribution of the road space in a city as a symbol of human dignity and democracy*.
3. Be willing to share the information with the rest of the class.

**Group: individual**

**Time: 10 min**

### Handout #2

#### Word Document to download



U2 L8 Handout#2 Main Task.docx  
29/9/2020 8:35 p. m., 94.6 KB

### Useful Language

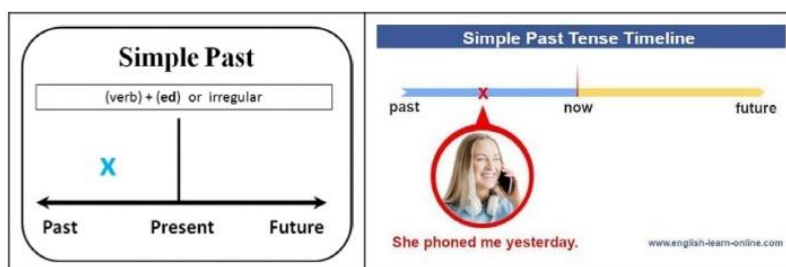
- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. How do you say... in English? | 1. ¿Cómo se dice... en inglés?     |
| 2. How do you spell this word?   | 2. ¿Cómo se deletrea esta palabra? |
| 3. What did he say about...?     | 3. ¿Qué dijo él sobre...?          |

4. *I didn't understand that idea.*
5. *I agree with Mr. Peñalosa's idea...*
6. *I don't agree with you.*

4. *No entendí esa idea.*
5. *Conuerdo con la idea del señor Peñalosa porque...*
6. *No concuerdo con usted.*

### □ Post-task: Simple Past Tense

- The president **chose**...
- Our work **included**...
- ESC **employed**...
- The government **promoted** ...



### **Regular Verbs**



















<b>Simple Past Tense Regular Verbs</b>	
Spelling Rules	Examples
Ending in <b>e</b> add <b>d</b>	live – lived stare – stared
Ending in <b>vowel + y</b> add <b>ed</b>	stay – stay <b>ed</b> play – play <b>ed</b>
Ending in <b>consonant + y</b> change <b>y</b> to <b>i</b> and add <b>ed</b>	try – tried carry – carried
One syllable, single vowel and ending in single consonant <b>double</b> the final consonant and add <b>ed</b>	nod – nod <b>ded</b> rip – rip <b>ped</b>
Two-syllable, stress on second syllable and ending in single consonant <b>double</b> the final consonant and add <b>ed</b>	commit – comm <b>itted</b> prefer – prefer <b>red</b>

### **Example: reach, try, agree**

Simple Past Regular Verbs: reach, try, agree

I	reached	tried	agreed
You	reached	tried	agreed
He / She / It	reached	tried	agreed
We	reached	tried	agreed
You	reached	tried	agreed
They	reached	tried	agreed

### Irregular Verbs

IRREGULAR VERBS								
	PRESENT	PAST	PAST PARTICIPLE		PRESENT	PAST	PAST PARTICIPLE	
	swim	swam	swum		eat	ate	eaten	
	English Study Page	teach	taught	taught		run	ran	run
	buy	bought	bought		put	put	put	
	English Study Page	speak	spoke	spoken		go	went	gone
	do	did	done		cut	cut	cut	
	English Study Page	sell	sold	sold		fall	fell	fallen
	wear	wore	worn		drink	drank	drunk	
	English Study Page	read	read	read		fly	flew	flown
	hear	heard	heard		choose	chose	chosen	
	English Study Page							

www.englishstudypage.com      facebook.com/englishstudypage

### Example: be., go, become

Simple Past Irregular Verbs			
I	was	went	became
You	were	went	became
He / She / It	was	went	became
We	were	went	became
You	were	went	became
They	were	went	became



## Individual Work

### Instructions:

1. Download Handout #3.
2. Read the following sentences.
3. Use the correct form of the verb in simple present tense to complete the sentences.

### Handout #3

#### Word Document to download



### *Extra information:*

Links to more information about simple past rules.

- <https://www.grammarly.com/blog/simple-past/>
- <https://learnenglish.britishcouncil.org/english-grammar-reference/past-simple>
- <https://www.perfect-english-grammar.com/past-simple.html>

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**Unit 2: From what I heard**

• Lesson #8: Pre-task 1 // Handout #1



**C**ontext to Predict

**Instructions:**

**Part A - Individual work:**

1. Pay attention to the video your teacher will play related to urban spaces.
2. Individually, read the questions below.

<https://drive.google.com/file/d/1W8j9arfzLEum8GAdJEtgXLmKVCsxpGC4/view?usp=sharing>

3. Answer the questions below.
4. Share the answers with the rest of the class.

**Source:** Peñalosa, E. (2013). *Why buses represent democracy in action* [Video file]. Retrieved from [https://www.ted.com/talks/enrique\\_penalosa\\_why\\_buses\\_represent\\_democracy\\_in\\_action](https://www.ted.com/talks/enrique_penalosa_why_buses_represent_democracy_in_action)



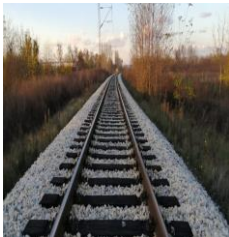
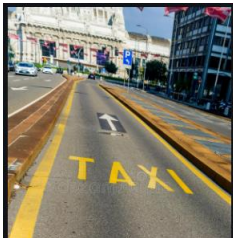
1. What is the person doing?



2. What is the presenter's name?

3. What type of activity is this, formal or informal?

4. Where does the activity take place?

5. Which urban spaces do you see in the video? Check (X) in the parentheses.

	<input type="checkbox"/> Bikeways
	<input type="checkbox"/> Busways
	<input type="checkbox"/> Railroad
	<input type="checkbox"/> Taxi lane

	() Pedestrian pathway
	() Parking spaces

**Part B - In groups:**

1. Read the questions related to transportation and urban spaces.
2. Share your opinion about the following ideas:
  - a. Do you prefer public or private transport?
  - b. How do you travel to work?
    - drive your car
    - take a taxi / a uber
    - take the train
    - by bike
    - ride a motorbike
  - c. Is a bicycle a good means of transportation?
  - d. Do you think that there should be a separate lane for bicycles, buses, taxis? Why?
3. Be ready to share your answers with the rest of the class.

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**Unit 2: From what I heard**

• Lesson #8: Main Task // Handout #2

**L**istening for details

Context:

As a representative from MIDEPLAN, you were invited to attend the conference **URBAN SPACES**, featuring Mr. Enrique Peñalosa's speech titled "Why buses represent democracy in action."

Ms. Garrido asked you to mention the highlights of the speech.

**Part A.**


**Instructions:**

1. Read the questions below.
2. Individually, listen carefully to a segment of the conference to get some important details.

[https://drive.google.com/file/d/13hnODUQH604n09K\\_vD4X-K2CsjeL7Yy5/view?usp=sharing](https://drive.google.com/file/d/13hnODUQH604n09K_vD4X-K2CsjeL7Yy5/view?usp=sharing)

3. Complete the chart below by answering the questions.

**Source:** Peñalosa, E. (2013). *Why buses represent democracy in action* [Video file]. Retrieved from [https://www.ted.com/talks/enrique\\_penalosa\\_why\\_buses\\_represent\\_democracy\\_in\\_action](https://www.ted.com/talks/enrique_penalosa_why_buses_represent_democracy_in_action)

	<p>Enrique Peñalosa was the mayor of Bogotá (1998 - 2001 &amp; 2016 - 2019). He advocates for sustainability and mobility in the cities of the future.</p>
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Questions	Notes
1. Where did Mr. Peñalosa fight a difficult battle to take space from cars?	
2. What was the most valuable resource of a city mentioned by Mr. Peñalosa?	
3. How many kilometers long were the protected bicycle ways they built?	
4. What is a powerful symbol of democracy according to Mr. Peñalosa?	

## Part B.

### Instructions:

1. In groups, use your answers to plan what you will report to Ms. Garrido.
2. Share your opinion about Mr. Peñalosa's idea: ***the importance of equal distribution of the road space in a city as a symbol of human dignity and democracy.***
3. Share your opinion about the following question: ***Can cities in Costa Rica implement the ideas presented by Mr. Peñalosa?***
4. Be willing to share the information with the rest of the class.

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**Unit 2: From what I heard**

• Lesson #8: Post-Task // Handout #3

**G**rammar and Vocabulary Focus

**Simple past tense, regular and irregular verbs**

**Instructions:**

1. Read the following sentences.
2. Use the correct form of the verb in simple present tense to complete the sentences.

1.	<b>seem</b>	It [ ] normal, in the same way that it seems normal today to see a bus in traffic.
2.	<b>implement</b>	We [ ] a mass transit system based on buses in exclusive lanes.
3.	<b>fight</b>	We [ ] not just for space for buses, but we [ ] for space for people, and that was even more difficult.
4.	<b>Show</b>	Busways [ ] that a citizen on a \$30 bicycle is equally important to one in a \$30,000 car
5.	<b>forget</b>	They [ ] to make a sidewalk.
6.	<b>build</b>	We also [ ] more than 350 kilometers of protected bicycle ways
7.	<b>have</b>	Developing country cities [ ] a large problem of slums
8.	<b>be</b>	We [ ] able to create 70 kilometers of these bicycle highways.

1.	<b>seem</b>	It <b>Seemed</b> normal, in the same way that it seems normal today to see a bus in traffic.
2.	<b>implement</b>	We <b>implemented</b> a mass transit system based on buses in exclusive lanes.
3.	<b>fight</b>	We <b>fought</b> not just for space for buses, but we <b>fought</b> for space for people, and that was even more difficult.
4.	<b>Show</b>	Busways <b>showed</b> that a citizen on a \$30 bicycle is equally important to one in a \$30,000 car
5.	<b>forget</b>	They <b>forgot</b> to make a sidewalk.
6.	<b>build</b>	We also <b>built</b> more than 350 kilometers of protected bicycle ways
7.	<b>have</b>	Developing country cities <b>had</b> a large problem of slums
8.	<b>Be</b>	We <b>were</b> able to create 70 kilometers, in one of the most dense cities in the world, of these bicycle highways

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Unit 2: From What I Heard

• Post-Task // Handout #7

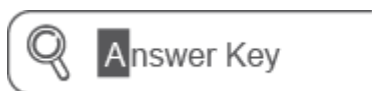


Grammar Focus

**Instructions:**

Rearrange the following words into questions.

ID	Statement	Answer
1.	President/ Republic / of/ the/ is / who / the?	
2.	is / the Florencio del Castillo / where / located/ highway?	
3.	name / CCSS / the / President / what / the / is / of?	
4.	office / which / Minister / the / of / is / the?	
5.	fast/ is/ why / the/ increasing/ economy?	
6.	INS/ how/ building/ the/ tall/ is	
7.	the next / round of elections / is / when ?	
8.	Costa / President / the / does / transportation / the/public / on / agree / improving / Rica?	
9.	Rican / citizens/ are/ Costa/ COVID-19/ affected/ situation/ the/ by?	



ID	Statement	Answer
1.	President/ Republic / of/ the/ is / who / the?	Who is the President of the Republic?
2.	is / the Florencio del Castillo / where / located /highway?	Where is the Florencio del Castillo highway located?
3.	name / CCSS / the / President / what / the / is / of?	What is the name of the president of the CCSS?
4.	office / which / Minister / the / of / is / the?	Which is the office of the Minister?
5.	fastly/ is/ why / the/ increasing/ economy?	Why is the economy increasing fast?
6.	INS/ how/ building/ the/ tall/ is	How tall is the INS building?
7.	the next / round of elections / is / when ?	When is the next round of elections?
8.	Costa / President / the / does / transportation / the/public / on / agree / improving / Rica?	Does the President of Costa Rica agree on improving public transportation?
9.	Rican / citizens/ are/ Costa/ COVID-19/ affected/ situation/ the/ by?	Are Costa Rican citizens affected by the COVID-19 situation?

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## Unit 2: From What I Heard

• Useful Language



### Warm-up

- I think the presenter is talking about...
- I believe the mood is...
- The presenter is in...
- *I agree with you.*
- *I don't agree.*

### Pre-task #1

- *What do you think the meaning of \_\_\_\_ is?*
- *Do you think option B is the answer for this word?*
- *I don't think option C is the correct match.*

### Pre-task #2

- *How do you pronounce...?*
- *What does this word mean?*
- *I do not understand this sentence.*
- *How do you say... in English?*

### Pre-task #3

- *How do you say... in English?*
- *How do you spell this word?*
- *What did he say about...?*
- *I didn't understand that idea.*
- *I agree with you...*
- *I don't agree with you...*

### Main Task

- *How do you say... in English?*
- *How do you spell this word?*
- *What did he say about...?*
- *I didn't understand that idea.*
- *I agree with you...*
- *I don't agree with you...*

### Post-task

- *What is the answer to number 1?*
- *I think this question is pronounced with \_\_\_\_*
- *I don't think so.*
- *How do you pronounce \_\_\_\_?*
- *Number 2 is...*

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, October 17 2020

Lesson Plan # 9

Student teacher: Vladimir Pereira

Assistant/s: Duff Aguirre, Dahianna Aguilar

Unit # 2: **From What I Heard**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches when participating in conferences by identifying relevant ideas to determine their usefulness for the participants' particular fields.

**General Objective:** By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by identifying details.

**Specific Objectives:** The students will be able to

1. accurately show understanding of nine vocabulary words related to the Costa Rican taxation system;
2. successfully identify the topic of the lesson by predicting;
3. successfully identify large numbers on an audio about the new Costa Rican tax proposal by completing blanks in the transcript of the audio;
4. correctly show understanding of four short audios about the new Costa Rican tax proposal by completing a chart;
5. properly apply pronunciation rules related to reading large numbers.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<p><b>Routine</b></p> <ul style="list-style-type: none"> <li>T provides feedback form lesson #08: Correction of faulty Ss production</li> <li>T reviews homework using U2 L08 Handout#3 PostTask.docx</li> </ul>				15min
1	<p><b>Warm-up Vocabulary Capsule</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Using <i>Evernote</i>, T teaches 9 vocabulary words from the audios that will be used in the pre and main tasks.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p> <p><i>This word means...</i></p>	<p>Activating background knowledge</p> <p>Drilling</p> <p>Negotiation of meaning</p>	R S L	10 min

	<ul style="list-style-type: none"> <li>• Ss practice the pronunciation of the words in English by drilling.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; A will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback about the pronunciation of the words.</li> <li>• T will include comments on the mistakes made during this activity (not necessarily pronunciation mistakes) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> Evernote</p>	<p><i>Can you check the dictionary?</i> <i>The translation into Spanish is...</i></p> <p><b>Pronunciation</b></p> <p><i>marginal bracket</i> <i>/'mɑ:r.dʒɪ.nəl 'bræk.ɪt/</i> <i>progressive income tax</i> <i>/prə'gres.ɪv 'ɪn.kʌm tæks/</i> <i>raise /reɪz/</i> <i>tax rate /tæks reɪt/</i> <i>profit /'prɑ:fɪt/</i> <i>earnings /'ɜ:.nɪŋz/</i> <i>wage /weɪdʒ/</i> <i>hundred /'hʌn.drəd/</i> <i>thousand /'θaʊ.zənd/</i></p>			
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2	<p><b>Pres-task: Listening for details</b></p> <p><b>Procedures:</b></p> <p>Part A.</p> <ul style="list-style-type: none"> <li>Individually, Ss look at an image from an article from The Tico Times about Costa Rica's Tax Measure Proposal for the International Monetary Fund.</li> <li>T asks some Ss to predict the topic of the lesson based on the image.</li> </ul> <p>Part B.</p> <ul style="list-style-type: none"> <li>Individually, Ss listen to an audio about Costa Rica's Tax Measure Proposal for the International Monetary Fund and follow the transcript to identify large numbers mentioned.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I can't hear the audio.</i></p> <p><i>Could you play the audio one more time, please?</i></p> <p><i>Can you turn the volume up?</i></p> <p><i>I didn't get the third one.</i></p> <p><i>I'm just missing one.</i></p> <p><b>b) real task language</b></p> <p><i>"\$1.75 billion"</i></p> <p><i>"eighty-four thousand"</i></p> <p><i>"two million one hundred sixty-three thousand"</i></p> <p><i>"\$7,250"</i></p> <p><b>Pronunciation</b></p> <p><i>marginal bracket</i></p> <p><i>/'ma:r.dʒɪ.nəl 'bræk.ɪt/</i></p> <p><i>progressive income tax</i></p>	<p>Activating background knowledge</p> <p>Making predictions</p> <p>Listening for details</p> <p>Reading numbers</p>	<p>L</p> <p>R</p> <p>S</p>	<p>30 min</p>
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	<ul style="list-style-type: none"> <li>• T plays the audio a second time.</li> <li>• Using handout #1, Ss choose the number they hear in the audio from the options given.</li> <li>• T asks some Ss to read the large numbers out loud.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Materials:</b>  <i>U2 L9 Handout #1 Pre-Task</i>  Audio file: “U2 L9 pre-task audio.m4a”</p>	<p><i>/prə'gres.ɪv 'ɪn.klʌm tæks/</i>  <i>raise /reɪz/</i>  <i>tax rate /tæks reɪt/</i>  <i>profit /'prɑːfɪt/</i>  <i>earnings /'ɜː.nɪŋz/</i>  <i>wage /weɪdʒ/</i>  <i>hundred /'hʌn.drəd/</i>  <i>thousand /'θaʊ.zənd/</i></p>			
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3	<p><b>Main-Task: Large numbers</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using “U2 L9 Handout#2 Main Task.docx” and 4 audios about Costa Rica’s Tax Measure Proposal for the International Monetary Fund, individually, Ss complete a chart.</li> <li>T plays the audios a second time.</li> <li>T asks some Ss to read the large numbers out loud.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As will clarify doubts when called.</li> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I can’t hear the audio.</i></p> <p><i>Could you play the audio one more time, please?</i></p> <p><i>Can you turn the volume up?</i></p> <p><i>I marked option B: ____ colones.</i></p> <p><i>I couldn’t hear what tax was mentioned.</i></p> <p><b>b) Real task language</b></p> <p>“one million two hundred thirty thousand”</p> <p>“nine hundred eighty-two thousand, one hundred sixty”</p> <p>“two million, two hundred nineteen thousand, three hundred seventy-five”</p> <p>“one-hundred five”</p>	<p>Activating background knowledge</p> <p>Listening for details</p> <p>Reading numbers</p>	<p>L S R</p>	<p>25 min</p>
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	<p><b>Material:</b></p> <p>U2 L9 Handout#2 Main Task.docx  U2 L9 Main task - caller1.mp3  U2 L9 Main task - caller2.mp3  U2 L9 Main task - caller3.mp3  U2 L9 Main task - caller4.mp3</p>	<p>“eighteen billion, nine hundred million”  “three hundred seventy thousand, two hundred”  “twelve million, five hundred thousand,”</p> <p><b>Pronunciation</b></p> <p><i>marginal bracket</i>  /ˈmɑːr.dʒɪ.nəl ˈbræk.ɪt/  <i>progressive income tax</i>  /prəˈɡres.ɪv ˈɪn.kʌm tæks/  <i>raise</i> /reɪz/  <i>tax rate</i> /tæks reɪt/  <i>profit</i> /ˈprɑːfɪt/  <i>earnings</i> /ˈɜː.nɪŋz/  <i>wage</i> /weɪdʒ/  <i>hundred</i> /ˈhʌn.drəd/  <i>thousand</i> /ˈθaʊ.zənd/</p>			
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4	<p><b>Post task: Grammar and Vocabulary Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>● Using Evernote, T explains some rules to pronounce numbers in American English <ul style="list-style-type: none"> <li>○ no -s at the end of hundred, thousand, million</li> <li>○ teen vs. ty ending on 2-digit numbers (stress - American pronunciation of ty - flap t)</li> <li>○ th voiceless pronunciation</li> </ul> </li> <li>● Individually, using Evernote, Ss read numbers out loud, practicing the rules studied.</li> </ul> <p><b>Assessment procedures</b></p>	<p><b>Pronunciation</b></p> <p>-s (hundred, thousand, million)</p> <p>teen vs ty (stress - American pronunciation of ty - flap t)</p> <p>th (thirty /'θɜː.ti/ - thirteen /θɜː'ti:n/)</p>	<p>Activating background knowledge</p> <p>Applying pronunciation rules</p>	<p>R L S</p>	<p>15min</p>
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	<ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Material:</b> <i>Evernote</i></p>				
--	--	--	--	--	--

Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing  
Others:

Note: IPA transcriptions are intended for T and As use only.

- Evernote link: [https://www.evernote.com/l/AhF-v72x9phF\\_LOzcNZt3yEfSL8\\_FMpFEEU/](https://www.evernote.com/l/AhF-v72x9phF_LOzcNZt3yEfSL8_FMpFEEU/)
- Due to the carryover from the previous lesson, the Post-task may be done during asynchronous lesson time.

English for MIDEPLAN | Session #9 10/07/2020 | Unit 2: From what I heard: Reading numbers  
copy

**Notebook:** English for Mideplan V2

**Created:** 12/9/2020 6:05 p. m.

**Updated:** 10/10/2020 10:13 a. m.

**Author:** vapb.cr@gmail.com

**URL:** <http://content.nroc.org/DevelopmentalEnglish/unit02/Foundations/supporting-details.html>

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Unit 2: From what I heard

• Lesson #9: Reading Numbers



**Objective:** By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by identifying details.

**Feedback from lesson #8**

Student production	Correction
"rotonda"	roundabout
"rain" (pronunciation)	rain // brain, train
"Condiciones climáticas"	weather conditions
"manga larga"	long sleeve
"Today I have to retire earlier"	Today I have to leave earlier.
"hasta que suda uno"	I'm sweating
"I no hear"	I can't hear

"No entendí. ¿Me puede repetir?"	I didn't understand. Could you repeat, please?
Can you repeat the number one?	Can you repeat number one? Can you repeat the first answer?

**Time: 10 min**

**Post-task of Lesson #8: Simple Past Tense**



Extra Information: <https://pastenses.com/>

**Time: 10min**

**Vocabulary capsule**

	<b>hundred</b>	[100]
	<b>thousand</b>	[1000]
	<b>wage</b>	[salario]
	<b>earnings</b>	[ingresos]
	<b>profit</b>	[ganancia]
	<b>raise</b>	[aumento de salario]

	<b>progressive income tax</b> [impuesto sobre la renta progresivo]
	<b>marginal brackets</b> [tramos de renta]
	<b>tax rate</b> [tasa de impuesto]

### Tax Year 2020 Rates

Single filers			
Taxable income (\$)			
Over	But not over	rate (%)	
\$0	\$9,875	10%	
\$9,875	\$40,125	12%	
\$40,125	\$85,525	22%	
\$85,525	\$163,300	24%	
\$163,300	\$207,350	32%	
\$207,350	\$518,400	35%	
\$518,400	and over	37%	

progressive income tax

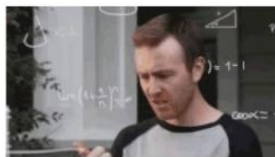
marginal brackets

tax rate

Source: Internal Revenue Service. Rev. Proc. 2019-44.

Time: 10min

Reading Large Numbers



h		t	h		b	h		m	h		t	h						
u		r	u		i	u		i	u		h	u						
n		i	n		l	n		l	n		o	n						
d	ty	l	d	ty	l	d	ty	l	d	ty	s	d	ty					
r	teen	i	r	teen	i	r	teen	i	r	teen	a	r	teen					
e	special	o	e	special	o	e	special	o	e	special	n	e	special					
d	#	n	d	#	n	d	#	n	d	#	d	d	#					
3	9	0	,	0	1	2	,	2	1	0	,	0	0	5	,	6	0	0



**Time: 15min**

**Pre-task:**



**Individual Work**

**Instructions:**

Part A

1. Look at the image below.
2. Make predictions about the content of the audio for this task.

**THE TICO TIMES** *Since 1956* DONATE ADMITTS ABOUT US PRIVACY

HOME COVID-19 TRAVEL FISHING CULTURE POKE HEALTH DENTAL TOURISM REAL ESTATE CLASSIFIEDS

## Costa Rica proposes tax measures as part of IMF negotiations

Angela Zúñiga  
September 23, 2020

Share on Facebook Tweet on Twitter

The Costa Rican Presidency on Thursday announced the fiscal measures it will present to the International Monetary Fund (IMF) as part of negotiations to secure \$1.75 billion in financing.

According to a statement from Casa Presidencial, the changes are intended to protect key institutions – such as the Social Security System (Caja Costarricense de Seguro Social) – and avoid placing undue burden on the middle and lower classes.

"We have not yet reached a proposal to arrive at a reasonable agreement, which includes a significant decrease in spending and an increase in income," said Oscar Villegas, Minister of Finance.

The three-year agreement with the IMF "is not being applied," said Rodrigo Cabeza, president of the Central Bank.

### Government proposes tax measures

The government introduced tax measures on income, inheritance and assets.

Along with a 0.25% tax on banking transactions for two years, subsequently dropping to 0.20% for a further two years.

"It is expected that with this tax, it is possible to finance what will no longer be covered by social charges and the reduction of public debt," Casa Presidencial says.

Income taxes would also increase for Costa Rica's highest earners. An additional 2.5% would be charged for those making above \$400,000 monthly (about \$1,400); an additional 2% for those making above \$1,200,000 (about \$2,000); and an additional 30% for income greater than \$4,000,000 (about \$7,200).

LATEST NEWS

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Starting at \$150k

annual Sloth Ironman Games is upon us!  
Marlene Diaz / Tourism Revenue Bank / Oct 24, 2020



The Tico Times / 14.10.2020



**Part B:**

1. Download "U2 L9 Handout#1 Pre-task.docx"
2. Listen to an audio about Costa Rica's tax measures as part of International Monetary Fund (IMF) negotiations.
3. Mark with an X the amount of money you hear on each numbered case.
4. The teacher will ask you to read the number out loud.

<i>Useful Language</i>	
1. I can't hear the audio.	1. No puedo escuchar el audio.
2. <i>Could you play the audio one more time, please?</i>	2. ¿Podría poner el audio una vez más, por favor?
3. <i>Can you turn the volume up?</i>	3. ¿Podría subir el volumen?
4. <i>I didn't get the third one.</i>	4. No entendí la tercera.
5. <i>I'm just missing one.</i>	5. Solo me falta una.

U2 L9 Handout#1 Pre-task S5.docx  
24/10/2020 9:17 p. m., 70.6 KB

**Main Task:**



### Individual Work

#### Instructions:

1. Listen to the teacher providing the background and situation.
2. Download "U2 L9 Handout#2 Main Task.docx"
3. Listen to 4 callers talking about the new tax proposal for the International Monetary Fund (IMF).
4. In the 4 boxes below, mark with an X the amount and the type of tax you hear.
5. Share your answers with the class.

#### Useful Language

1. Caller #1 mentioned 1million colones.
2. The person talked about the Sales tax.
3. I marked option B: 1million colones.
4. I couldn't hear what tax was mentioned.

1. La llamada #1 mencionó 1 millón de colones.
2. La persona habló del impuesto de ventas.
3. Marqué la opción B: 1 millón de colones.
4. No pude escuchar cuál impuesto se mencionó.



U2 L9 Handout#2 Main Task Ss.docx  
24/10/2020 9:17 p. m., 587 KB

#### Post-task: Pronunciation Focus

	NO	YES	YES
1.	eight hundreds seventeen thousands four millions thirty billions two trillions	eight hundred seventeen thousand four million thirty billion two trillion	hundreds of jobs thousands of opportunities millions of dollars

American English		
2.	twenty seventy	/ny/
	thirty forty eighty ninety	/ry/
	fifty sixty	/ty/
	*Flap T	

3.	↓ / ↑	↑ / ↓
	thirteen	thirty
	fourteen	forty
	fifteen	fifty
	sixteen	sixty

4.	"TH" pronunciation
	three thirteen thirty thousand
	33,313

Practice	
1.	800,000
2.	12,000,500
3.	20,080,000
4.	9,073,150
5.	40 vs. 14
6.	18 vs. 80
7.	3,013,330
8.	13,300,000



#### Extra information

- Pronunciation of numbers: <https://www.youtube.com/watch?v=1fkrGZHn3JA>
- Writing large numbers:

<http://www.mathcats.com/explore/reallybignumbers.html>

<https://www.calculatorsoup.com/calculators/conversions/numberstowords.php>

- Marginal Tax Brackets: <https://www.youtube.com/watch?v=SJL4UT4wAxc>

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Unit 2: From what I heard

• Lesson #9: Pre-task // Handout #1

**L**istening for details

**Instructions:**

1. Listen to an audio about Costa Rica's tax measures as part of International Monetary Fund (IMF) negotiations.
2. Mark with an X the amount of money you hear on each numbered case.
3. The teacher will ask you to read the number out loud.

Useful Language	
1. <i>I can't hear the audio.</i>	1. No puedo escuchar el audio.
2. <i>Could you play the audio one more time, please?</i>	2. ¿Podría poner el audio una vez más, por favor?
3. <i>Can you turn the volume up?</i>	3. ¿Podría subir el volumen?
4. <i>I didn't get the third one.</i>	4. No entendí la tercera.
5. <i>I'm just missing one.</i>	5. Solo me falta una.

## Costa Rica proposes tax measures as part of IMF negotiations

 Alejandro Zúñiga  
September 18, 2020

The Costa Rican Presidency announced the fiscal measures it will present to the International Monetary Fund (IMF) as part of negotiations to secure **1. A ( ) \$1.75 billion // B. ( ) \$1.75 million** in financing.

The government introduced **tax** measures on **income**, expenditure, and assets.

Among them is a 0.3% fee on banking transactions for two years, subsequently dropping to 0.2% for a further two years.

**Income taxes** would also increase for Costa Rica's highest earners. Although the existing **marginal tax brackets** and the **deduction** base will not be affected, the **progressive income tax rates** will increase by 5 or 10%.

- **Deduction** base will be kept at **2. A. ( ) 840,000 // B. ( ) 814,000** colones (about \$1,400). People making below this amount per month will not pay **income taxes**.
- For monthly **incomes** from **3. A. ( ) 840,000 // B. ( ) 814,000** to 1,233,000 colones (about \$2,050), the new **tax rate** will be 12.5%.
- For monthly **incomes** from 1,233,000 to **4. A. ( ) 2,161,000 / B. ( ) 2,163,000** colones (about \$3,600), the new **tax rate** will be 20%.

- For monthly **incomes** from **5. A. ( ) 2,161,000 / B. ( ) 2,163,000** to 4,325,000 colones (about **6. A. ( ) \$7,250 // B. ( ) \$72,005** ), the new **tax rate** will be 25%.
- For those making above 4,325,000 colones per month, the new **tax rate** will be 35%.

Businesses and legal entities with large net **incomes** would also see a **tax** increase depending on their reported **income**.

All measures will be brought to the Legislative Assembly for debate; they will also be presented to the IMF.

Adapted from:

<https://ticotimes.net/2020/09/18/costa-rica-proposes-tax-measures-as-part-of-imf-negotiations>

[https://view.officeapps.live.com/op/embed.aspx?src=https%3A%2F%2Fwww%2Ehacienda%2Ego%2Ecr%3A443%2Fdocs%2F5f6575e4d4949\\_Calculo%2520Renta%2520Salario%2520Actual%2520vs%2520Propuesta%2Exlsx&wdAllowInteractivity=False&AllowTyping=True&wdHideGridlines=True&wdHideHeaders=True&wdDownloadButton=True&wdInConfigurator=True&fbclid=IwAR2hL8r7FEbfwuehbh7O8sYqY4QHRYRicrxxd0byUz00JxA9R1BANBVSKshc](https://view.officeapps.live.com/op/embed.aspx?src=https%3A%2F%2Fwww%2Ehacienda%2Ego%2Ecr%3A443%2Fdocs%2F5f6575e4d4949_Calculo%2520Renta%2520Salario%2520Actual%2520vs%2520Propuesta%2Exlsx&wdAllowInteractivity=False&AllowTyping=True&wdHideGridlines=True&wdHideHeaders=True&wdDownloadButton=True&wdInConfigurator=True&fbclid=IwAR2hL8r7FEbfwuehbh7O8sYqY4QHRYRicrxxd0byUz00JxA9R1BANBVSKshc)

**Answer Key**

1. A (x) \$1.75 billion // B. ( ) \$1.75 million

2. A. (x) 840,000 // B. ( ) 814,000

3. A. (x) 840,000 // B. ( ) 814,000

4. A. ( ) 2,161,000 / B. (x) 2,163,000

5. A. ( ) 2,161,000 / B. (x) 2,163,000

6. A. (x) \$7,250 // B. ( ) \$72,005

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Unit 2: From what I heard



• Lesson #9: Main Task // Handout #2


Reading large numbers


**Instructions:**


1. Listen to 4 callers talking about the new tax proposal for the International Monetary Fund (IMF).
2. In the 4 boxes below, mark with an X the amount and the type of tax you hear.
3. Share your answers with the class.


Useful Language	
1. Caller #1 mentioned ____ colones.	1. La llamada #1 mencionó ____ colones.
2. The person talked about the... tax.	2. La persona habló del impuesto...
3. I marked option B: ____ colones.	3. Marqué la opción B: ____ colones.
4. I couldn't hear what tax was mentioned.	4. No pude escuchar cuál impuesto se mencionó.


<b>Caller 1</b> 	Amount #1: A. <input type="checkbox"/> 1,230,000 colones // B. <input type="checkbox"/> 1,203,000 colones
	Amount #2: A. <input type="checkbox"/> 982,160 colones // B. <input type="checkbox"/> 982,116 colones
	What type of tax did the caller talk about? <input type="checkbox"/> Lottery Tax <input type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input type="checkbox"/> Bank Transaction Tax
<b>Caller 2</b> 	Amount #1: A. <input type="checkbox"/> 1,064,245 colones // B. <input type="checkbox"/> 1,642,450 colones
	Amount #2: A. <input type="checkbox"/> 2,290,305 colones // B. <input type="checkbox"/> 2,219,375 colones
	What type of tax did the caller talk about? <input type="checkbox"/> Lottery Tax <input type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input type="checkbox"/> Bank Transaction Tax


<b>Caller 3</b> 	Amount #1: A. <input type="checkbox"/> \$105 million // B. <input type="checkbox"/> \$105 billion
	Amount #2: A. <input type="checkbox"/> 18,963,000,000 // B. <input type="checkbox"/> 18,963,000
	What type of tax did the caller talk about? <input type="checkbox"/> Lottery Tax <input type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input type="checkbox"/> Bank Transaction Tax

<b>Caller 4</b> 	Amount #1: B. <input type="checkbox"/> 370,200 colones // B. <input type="checkbox"/> 372,000 colones
	Amount #2: B. <input type="checkbox"/> 12,500,000 colones // B. <input type="checkbox"/> 12,005,000 colones
	What type of tax did the caller talk about? <input type="checkbox"/> Lottery Tax <input type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input type="checkbox"/> Bank Transaction Tax

<b>Caller 1</b> 	Amount #1: B. ( ) 1,230,000 colones // B. (x) 1,203,000 colones
	Amount #2: B. (x) 982,160 colones // B. ( ) 982,116 colones
	What type of tax did the caller talk about? <input type="checkbox"/> Lottery Tax <input checked="" type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input type="checkbox"/> Bank Transaction Tax

<b>Caller 2</b> 	Amount #1: C. ( ) 1,064,245 colones // B. (x) 1,642,450 colones
	Amount #2: C. ( ) 2,290,305 colones // B. (x) 2,219,375 colones
	What type of tax did the caller talk about? <input type="checkbox"/> Lottery Tax <input checked="" type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input type="checkbox"/> Bank Transaction Tax

<b>Caller 3</b> 	Amount #1: B. <input checked="" type="checkbox"/> \$105 million // B. \$105 billion
	Amount #2: B. <input checked="" type="checkbox"/> 18,963,000,000 // B. <input type="checkbox"/> 18,963,000
	What type of tax did the caller talk about? <input type="checkbox"/> Lottery Tax <input type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input checked="" type="checkbox"/> Bank Transaction Tax

<b>Caller 4</b> 	Amount #1: D. <input type="checkbox"/> 370,200 colones // B. <input checked="" type="checkbox"/> 372,000 colones
	Amount #2: D. <input checked="" type="checkbox"/> 12,500,000 colones // B. <input type="checkbox"/> 12,005,000 colones
	What type of tax did the caller talk about? <input checked="" type="checkbox"/> Lottery Tax <input checked="" type="checkbox"/> Income Tax <input type="checkbox"/> Value Added Tax <input type="checkbox"/> Bank Transaction Tax

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University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, October 14 2020

Lesson Plan # 10

Student teacher: Duff Aguirre

Assistant/s: Dahianna Aguilar, Vladimir Pereira

Unit # 2: **From What I Heard**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches when participating in conferences by identifying relevant ideas to determine their usefulness for the participants' particular fields.

**General Objective:** By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by identifying details.

**Specific Objectives:** The students will be able to

1. show full understanding of nine vocabulary words related to climate change
2. successfully show understanding of an audio about climate change and emissions by answering questions.
3. appropriately generate opinions about climate change and decarbonization by completing a chart about the OREO strategy.
4. properly apply pronunciation rules related to -ed ending pronunciation of regular verbs in the simple past tense.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<p><b>Routine</b></p> <ul style="list-style-type: none"> <li>• T provides feedback form lesson #09: Correction of faulty Ss production</li> <li>• T reviews homework using Evernote file from lesson #09</li> </ul>				
1	<p><b>Warm-up Vocabulary Capsule</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Using <i>Evernote</i>, T teaches 9 vocabulary words from the audios that will be used in the pre and main tasks.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p> <p><i>This word means...</i></p>	<p>Activating background knowledge</p> <p>Drilling</p> <p>Negotiation of meaning</p>	<p>R</p> <p>S</p> <p>L</p>	<p>10 min</p>

	<ul style="list-style-type: none"> <li>• Ss practice the pronunciation of the words in English by drilling.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Materials</b> Evernote</p>	<p><i>Can you check the dictionary?</i> <i>The translation into Spanish is...</i></p> <p><b>Pronunciation</b></p> <p><i>greenhouse gas emissions</i> <i>/'gri:n.haus gæs i'miʃ.ənz /</i> <i>fossil fuels /'fɑ:səl ˌfjʊəl/</i> <i>oil /ɔɪl/</i> <i>succeed /sək'si:d/</i> <i>worldwide /'wɜ:ld.waɪd/</i> <i>biomass /'baɪ.ɒs.mæs/</i> <i>renewable /rɪ'nu:ə.bəl/</i> <i>food waste /fu:d weɪst/</i> <i>harmful /'hɑ:rm.fəl/</i></p>			
2	<p><b>Pre-task: Generating opinions</b></p> <p><b>Procedures:</b></p>	<p><b>a) procedural</b></p> <p><i>I think the 5 sectors are...</i> <i>The video mentions...</i></p>	<p>Activating background knowledge</p>	<p>L R S</p>	<p>25 min</p>

	<p>Part A.</p> <ul style="list-style-type: none"> <li>• Individually, Ss read the questions in Handout #1.</li> <li>• T plays a video from the OECD about climate change twice.</li> <li>• Individually, Ss answer the questions from handout #1 using the information on the video.</li> <li>• T asks the Ss to share their answers and opinions with the rest of the class.</li> </ul> <p>Note: Ss will have the transcript available two days before the lesson, so they can get familiar with the topic.</p> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> </ul>	<p><i>I did not understand this part of the video.</i></p> <p><i>In my opinion, Costa Rica is (not) dedicating enough resources because...</i></p> <p><b>b) real task language</b></p> <p><i>“Almost 90% of greenhouse gas emissions come from five sectors:</i></p> <p><i>Electricity, agriculture, industry, transport, and buildings.”</i></p> <p><i>“I believe Costa Rica is not dedicating enough resources to tackle the greenhouse gas emission from these 5 sectors.”</i></p>	<p>Listening for details</p> <p>Generating opinions</p> <p>Answering questions</p>		
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	<ul style="list-style-type: none"> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Materials:</b>  <i>U2 L10 Handout#1 Pre-Task.docx</i>            Video file: “U2 L10 pre-task - video.mp4”  <a href="https://drive.google.com/file/d/1zCNfXxURhkfUnHWaBYDAEGDjoKIti7Oq/view?usp=sharing">https://drive.google.com/file/d/1zCNfXxURhkfUnHWaBYDAEGDjoKIti7Oq/view?usp=sharing</a></p>	<p><b>Pronunciation</b></p> <p><i>greenhouse gas emissions</i>  <i>/ˈɡriːn.haʊs ɡæs iˈmiʃ.ənz/</i>  <i>fossil fuels</i> /ˈfɑː.səl ˈfjuːəl/  <i>oil</i> /ɔɪl/  <i>succeed</i> /səkˈsiːd/  <i>worldwide</i> /ˈwɜːld.waɪd/  <i>biomass</i> /ˈbaɪ.ɒʊ.mæs/  <i>renewable</i> /rɪˈnuː.ə.bəl/  <i>food waste</i> /fuːd weɪst/  <i>harmful</i> /ˈhɑːrm.fəl/</p>			
<p>2, 3</p>	<p><b>Main-Task: O.R.E.O strategy</b></p> <p><b>Procedures</b></p> <p><b>Part A:</b></p> <ul style="list-style-type: none"> <li>T plays a video about Costa Rica’s stance in terms of climate change.</li> <li>T plays the video twice.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I can’t hear the audio.</i>  <i>Could you play the audio one more time, please?</i>  <i>I only wrote one example.</i>  <i>I’m missing the examples</i>  <i>I don’t agree with you. I mentioned ... as a reason.</i></p>	<p>Activating background knowledge</p> <p>Listening for details</p> <p>Generating opinions</p>	<p>L S R</p>	<p>35 min</p>

	<ul style="list-style-type: none"> <li>Individually, using “U2 L10 Handout#2 Main Task.docx”, Ss answer 3 questions using the information from the video.</li> </ul> <p><b>Part B:</b></p> <ul style="list-style-type: none"> <li>Individually, Ss read the given question and provide a possible answer using the OREO chart.</li> <li>Once the OREO chart is complete, in break-out rooms, Ss will share their opinions.</li> <li>In the main session, T asks some Ss to share their opinion with the rest of the class.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As will clarify doubts when called.</li> </ul>	<p><b>b) Real task language</b></p> <p><i>“Our electricity comes from renewable sources like hydropower, geothermal, wind, solar, and biomass.”</i></p> <p><i>“In my opinion, Costa Rica is not able to stop depending on fossil fuels because...”</i></p> <p><b>Pronunciation</b></p> <p><i>greenhouse gas emissions</i> /ˈɡriːn.haʊs gæs iˈmiʃ.ənz /</p> <p><i>fossil fuels</i> /ˈfɔː.səl ˌfjuːəl/</p> <p><i>oil</i> /ɔɪl/</p> <p><i>succeed</i> /səkˈsiːd/</p> <p><i>worldwide</i> /ˈwɜːld.waɪd/</p> <p><i>biomass</i> /ˈbaɪ.ɒʊ.mæs/</p> <p><i>renewable</i> /rɪˈnuː.ə.bəl/</p> <p><i>food waste</i> /fuːd weɪst/</p>	Using a graphic organizer		
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	<ul style="list-style-type: none"> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Material:</b>  U2 L10 Handout#2 Main task.docx  U2 L10 Main task - video.mp4  (<a href="https://drive.google.com/file/d/1HjgFnKCo9hK9wnd5a_aHJAy8dfHJe5eP/view?usp=sharing">https://drive.google.com/file/d/1HjgFnKCo9hK9wnd5a_aHJAy8dfHJe5eP/view?usp=sharing</a>)</p>	<i>harmful /'hɑ:rm.fəl/</i>			
4	<p><b>Post task: Pronunciation</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Evernote, T explains the rules to pronounce regular past verbs.</li> <li>Using U2L10 Handout#3 Post Task, Ss identify the appropriate pronunciation of</li> </ul>	<p><b>Pronunciation</b></p> <p>-ed ending pronunciation on regular past verbs.</p>	<p>Activating background knowledge</p> <p>Applying pronunciation rules</p>	R L S	15min

	<p>the -d, -ed endings by completing a chart.</p> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Material:</b> <i>Evernote</i> <i>U2 L10 Handout#3 PostTask.docx</i></p>			
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing Others:

Note: IPA transcriptions are intended for T and As use only.

- Evernote link: <https://www.evernote.com/l/AhEMYRKryvVAU59gL9iQSYzJ5VAgpdtbffb/>
- Due to the carryover from the previous lesson, the Post-task may be done during asynchronous lesson time.

English for MIDEPLAN | Session #10 10/14/2020 | Unit 2: From what I heard:  
OREO Strategy

**Notebook:** English for Mideplan V2

**Created:** 10/10/2020 10:10 a. m.

**Updated:** 13/10/2020 6:10 p. m.

**Author:** Duff Pemberton

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Unit 2: From what I heard

• Lesson #10: O.R.E.O. Strategy



**Objective:** By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by identifying details.

**Feedback from lesson #9**

Student production	Correction
"is verb regular"	It is a regular verb
"is a irregular verb"	It is an irregular verb
"Yes, teacher, I try"	Yes, Vladimir, I can/will try
"¿Cómo se dice treinta?"	How do you say 'treinta'?

"Sería la opción A"	It is option A
"Audio"	Audio (the initial sounds is different than in Spanish, like Automatic, August...)
"Explication"	This words exists but it is not very common. Commonly, we use the word Explanation

**Time: 10 min**

**Post-task of Lesson #9: Reading large numbers**

Practice	
1.	800,000
2.	12,000,500
3.	20,080,000
4.	9,073,150
5.	40 vs. 14
6.	18 vs. 80
7.	3,013,330
8.	13,300,000

**Time: 10min**

**Vocabulary capsule**



*greenhouse gas emissions*

[Emisiones de gases de efecto invernadero]









*fossil fuels*

[combustibles fósiles]



*oil*

[petróleo]

	<i>succeed</i>	[tener éxito]
	<i>worldwide</i>	[mundialmente]
	<i>biomass</i>	[biomasa]
	<i>renewable</i>	[renovable]
	<i>food waste</i>	[desperdicio de comida]
	<i>harmful</i>	[dañino]

**Time: 10min**

**Pre-task:**



**Individual Work**

**Instructions:**

1. Download "U2 L10 Handout#1 Pre-task.docx"

2. Watch the video titled: "Climate Action: How To Tackle 90% of Emissions". The video will be played twice.
3. After watching the video, share your opinions to answer the questions in the handout.


Useful Language	
1. I think the 5 sectors are...	
2. The video mentions...	
3. I did not understand this part of the video.	3. Yo no entendí esta parte del video.
4. In my opinion, Costa Rica is(not) dedicating enough resources because...	4. En mi opinión, Costa Rica (no) está dedicando suficientes recursos porque...



U2 L10 Handout#1 Pre-Task.docx  
14/10/2020 6:48 p. m., 809 KB

**Time: 15min**

**OREO Strategy:**

**OREO OPINION** 

**What is an opinion?**  
 AN OPINION IS A BELIEF, JUDGMENT OR WAY OF THINKING ABOUT SOMETHING.

How do you as a writer tell about your opinions? Think OREO!

**O** **OPINION**— TELL your readers how you FEEL about something.

**R** **REASON**— TELL your readers why you FEEL that way.

**E** **EXAMPLES**— GIVE your readers 1-3 EXAMPLES of why you FEEL that way. USE "BECAUSE." GIVE DETAILS!

**O** **OPINION**— TELL your readers ONE MORE TIME about your opinion and tell your FEELING.

**OREO**

**OREO**  
 Double Stuffed

**O**: Opinion

**R**: Reasons

**E**: Explanations

**O**: Opinion

**Resources:**

Area	Starters
Opinions	I believe... I think... In my opinion...
Reason	Because... One reason is...

	First...
<b>Example</b>	For example... For instance... As an example...
<b>Opinion (Re-statement)</b>	Therefore... Again, my opinion is... To summarize...

O	I believe Costa Rica is able to reach net-zero carbon emissions.
R	Because Costa Rica is already using renewable energy sources.
E	For example, Costa Rica harnesses power from water, wind and sun.
O	Therefore, I believe Costa Rica is capable of reaching net-zero carbon emissions.

**Main Task:**



**Individual Work**

**Instructions:**

**Part 1:**

1. Download U2 L10 Handout# 2 - Main Task.docx
2. Listen to an audio about Costa Rica's response to climate change
3. Answer the questions in the chart below.

**Part 2:**

1. Read the question in this part. This question will be to guide the topic of your opinions.
2. Use the OREO chart below to generate your own opinions to answer the question "*is Costa Rica able to stop depending on fossil fuels? Why?*"
3. You will also need to provide a Reason and Examples for your opinions.
4. There will be a group conversation to listen to the ideas of your classmates.

**Time: 25 min**

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Useful Language	
1. <i>I can't hear the audio.</i>	
2. <i>Could you play the audio one more time, please?</i>	
3. <i>I only wrote one example.</i>	3. Solo escribí un ejemplo.
4. <i>I'm missing the examples</i>	4. Me hacen falta los ejemplos..
5. <i>I don't agree with you. I mentioned ... as a reason.</i>	5. No estoy de acuerdo con usted. Yo mencioné... como una razón.



U2 L10 Handout#2 Main task.docx  
14/10/2020 6:48 p. m., 308 KB

### Post-task: Pronunciation Focus

-ed ending pronunciation for regular verbs in simple past tense

Last sound of the verb	-d, -id, t pronunciation	Examples
Vibration	/d/	Call → Called /d/ Harm → Harmed /d/ Discover → Discovered /d/
No Vibration	/t/	Help → Helped /t/ Ask → Asked /t/ Stop → Stopped /t/
Verbs ending in: t and d	/id/	Want → wanted /id/ Need → Needed /id/ Start → Started /id/

## How to pronounce -ED

The deciding factor is the last consonant before -ED when pronouncing these words. There are three ways to pronounce -ED.

/d/	/id/	/t/
Enjoyed	Needed	Washed
Offered	Wanted	Watched
Called	Headed	Helped
Used	Started	Laughed
Cleaned	Parted	Danced
Damaged	Granted	Fixed
Amazed	Landed	Mixed



U2 L10 Handout#3 PostTask.docx  
14/10/2020 6:48 p. m., 35.1 KB



**Extra information**

<https://www.youtube.com/watch?v=Gbit6GB-xfs>

<https://www.youtube.com/watch?v=Jl-HzvXk5bk&t=170s>

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## Unit 2: From what I heard

• Lesson #10: Pre-task // Handout # 1

### Generating Opinions

#### Instructions:

1. Watch the video titled: “Climate Action: How To Tackle 90% of Emissions”.  
The teacher will play the video twice.
2. After watching the video, share your opinions to answer the questions below.

Note: You will be able to find the transcript in the second page of this handout.

Useful Language	
1. I think the 5 sectors are...	
2. The video mentions...	
3. I did not understand this part of the video.	3. Yo no entendí esta parte del video.
4. In my opinion, Costa Rica is(not) dedicating enough resources because...	4. En mi opinión, Costa Rica (no) está dedicando suficientes recursos porque...

1. Which are the 5 sectors responsible for 90% of greenhouse gas emissions?

2. In your opinion, is Costa Rica dedicating enough resources to tackle the greenhouse gas emission from these 5 sectors?

Retrieved from: <https://www.youtube.com/watch?v=Gbit6GB-xfs&t=24s>



Climate Action: How To Tackle 90% of Emissions

## Transcript

Climate change is already affecting our lives.

There's a lot we can all do to get our planet's climate back on track.

And it goes beyond reusable water bottles and consuming less meat.

Almost 90% of greenhouse gas emissions come from five sectors:

Electricity, agriculture, industry, transport, and buildings.

So what can we do?

Electricity is critical for our modern lives and demand will continue to grow.

Coal is estimated to be responsible for around 800,000 premature deaths each year worldwide.

Countries should rapidly scale up clean and renewable energy and lower emissions and improve air quality by phasing out coal power plants.

The transport sector, like planes, trains, ships and cars, account for about a quarter of energy related carbon dioxide emissions.

We need to cut emissions from transport by 75% to limit the global temperature rise.

We need to make low-carbon travel the default.

Agriculture is another important but challenging sector.

Increased food production will, on current patterns, mean far more emissions.

Eating less meat and reducing food waste can help.

But we also need innovation to replace harmful incentives to agricultural production with better policies.

Industries such as mining, steel and cement, are responsible for one-fifth of emissions.

Global consumption for raw materials is set to double by 2060, so we need to take action now.

Adopting circular and resource-efficient production processes can help.

Policy makers need to manage the transition for workers and affected communities.

For buildings, better construction codes and the use of low-carbon electricity for space and water heating, cooling and cooking will make a big difference.

Climate action is an opportunity to change for the better.

Individuals, cities and businesses are increasingly stepping up to the mark, but policy is not always keeping pace.

We have the knowledge, tools and solutions to address climate change and to create a cleaner, fairer and sustainable world.

So let's make it happen.



1.

Which are the 5 sectors responsible for 90% of greenhouse gas emissions?

The sectors are electricity, agriculture, industry, transport, and buildings.

2.

In your opinion, is Costa Rica dedicating enough resources to tackle the greenhouse gas emission from these 5 sectors?

Opinions will vary.

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**Unit 2: From what I heard**

• Lesson #10: Main Task // Handout # 2

**OREO Strategy**

**Instructions:**

**Part A.**

1. Listen to an audio about Costa Rica's response to climate change.
2. The audio you will be listening to is an extract from the video: "A small country with big ideas to get rid of fossil fuels"
3. Answer the questions in the chart below.

**Part B.**

1. Read the question in Part B.
2. Use the OREO chart below to generate your own opinions to answer the question "*is Costa Rica able to stop depending on fossil fuels? Why?*"
3. You will also need to provide a Reason and Examples for your opinions.
4. There will be a group conversation to listen to the ideas of your classmates.

<b>Useful Language</b>	
1. <i>I can't hear the audio.</i>	
2. <i>Could you play the audio one more time, please?</i>	
3. <i>I only wrote one example.</i>	3. Solo escribí un ejemplo.
4. <i>I'm missing the examples</i>	4. Me hacen falta los ejemplos..
5. <i>I don't agree with you. I mentioned ... as a reason.</i>	5. No estoy de acuerdo con usted. Yo mencioné... como una razón.



A small country with big ideas to get rid of fossil fuels | Monica Araya

Retrieved from: <https://www.youtube.com/watch?v=Jl-HzvXk5bk>

**Part A.**

Questions	Answers
<p>1. What are the five renewable sources of energy used in Costa Rica to produce electricity?</p>	<p>1. 2. 3. 4. 5.</p>
<p>2. What is the percentage of energy consumption from oil?</p>	
<p>3. In what aspect does the presenter believe Costa Rica is a great candidate to pioneer?</p>	

**Part B.**

1. In your opinion, is Costa Rica able to stop depending on fossil fuels? Why?
- 2.

<b>Opinion</b>	
<b>Reason</b>	
<b>Explanation</b>	
<b>Opinion (re-statement)</b>	

**Resources**

<b>Area</b>	<b>Starters</b>
<b>Opinions</b>	I believe... I think... In my opinion...
<b>Reason</b>	Because... One reason is... First...
<b>Example</b>	For example... For instance... As an example...
<b>Opinion (Re-statement)</b>	Therefore... Again, my opinion is... To summarize...

## Transcript

Nearly 100 percent of our electricity comes from **renewable** sources, five of them.

Hydropower, geothermal, wind, solar, **biomass**.

Did you know that last year, for 299 days, we did not use any **fossil fuels** in order to generate all our electricity?

It's a fantastic achievement, and yet, it hides a paradox, which is that nearly 70 percent of all our energy consumption is **oil**.

Why?

Because of our transportation system, which is totally dependent on **fossil fuels**, like it is in most countries.

So if we think of the energy transition as a marathon, the question is, how do we get to the finish line, how do we decarbonize the rest of the economy?

And it's fair to say that if we don't **succeed**, it's difficult to see who will.

So that is why I want to talk to you about Costa Rica, because I believe we are a great candidate in pioneering a vision for development without **fossil fuels**.

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**Unit 2: From what I heard**

• Lesson #10: Post-Task // Handout # 3

**P**ronunciation and Vocabulary Focus

**-ed ending pronunciation on regular verbs in simple past tense**

**Instructions:**

Mark with an X the correct pronunciation of the -ed (/t/, /d/, /ɪd/) at the end of each verb.

Word	/t/	/d/	/ɪd/
<i>showed</i>			
<i>seemed</i>			
<i>estimated</i>			
<i>reached</i>			
<i>challenged</i>			
<i>continued</i>			
<i>measured</i>			
<i>added</i>			
<i>addressed</i>			


**Answer Key**


Word	/t/	/d/	/ɪd/
<i>showed</i>		x	
<i>seemed</i>		x	
<i>estimated</i>			x
<i>reached</i>	x		
<i>challenged</i>	x		
<i>continued</i>		x	
<i>measured</i>		x	
<i>added</i>			x
<i>addressed</i>	x		

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, October 21, 2020

Lesson Plan # 11

Student teacher: Dahianna Aguilar Arias

Assistant/s: Vladimir Pereira, Duff Aguirre

Unit # 2: **From What I Heard**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches when participating in conferences by identifying relevant ideas to determine their usefulness for the participants' particular fields.

**General Objective:** By the end of the unit, the students will be able to show understanding of speeches, applicable to their particular fields, by identifying relevant ideas.

**Specific Objectives:** The students will be able to

1. show full understanding of nine vocabulary words related to the global economic crisis due to COVID-19;
2. successfully show understanding of an audio about the global economic crisis due to COVID-19 by answering questions;
3. appropriately generate opinions about the global economic crisis due to COVID-19 by completing a chart using the OREO strategy;
4. properly apply grammar rules concerning the simple future form of verbs with *will* and *be going to* by completing a set of sentences.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<p><b>Routine</b></p> <ul style="list-style-type: none"> <li>• T provides feedback from lesson #10: Correction of faulty Ss production</li> <li>• T reviews homework using U2 L10 Handout#3 PostTask.docx</li> </ul>				15 min
1	<p><b>Warm-up Vocabulary Capsule</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Using <i>Evernote</i>, T teaches 9 vocabulary words from the audios that will be used in the pre and main tasks.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p> <p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p>	<p>Activating background knowledge</p> <p>Drilling</p>	R S L	10 min

	<ul style="list-style-type: none"> <li>• Ss practice the pronunciation of the words in English by drilling.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; A will answer questions when asked.</li> <li>• T &amp; As will provide immediate feedback about the pronunciation of the words.</li> <li>• T will include comments on the mistakes made during this activity (not necessarily pronunciation mistakes) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> Evernote</p>	<p><i>This word means...</i> <i>Can you check the dictionary?</i> <i>The translation into Spanish is...</i></p> <p><b>Pronunciation</b> <i>burden</i> ('bɜ:rdn) <i>containment</i> (kən'teɪnmənt) <i>supply chains</i> (sə'plaɪ) (tʃeɪn) <i>liquidity</i> (lɪ'kwɪdɪtɪ) <i>enhance</i> (ɛn'hæns, - 'hɑns) <i>relief</i> (rɪ'li:f) <i>retreating</i> (rɪ'tri:tɪŋ) <i>boost</i> (bu:st) <i>accommodative</i> (ə'kɒmə'deɪtɪv)</p>			
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2	<p><b>Pre-task: Listening for details</b></p> <p><b>Procedures:</b></p> <p><b><u>Part A.</u></b></p> <ul style="list-style-type: none"> <li>• Individually, Ss read the questions in Handout #1.</li> <li>• T plays the video from the IMF: “Confronting the Crisis: Priorities for the Global Economy” by Kristalina Georgieva, IMF Managing Director.</li> <li>• Individually, Ss answer the questions from handout #1 using the information on the video.</li> <li>• Ss are allowed to read the transcript while listening to the audio.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I can't hear the audio.</i></p> <p><i>The video mentions...</i></p> <p><i>I did not understand this part of the video.</i></p> <p><i>In my opinion, Costa Rica is(not) making a good decision to fight the economic crisis because...</i></p> <p><i>What should we say as a group?</i></p> <p><i>What's our opinion as a group?</i></p> <p><b>b) real task language</b></p> <p><i>Nations are fighting the virus in densely populated cities and poverty-stricken slums—where social</i></p>	<p>Activating background knowledge</p> <p>Listening for details</p> <p>Generating opinions</p> <p>Answering questions</p>	<p>L</p> <p>R</p> <p>S</p>	<p>20 min</p>
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	<p><b>Part B.</b></p> <ul style="list-style-type: none"> <li>• In the breakout room, Ss share the answer to the questions.</li> <li>• For question 3, Ss generate a collective opinion per group to present to the rest of the class.</li> <li>• T asks the Ss to share their answers and opinions with the rest of the class.</li> </ul> <p>Note: Ss will have the transcript available two days before the lesson so they can get familiar with the topic.</p> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> </ul>	<p><i>distancing is hardly an option.</i></p> <p><i>The crisis could get worse depending on many variable factors, including the duration of the pandemic.</i></p> <p><b>Pronunciation</b></p> <p><i>burden</i> ('bɜ:rdn)</p> <p><i>containment</i> (kən'teɪnmənt)</p> <p><i>supply chains</i> (sə'plaɪn)</p> <p><i>liquidity</i> (lɪ'kwɪdɪtɪ)</p> <p><i>enhance</i> (ɛn'hæns, -'hans)</p> <p><i>relief</i> (rɪ'li:f)</p> <p><i>retreating</i> (rɪ'tri:tɪŋ)</p> <p><i>boost</i> (bu:st)</p>			
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	<ul style="list-style-type: none"> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Materials:</b>  U2 L11 Handout#1 Pre-Task.docx  Video file: “U2 L11 pre-task - video.mp4”  <a href="https://drive.google.com/file/d/1-d-4iMRyPKuSrFtNpdmussHloWbYDj0Q/view?usp=sharing">https://drive.google.com/file/d/1-d-4iMRyPKuSrFtNpdmussHloWbYDj0Q/view?usp=sharing</a></p>	<i>accommodative</i> (əˈkɒmədətɪv)			
3	<p><b>Main-Task: O.R.E.O strategy</b></p> <p><b>Procedures</b></p> <p><b>Part A:</b></p> <ul style="list-style-type: none"> <li>T plays the video:  “Confronting the Crisis: Priorities for the Global Economy by Kristalina</li> </ul>	<p><b>a) procedural</b></p> <p><i>I can't hear the audio.  Could you play the audio one more time, please?  I only wrote one example.  I'm missing the examples  I don't agree with you. I mentioned ... as a reason.</i></p>	Activating background knowledge  Listening for details	L S R	40 min

	<p>Georgieva, IMF Managing Director”</p> <ul style="list-style-type: none"> <li>• T plays the video a second time.</li> <li>• Individually, using “U2 L11 Handout#2 Main Task.docx”, Ss order the sentences given according to what they hear in the video.</li> <li>• T asks some Ss to share their answers.</li> </ul> <p><b>Part B:</b></p> <ul style="list-style-type: none"> <li>• Individually, Ss read the given question and provide a possible answer using the OREO chart.</li> <li>• Once the OREO chart is complete, in break-out rooms, in groups, Ss will share their opinions.</li> </ul>	<p><b>) Real task language</b></p> <p><i>We must minimize disruptions to supply chains and refrain from export controls on medical supplies and food. Monetary stimulus and liquidity facilities play an indispensable role.</i></p> <p><b>Pronunciation</b></p> <p><i>burden</i> (ˈbɜːrɪdn)  <i>containment</i> (kənˈteɪnmənt)  <i>supply chains</i> (səˈplaɪn)  <i>liquidity</i> (lɪˈkwɪdɪtɪ)  <i>enhance</i> (ɛnˈhæns, -ˈhɑːns)  <i>relief</i> (rɪˈliːf)  <i>retreating</i> (rɪˈtriːtɪŋ)</p>	<p>Generating opinions</p> <p>Using a graphic organizer</p> <p>Negotiation of meaning</p>		
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	<ul style="list-style-type: none"> <li>• In the main session, T asks some Ss to share their opinion with the rest of the class.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when called.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Material:</b>  U2 L11 Handout#2 Main task.docx  U2 L11 Main task - video.mp4  <a href="https://drive.google.com/file/d/1RcHMX_UY-a6bwcproZWRonV-agnA7-wR/view?usp=sharing">https://drive.google.com/file/d/1RcHMX_UY-a6bwcproZWRonV-agnA7-wR/view?usp=sharing</a></p>	<i>boost (bu:st)</i> <i>accommodative</i> <i>(ə 'kɒmədətɪv)</i>			
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4	<p><b>Post task: Simple Future Tenses</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Evernote, T explains the rules to conjugate verbs in simple future tense</li> <li>Using U2L11 Handout#3 Post Task, Ss complete the sentences with the correct simple future form of the verbs given.</li> <li>T checks by asking Ss to share their answers.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As will clarify doubts when called.</li> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul>	<p><b>Pronunciation</b></p> <p><i>will</i></p> <p><i>am/is/are going to</i></p> <p>___ come up with</p> <p>___ overcome</p> <p>___ determine</p> <p>___ turn</p> <p>___ analyze</p> <p>___ come out of</p> <p>___ look for</p>	<p>Activating background knowledge</p> <p>Applying grammar rules</p>	<p>R</p> <p>L</p> <p>S</p>	15 min
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	<b>Material:</b> <i>Evernote</i> <i>U2 L11 Handout#3 PostTask.docx</i>				
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing Others:

Note: IPA transcriptions are intended for T and As use only.

- Evernote link: <https://www.evernote.com/l/AhEwWh-QOnZEJYjW6dg4R8iEpJHd7Nj1h9Y/>
- Due to the carryover from the previous lesson, the Post-task may be done during asynchronous lesson time.

English for MIDEPLAN | Session #11 10/21/2020 | Unit 2: From what I heard:  
OREO Strategy Part 2

**Notebook:** English for Mideplan V2

**Created:** 17/10/2020 9:09 p. m.

**Updated:** 26/10/2020 8:57 p. m.

**Author:** Duff Pemberton

**URL:** <https://www.youtube.com/watch?v=vbqwoVUeFbE>

Universidad de Costa Rica

English for MIDEPLAN

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Unit 2: From what I heard

• Lesson #11: O.R.E.O. Strategy - Part II



**Warm-up**

<https://www.youtube.com/watch?v=vbqwoVUeFbE>

**Wreck It Ralph Oreo Guards**

	<p><b>OREO Opinion</b></p> <p><b>Opinion</b> Tell your reader how you feel about the topic.</p> <p><b>Reason</b> Tell your reader why you feel this way about your topic.</p> <p><b>Examples</b> Give 3 specific examples to support your topic.</p> <p><b>Opinion</b> Re-state your opinion by telling your reader one more time how you feel about your topic.</p>
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**Objective:** By the end of the unit, the students will be able to show understanding of speeches, applicable to their particular fields by identifying relevant ideas.

**Feedback from lesson #10**

**Instructions:**

1. Listen to your teacher provide some feedback from the previous class.
2. Unmute your microphone to repeat the word or phrases after the teacher.
3. Pay careful attention to the corrections.

**Time: 5 min**

Student production	Correction
"not all day we use cars"	We do not drive a car all day.
"What do you say JC"	What did you say, JC?
"Fossil fuels are not using too much in C.R."	Fossil fuels are not used much in C.R.
"tiene muchos programas bioclimáticos"	There are many bio-climatic programs
"percent"	stressed like "prevent" or "cement"
"reforce"	"reinforce"

**Post-task of Lesson #10: -ed ending pronunciation**

**Instructions:**

1. Open the Word document from the previous class to check homework.
2. The teacher will ask some of you to pronounce the words.
3. Pay careful attention to the pronunciation of each word and the -ed ending.

**Time: 10 min**

	Word	/t/ 1	/d/ 2	/ɪd/ 3
1	<i>showed</i>			
2	<i>seemed</i>			
3	<i>estimated</i>			

4	<i>reached</i>			
5	<i>challenged</i>			
6	<i>continued</i>			
7	<i>measured</i>			
8	<i>added</i>			
9	<i>addressed</i>			

### Vocabulary capsule

#### Instructions:

1. Listen to your teacher pronounce the words and explain their meaning.
2. Unmute your microphone to repeat the words after the teacher.
3. Pay careful attention to the way each word is pronounced.

**Time: 10 min**



**burden**

[carga]



**containment**

[contención]



**supply chains**

[cadenas de suministro]



**liquidity**

[liquidez]

	<b>Enhance</b>	[mejorar]
	<b>relief</b>	[alivio]
	<b>retreating</b>	[retirarse]
	<b>boost</b>	[impulsar]
	<b>accommodative</b>	[ajustable]

**Pre-task:**



**Individual & Group Work**

**Instructions:**

**Part A.**

1. Download Handout #1
2. Listen to the video titled: "Confronting the Crisis: Priorities for the Global Economy by Kristalina Georgieva, IMF Managing Director"
3. After watching the video, answer the questions below.
4. The transcript of the video is provided.

**Part B.**

1. In the breakout room, share the answer of the questions below.
2. For question 3, generate a collective opinion per group to present to the rest of the class.

**Time: 15 min**

### Handout #1 / Downloadable Word Document



U2 L11 Handout#1 Pre-Task.docx  
19/10/2020 8:47 p. m., 943 KB

Useful Language	
1. <i>I can't hear the audio.</i>	
2. <i>The video mentions...</i>	
3. <i>I did not understand this part of the video.</i>	3. <i>Yo no entendí esta parte del video.</i>
4. <i>In my opinion, Costa Rica is(not) making a good decision to fight the economic crisis because...</i>	4. <i>En mi opinión, Costa Rica (no) está dedicando suficientes recursos porque...</i>

### OREO Strategy Recap:

#### Instructions:

1. Review the OREO strategy by answering the question given.

**Time: 5 min**

## Opinion//

**O**pinion-Tell how you feel about the topic

**R**eason-Give some reasons or information that support your opinion

**E**xample-Give an example or details that support your opinion

**O**pinion-Tell how you feel about the topic again



**OREO OPINION**

**What is an opinion?**  
 An opinion is a belief, judgment or way of thinking about something.

How do you as a writer tell about your opinions? Think OREO!

**O** **REASON** **O** **OPINION**

**OPINION**— Tell your readers how you feel about something.

**REASON**— Tell your readers why you feel that way.

**EXAMPLES**— Give your readers 1-3 examples of why you feel that way. Use "because." Give details!

**OPINION**— Tell your readers one more time about your opinion and tell your feeling.

### Resources:

Area	Starters
Opinions	I believe... I think... In my opinion...
Reason	Because... One reason is... First...
Example	For example... For instance... As an example...
Opinion (Re-statement)	Therefore... Again, my opinion is... To summarize...

### Main Task:



### Individual & Group Work

### Instructions:

#### Part A.

1. Download Handout #2

2. Listen to an audio about Priorities for the Global Economy from the International Monetary Fund (IMF).
3. The audio you will be listening to is an extract from the video: "Confronting the Crisis: Priorities for the Global Economy by Kristalina Georgieva, IMF Managing Director"
4. Order the ideas given from 1 to 3 for each of the 4 priorities according to what you hear.

### Part B.

1. Read the question in Part B.
2. Use the OREO chart below to generate your own opinions to answer the question "*Taking into account the 4 priorities described by Ms. Kristalina Georgieva, do you think Costa Rica should ask the IMF for a loan to tackle the current economic crisis?*"
3. You will also need to provide a Reason and Examples for your opinions.
4. There will be a group conversation to listen to the ideas of your classmates.

**Time: 25 min**

## Handout #2 / Downloadable Word Document



<i>Useful Language</i>	
1. <i>I can't hear the audio.</i>	
2. <i>Could you play the audio one more time, please?</i>	
3. <i>I wrote 2, 1, 3.</i>	3. <i>Escribí 2,1,3.</i>
4. <i>I'm missing the examples</i>	4. <i>Me hacen falta los ejemplos.</i>
5. <i>I don't agree with you. I mentioned ... as a reason.</i>	5. <i>No estoy de acuerdo con usted. Yo mencioné... como una razón.</i>

### Post-task: Future Tenses


**Instructions:**


1. Download Handout #2
2. Pay close attention to the grammar aspects about simple future tenses.
3. Open the Word document to complete the exercises.
4. Use will or be going to with the verbs given.

**Time: 10 min**

### Handout #3 / Downloadable Word Document

 U2 L11 Handout#3 PostTask.docx  
19/10/2020 8:52 p. m., 37.4 KB

**WILL vs. GOING TO** 

<div style="background-color: #e67e22; color: white; border-radius: 15px; padding: 5px; display: inline-block; margin-bottom: 10px;"><b>WILL</b></div>  <div style="background-color: #e67e22; color: white; border-radius: 15px; padding: 5px; display: inline-block; margin-bottom: 10px;"><b>GOING TO</b></div> <ul style="list-style-type: none"> <li><b>Express future actions decided at the moment of speaking</b> (immediate decision) E.g: I'll have salad now.</li> <li><b>Express a prediction based on personal opinions or experiences</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Express future plans decided before the moment of speaking</b> (prior plans) E.g: I'm going to visit my aunt next Friday.</li> <li><b>Express a prediction based on present evidence</b></li> </ul>
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# What's the Difference?

www.englishlessonviaskype.com

## will

1. we haven't made a decision yet, or we make a prediction
2. we make offers or suggestions
3. we make a decision at the time of speaking (for example, a promise)
4. we talk about events that are certain to happen in the future

## be going to

1. we expect something to happen or there is an evidence in the present
2. we have already made arrangements to do something in the future

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### Will vs. Be Going To

<b>will</b>	<b>Be Going To</b>
<p>Express future actions decided at the moment of speaking (Immediate Decisions)</p> <p>I'll have salad now. </p>	<p>Express future plans decided before the moment of speaking (Prior Plans)</p> <p>I'm going to visit my aunt next Friday. </p>
<p>Express a prediction based on personal opinions or experiences (Predictions without Evidence)</p> <p>I think United will win the game. </p>	<p>Express a prediction based on present evidence (Predictions with Evidence)</p> <p>Look at those black clouds. It is going to rain. </p>
<p>A future fact</p> <p>The sun will rise tomorrow. </p>	<p>Something is about to happen</p> <p>Get back! The bomb is going to explode. </p>

Homework



## BONO PROTEGER

- Find information about the government's Bono Proteger.
- The information could be in English or Spanish.
- Search for:
  - Who can apply for this financial aid?
  - How much money is given and with what frequency?
  - How is the money given to the people?
  - For how long was this aid initially planned? Has it changed?
  - How many people would this benefit?

### **News flash!**

1. Quiz next class
  - Topics for the quiz:
    - Listening for details
    - OREO strategy to provide opinions
    - Reading large numbers
    - Vocabulary covered
    - Simple past tense of regular and irregular verbs
    - -ed ending pronunciation of regular verbs in past tense

### **Extra information** **Future Tenses**

- What's the difference? 'Will' and 'be going to'

<https://www.perfect-english-grammar.com/will-or-be-going-to.html>

- Future - Will vs. Going to / English Grammar Rules

[https://www.grammar.cl/Notes/Future\\_Will\\_vs\\_Going.htm](https://www.grammar.cl/Notes/Future_Will_vs_Going.htm)

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## Unit 2: From what I heard

• Lesson #11: Pre-Task // Handout # 1

### Listening for details

#### Instructions:

##### Part A.

1. Listen to the video titled: “Confronting the Crisis: Priorities for the Global Economy by Kristalina Georgieva, IMF Managing Director”
2. After watching the video, answer the questions below.
3. The transcript of the video is provided.

##### Part B.

1. In the breakout room, share the answer of the questions below.
2. For question 3, generate a collective opinion per group to present to the rest of the class.

<i>Useful Language</i>	
1. I can't hear the audio.	
2. The video mentions...	
3. I did not understand this part of the video.	3. Yo no entendí esta parte del video.
4. In my opinion, Costa Rica is(not) making a good decision to fight the economic crisis because...	4. En mi opinión, Costa Rica (no) está dedicando suficientes recursos porque...

Retrieved from: <https://www.imf.org/en/News/Articles/2020/04/07/sp040920-SMs2020-Curtain-Raise>



## INTERNATIONAL MONETARY FUND

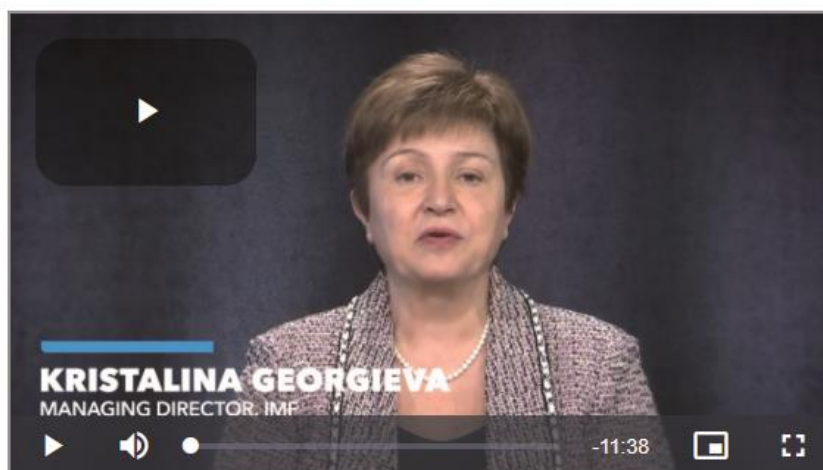


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### Confronting the Crisis: Priorities for the Global Economy

By Kristalina Georgieva, IMF Managing Director

April 9, 2020



Today we are confronted with a crisis like no other. What was normal just a few weeks ago—going to school, going to work, being with family and friends—is now a huge risk.

Emerging markets and low-income nations—across Africa, Latin America, and much of Asia—are at high risk. With weaker health systems to begin with, many face the dreadful challenge of fighting the virus in densely populated cities and poverty-stricken slums—where social distancing is hardly an option. With fewer

resources to begin with, they are dangerously exposed to the ongoing demand and supply shocks, drastic tightening in financial conditions, and some may face an unsustainable debt **burden**.

We estimate the gross external financing needs for emerging market and developing countries to be in the trillions of dollars, and they can cover only a portion of that on their own, leaving residual gaps in the hundreds of billions of dollars. They urgently need help.

But again, I stress there is tremendous uncertainty around the outlook: it could get worse depending on many variable factors, including the duration of the pandemic.

And crucially, everything depends on the policy actions we take now.

1. What challenges mentioned by Kristalina are countries facing to tackle the economic crisis?

2. Why does Ms. Georgieva mention there is uncertainty around the outlook of the pandemic?

3. In your opinion, is Costa Ricas' government making good decisions to fight the economic crisis due to the pandemic?

**Collective  
Opinion**

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### Unit 2: From what I heard

• Lesson #11: Main-Task // Handout # 2

#### OREO Strategy

#### Instructions:

##### Part A.

1. Listen to an audio about Priorities for the Global Economy from the International Monetary Fund (IMF).
2. The audio you will be listening to is an extract from the video: “Confronting the Crisis: Priorities for the Global Economy by Kristalina Georgieva, IMF Managing Director”
3. Order the ideas given from 1 to 3 for each of the 4 priorities according to what you hear.
4. The transcript of the video is provided below.

##### Part B.

1. Read the question in Part B.
2. Use the OREO chart below to generate your own opinions to answer the question *“Taking into account the 4 priorities described by Ms. Kristalina Georgieva, do you think Costa Rica should ask the IMF for a loan to tackle the current economic crisis?”*
3. You will also need to provide a Reason and Examples for your opinions.
4. There will be a group conversation to listen to the ideas of your classmates.

Useful Language	
1. <i>I can't hear the audio.</i>	
2. <i>Could you play the audio one more time, please?</i>	
3. <i>I wrote 2, 1, 3.</i>	3. Escribí 2,1,3.
4. <i>I'm missing the examples</i>	4. Me hacen falta los ejemplos.
5. <i>I don't agree with you. I mentioned ... as a reason.</i>	5. No estoy de acuerdo con usted. Yo mencioné... como una razón.



#### INTERNATIONAL MONETARY FUND

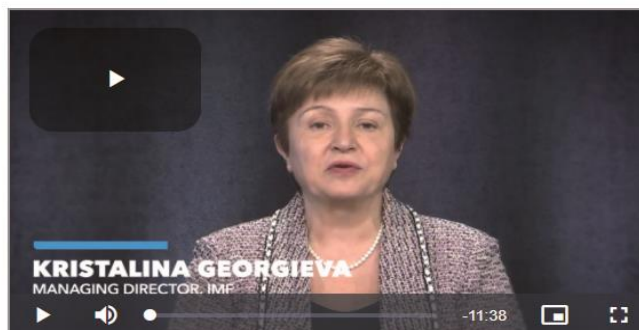


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### Confronting the Crisis: Priorities for the Global Economy

By Kristalina Georgieva, IMF Managing Director

April 9, 2020



## Part A.

The bridge to recovery 4-point plan	Details
<p><b>1.</b> First, continue with essential containment measures and support for health systems.</p>	<p>( ) We must minimize disruptions to supply chains and refrain from export controls on medical supplies and food.</p> <p>( ) The pandemic crisis implies that defeating the virus and defending people's health are necessary for economic recovery.</p> <p>( ) Prioritize health spending for testing and medical equipment; pay doctors and nurses; make sure hospitals and makeshift clinics can function.</p>
<p><b>2.</b> Second, shield affected people and firms with large, timely, targeted fiscal and financial sector.</p>	<p>( ) Prevent liquidity pressures from turning into solvency problems.</p> <p>( ) Lifelines for households and businesses are absolutely a must.</p> <p>( ) Avoid a scarring of the economy that would make the recovery so much more difficult.</p>
<p><b>3.</b> Third, reduce stress to the financial system and avoid contagion.</p>	<p>( ) Monetary stimulus and liquidity facilities play an indispensable role.</p> <p>( ) Global Financial Stability Report will analyze the range of vulnerabilities in the financial sector.</p> <p>( ) Enhancing liquidity for a broader range of emerging economies would provide further relief.</p>

<p>4. Fourth, even as we move through this containment phase, we must plan for recovery.</p>	<p>( ) Immediate policy action is necessary to minimize the potential scarring effects of the crisis.</p> <p>( ) Those with greater resources and policy space will need to <i>do more</i>; others, with limited resources will need <i>more</i></p> <p>( ) Coordinated fiscal stimulus will be essential to stabilize the economy.</p>
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### Part B.

1. In your opinion, *Taking into account the 4 priorities described by Ms. Kristalina Georgieva, do you think Costa Rica should ask the IMF for a loan to tackle the current economic crisis?*

Opinion	
Reason	
Example	
Opinion (re-statement)	

## Resources

Area	Starters
Opinions	I believe... I think... In my opinion...
Reason	Because... One reason is... First...
Example	For example... For instance... As an example...
Opinion (Re-statement)	Therefore... Again, my opinion is... To summarize...

Retrieved from: <https://www.imf.org/en/News/Articles/2020/04/07/sp040920-SMs2020-Curtain-Raiser>

## Transcript

### So, what Needs to be Done?

My next point is to focus on building a bridge to recovery. We see **four priorities**:

- **First, continue with essential containment measures and support for health systems.** Defeating the virus and defending people's health are necessary for economic recovery. So the message is clear: prioritize health spending for testing and medical equipment; pay doctors and

nurses; make sure hospitals and makeshift clinics can function. And we must minimize disruptions to **supply chains** and refrain from export controls on medical supplies and food.

- **Second, shield affected people and firms with large, timely, targeted fiscal and financial sector measures.** Lifelines for households and businesses are absolutely a must. We need to prevent **liquidity** pressures from turning into solvency problems and avoid a scarring of the economy that would make the recovery so much more difficult.
- **Third, reduce stress to the financial system and avoid contagion.** Our upcoming Global Financial Stability Report will analyze the range of vulnerabilities in the financial sector. Monetary stimulus and **liquidity** facilities play an indispensable role. **Enhancing liquidity** for a broader range of emerging economies would provide further **relief**, to them and to the world economy as a whole, and importantly, it would also lift confidence.
- **Fourth, even as we move through this containment phase, we must plan for recovery.** Again, we must minimize the potential scarring effects of the crisis through policy action taken now. This requires careful consideration of when to gradually ease restrictions, based on clear evidence that the epidemic is **retreating**. As measures to stabilize the economy take hold and business starts to normalize, we will need to move swiftly to **boost** demand. Coordinated fiscal stimulus at this point will be essential. Where inflation remains low and well-anchored, monetary policy should remain **accommodative**. Those with greater resources and policy space will need to do more; others, with limited resources will need more support.

**Part A.**

The bridge to recovery 4-point plan	Details
<p>1. First, continue with essential containment measures and support for health systems.</p>	<p>( 3 ) We must minimize disruptions to supply chains and refrain from export controls on medical supplies and food..</p> <p>( 1 ) The pandemic crisis implies that defeating the virus and defending people's health are necessary for economic recovery.</p> <p>( 2 ) Prioritize health spending for testing and medical equipment; pay doctors and nurses; make sure hospitals and makeshift clinics can function.</p>
<p>2. Second, shield affected people and firms with large, timely, targeted fiscal and financial sector.</p>	<p>( 2 ) Prevent liquidity pressures from turning into solvency problems.</p> <p>( 1 ) Lifelines for households and businesses are absolutely a must.</p> <p>( 3 ) Avoid a scarring of the economy that would make the recovery so much more difficult.</p>
<p>3. Third, reduce stress to the financial system and avoid contagion.</p>	<p>( 2 ) Monetary stimulus and liquidity facilities play an indispensable role.</p>

	<p>( 1 ) Global Financial Stability Report will analyze the range of vulnerabilities in the financial sector.</p> <p>( 3 ) Enhancing liquidity for a broader range of emerging economies would provide further relief.</p>
<p>4. Fourth, even as we move through this containment phase, we must plan for recovery.</p>	<p>( 1 ) Immediate policy action is necessary to minimize the potential scarring effects of the crisis.</p> <p>( 3 ) Those with greater resources and policy space will need to <i>do more</i>; others, with limited resources will need <i>more</i></p> <p>( 2 ) Coordinated fiscal stimulus will be essential to stabilize the economy.</p>

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### Unit 2: From what I heard

• Lesson #11: Post-Task // Handout # 3

## Grammar Focus

### -will / be going to future tenses

#### Instructions:

1. Read the statements and complete them with the correct verb form.
2. Use *- will* or *-be going to* and the verb given according to the rules presented in the Evernote section *will vs. be going to*.

	Verbs	Statements
1	<b>come up with</b>	I think our scientists <input type="text"/> solutions to break COVID-19's grip.
2	<b>overcome</b>	I have no doubt that we <input type="text"/> this challenge.
3	<b>determine</b>	The actions we take now <input type="text"/> the speed and strength of our recovery.
4	<b>be</b>	There is no question that 2020 <input type="text"/> exceptionally difficult.
5	<b>turn</b>	It is already clear, however, that global growth <input type="text"/> sharply negative in 2020.
6	<b>analyze</b>	Our upcoming Global Financial Stability Report <input type="text"/> the range of vulnerabilities in the financial sector.

<b>7</b>	<b><i>come out of</i></b>	We think we [redacted] this crisis more resilient.
<b>8</b>	<b><i>look for</i></b>	We [redacted] for solutions that can unlock critical financing.
<b>9</b>	<b><i>be</i></b>	The speed and strength of our recovery [redacted] the focus of the IMF's 189 member countries when we meet in our virtual Spring Meetings next week.

	Verbs	Statements
1	<b>come up with</b>	I think our scientists <b>will come up with</b> solutions to break COVID-19's grip.
2	<b>overcome</b>	I have no doubt that we <b>are going to overcome</b> this challenge.
3	<b>determine</b>	The actions we take now <b>will determine</b> the speed and strength of our recovery.
4	<b>be</b>	There is no question that 2020 <b>is going to be</b> exceptionally difficult.
5	<b>turn</b>	It is already clear, however, that global growth <b>is going to turn</b> sharply negative in 2020.
6	<b>analyze</b>	Our upcoming Global Financial Stability Report <b>is going to analyze</b> the range of vulnerabilities in the financial sector.
7	<b>come out of</b>	We think we <b>will come out of</b> this crisis more resilient.
8	<b>look for</b>	We <b>will look for</b> solutions that can unlock critical financing.
9	<b>be</b>	The speed and strength of our recovery <b>are going to be</b> the focus of the IMF's 189 member countries when we meet in our virtual Spring Meetings next week.

University of Costa Rica  
Master's Program in TEFL

Date: Wednesday, October 28 2020

Lesson Plan # 12

Student teacher: Vladimir Pereira

Assistant/s: Duff Aguirre, Dahianna Aguilar

Unit # 2: **From What I Heard**



Aguilar, Aguirre, and Pereira

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches when participating in conferences by identifying relevant ideas to determine their usefulness for the participants' particular fields.

**General Objective:** By the end of the unit, the students will be able to show understanding of speeches, applicable to their particular fields, by identifying relevant ideas.

**Specific Objectives:** The students will be able to

1. accurately show full understanding of nine vocabulary words related to financial aid and public policies;
2. successfully show understanding of an audio about government subsidies by recognizing characteristics (beneficiaries and subsidy), requirements, and steps of the process mentioned by the speaker;
3. accurately generate simple comparisons between financial aids in Costa Rica, Australia, and Canada by using at least 2 comparative adjectives in a group conversation;
4. properly apply grammar rules by writing adjectives in their comparative form to complete a set of sentences;
5. show full understanding of audios related to the interests of MIDEPLAN by completing a quiz;

- 6. correctly show understanding of short audios about the pandemic and the impact of fossil fuels by using details to complete sentences;
- 7. appropriately generate opinions about public expenditure and budget by completing a chart with the OREO strategy;
- 8. properly apply pronunciation rules related to reading large numbers.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<b>Routine</b> <ul style="list-style-type: none"> <li>• T provides feedback from lesson #11: Correction of faulty Ss production</li> </ul>				10 min
1	<b>Warm-up Vocabulary Capsule</b>  <b>Procedures:</b> <ul style="list-style-type: none"> <li>• Using <i>Evernote</i>, T teaches 9 vocabulary words from the audios</li> </ul>	<b>a) procedural</b> <i>Can you repeat that word?</i> <i>What is the meaning of....?</i> <i>How do you say...?</i> <i>How do you pronounce...?</i>	Activating background knowledge  Drilling	R S L	10 min

	<p>that will be used in the pre and main tasks.</p> <ul style="list-style-type: none"> <li>• Ss practice the pronunciation of the words in English by drilling.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; A will clarify doubts when asked.</li> <li>• T &amp; As will provide immediate feedback about the pronunciation of the words.</li> <li>• T will include comments on the mistakes made during this activity (including pronunciation) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p><b>Materials</b> Evernote</p>	<p><b>b) real task language</b></p> <p><i>This word means...</i></p> <p><i>Can you check the dictionary?</i></p> <p><i>The translation into Spanish is...</i></p> <p><b>Pronunciation</b></p> <p><i>claim /kleɪm/</i></p> <p><i>account /ə'kaʊnt/</i></p> <p><i>subsidy /'sʌb.sə.di/</i></p> <p><i>eligible /'el.ə.dʒə.bəl/</i></p> <p><i>earn /ɜ:n/</i></p> <p><i>prior /praɪər/</i></p> <p><i>job loss /dʒɑ:b lɑ:s/</i></p> <p><i>revenue /'rev.ə.nu:/</i></p> <p><i>update /ʌp'deɪt/</i></p>	<p>Negotiation of meaning</p>		
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2	<p><b>Pres-task: Listening for details</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Individually, Ss listen to an audio about Australia's JobSeeker Payment financial aid.</li> <li>• Using handout #1, Ss choose the ideas they hear in the audio from the options given in a chart.</li> <li>• T plays the audio a second time.</li> <li>• In the main session, T asks Ss to comment on the final question on the handout as a means to start generating comparisons.</li> <li>• T asks some Ss to provide the answers.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when asked.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Could you play the audio one more time, please?</i></p> <p><i>I marked two requirements. _____'s system allows younger people to apply for the aid.</i></p> <p><i>I don't agree with you. I think _____'s process is easier than _____'s.</i></p> <p><b>b) real task language</b></p> <p><i>Part of beneficiaries are people with reduced income because of coronavirus. Applicants must be between 22 and Age Pension age. Applicants need to set a myGov account and a Customer Reference Number (CRN).</i></p>	<p>Activating background knowledge</p> <p>Listening for details</p> <p>Recognizing ideas in an audio</p>	<p>L R S</p>	<p>15 min</p>
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	<ul style="list-style-type: none"> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Materials:</b>  U2 L12 Handout#1 Pre-task.docx  U2 L12 pre-task video.mp4  <a href="https://drive.google.com/file/d/16nzMpPAMr1pZar2tmt0s1EAqKOUdCC4u/view?usp=sharing">https://drive.google.com/file/d/16nzMpPAMr1pZar2tmt0s1EAqKOUdCC4u/view?usp=sharing</a></p>	<p><b>Pronunciation</b></p> <p><i>claim /kleɪm/  account /ə'kaʊnt/  subsidy /'sʌb.sə.di/  eligible /'el.ə.dʒə.bəl/  earn /ɜ:n/  prior /praɪər/  job loss /dʒɑ:b la:s/  revenue /'rev.ə.nu:/  update /ʌp'det/</i></p>			
2 3	<p>Main-Task: Comparison</p> <p>Procedures  Part A.</p> <ul style="list-style-type: none"> <li>T plays a video about Canada Emergency Response Benefit (CERB).</li> <li>T plays the video a second time.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I marked 4 eligibility items.  Could you repeat the correct items, please?  _____ is given to beneficiaries for a longer period of time.</i></p>	<p>Activating  background  knowledge</p> <p>Listening for  details</p>	<p>L  S  R</p>	<p>25  min</p>

	<ul style="list-style-type: none"> <li>• Individually, using Handout #2, Ss choose the ideas they hear in the audio from the options given in a chart.</li> <li>• Using handout #2, Ss compare CERB with Bono Proteger using a chart with adjectives in their comparative form.</li> <li>• T asks some Ss to share their answers.</li> </ul> <p>Part B.</p> <ul style="list-style-type: none"> <li>• In breakout rooms, in groups, Ss compare the financial aids from Canada, Australia, and Costa Rica by using 2 of the adjectives provided.</li> <li>• In the main session, T asks some Ss to share their answers with the rest of the class.</li> </ul>	<p><i>I agree with you. I think _____ seems easier to request.</i></p> <p><b>b) Real task language</b></p> <p><i>The subsidy is \$2,000 per month for a four-month period.</i></p> <p><i>Applicants must have earned at least \$5,000 from income one year prior to applying or in 2019.</i></p> <p><i>CERB's subsidy is given for a longer period of time than Bono Proteger.</i></p> <p><b>Pronunciation</b></p> <p><i>claim /kleɪm/</i></p> <p><i>account /ə'kaʊnt/</i></p>	<p>Recognizing ideas in an audio</p> <p>Comparing 2 elements</p>		
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	<p>Assessment Procedures</p> <ul style="list-style-type: none"> <li>● T &amp; As. will monitor the breakout rooms paying attention to students' interactions and performance.</li> <li>● T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> <li>● T will include comments on the mistakes made during this activity (including pronunciation) and feedback for Ss to check later in the Evernote file of the lesson.</li> </ul> <p>Material:</p> <p>U2 L12 Handout#2 Main Task.docx</p> <p>U2 L12 Main task video.mp4</p> <p><a href="https://drive.google.com/file/d/1ToXfrEJDsMMM1M8RyOOtMNBqG5eC4-Q/view?usp=sharing">https://drive.google.com/file/d/1ToXfrEJDsMMM1M8RyOOtMNBqG5eC4-Q/view?usp=sharing</a></p>	<p><i>subsidy /'sʌb.sə.di/</i></p> <p><i>eligible /'el.ə.dʒə.bəl/</i></p> <p><i>earn /ɜ:n/</i></p> <p><i>prior /praɪər/</i></p> <p><i>job loss /dʒɑ:b lɑ:s/</i></p> <p><i>revenue /'rev.ə.nu:/</i></p> <p><i>update /ʌp'det/</i></p>			
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4	<p><b>Post task: Grammar and Vocabulary</b></p> <p><b>Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Evernote, T explains the rules to use adjectives in their comparative form: one syllable, two syllable ending in y, two or more syllables, and irregular forms (better, worse).</li> <li>Individually, using handout #3, Ss complete a set of sentences using adjectives in their comparative form.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As will clarify doubts when asked.</li> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul>	<p><b>Pronunciation</b></p> <p>th (than strong /ðæn/ - weak /ðən/)</p> <p>Suffix -er: younger, older, easier, higher, lower, longer, shorter.</p>	<p>Activating background knowledge</p> <p>Applying grammar rules</p>	R	10m in
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	<p><b>Material:</b>  <i>Evernote</i>  <i>U2 L12 Handout#3 Post-task.docx</i></p>				
5 6 7 8	<p><b>Unit 2 Quiz</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Individually, using Google Forms, Ss complete quiz #1.</li> <li>Ss will be allowed to leave the session as soon as they finish their test.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>Ts will take notes about Ss' mistakes to provide delayed feedback during the time allotted to grade the exams.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Duff/Dahianna/Vladimir, I have a question.</i></p> <p><i>I don't understand question number...</i></p> <p><i>I can't open the link to the test.</i></p> <p><i>Duff/Dahianna/Vladimir would you help me with question number...?</i></p> <p><i>Can you play the video/audio one more time?</i></p> <p><b>b) Real task language:</b></p>	<p>Activating background knowledge</p> <p>Giving opinions</p>	<p>L</p> <p>S</p> <p>R</p> <p>W</p>	<p>40 min</p>

	<ul style="list-style-type: none"> <li>T &amp; As will check the quiz and provide individual feedback to the Ss</li> </ul> <p><b>Materials</b></p> <p><i>Unit 2: From what I heard – Quiz #2</i></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSdGAjNWRnCFZ5TqOYrKjN3MYeKePdHvEffkL-ynio0t0kDIIw/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdGAjNWRnCFZ5TqOYrKjN3MYeKePdHvEffkL-ynio0t0kDIIw/viewform?usp=sf_link</a></p>	<p><i>No real task language has been added to this section as there are no actual tasks.</i></p> <p><b>Pronunciation</b></p> <p><i>No list of words has been added to this section</i></p>			
--	---	--	--	--	--

Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing Others:

Note: IPA transcriptions are intended for T and As use only.

- Evernote link: [https://www.evernote.com/l/AhF-v72x9phF\\_LOzcNZt3yEfSL8\\_FMpFEEU/](https://www.evernote.com/l/AhF-v72x9phF_LOzcNZt3yEfSL8_FMpFEEU/)
- Due to Quiz #2, the Post-task may be done during asynchronous lesson time.

English for MIDEPLAN | Session #12 10/28/2020 | Unit 2: From what I heard: Comparison

**Notebook:** English for Mideplan V2  
**Created:** 12/9/2020 6:05 p. m. **Updated:** 31/10/2020 12:01 p. m.  
**Author:** vapb.cr@gmail.com  
**URL:** <http://content.nroc.org/DevelopmentalEnglish/unit02/Foundations/supporting-details.html>

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Unit 2: From what I heard

• Lesson #12: Comparison



**Objective:** By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by identifying details.

**Feedback from lesson #11**

Student production	Correction
"Estimated" as "dear"	Estimated: calculated or approximate "Dear, John" "Her work is highly <u>esteemed</u> by all her colleagues."
"behind the tree"	"That's Greek to me." "I can't make heads or tails of it."
"in Christian words"	"in simple words" "in simple terms"
"the money for to pay"	"the money to pay"
"A loan for IMF"	"A loan from IMF"
"Asamblea Legislativa"	"Legislative Assembly"

**Time: 10 min**

**Post-task of Lesson #11: Simple Future**

To be addressed individually by email.

**Vocabulary capsule**



**claim**

to ask for something of value because you think you have a right to it

[reclamar]



**account**

an agreement with a company that allows you to use their services, after authentication

[cuenta]



**subsidy**

money given by a government to reduce the cost of production and consumption

[subsidio]



**eligible**

having the necessary qualities or satisfying the necessary conditions

[elegible]



**earn**

to receive money as payment for work that you do

[devenir]



**prior**

existing or happening before something else, or before a particular time

[previo]

 **job loss**  
a situation in which people lose their jobs  
[pérdida de empleo]

 **revenue**  
the income that a business or government receives regularly  
[ingresos]

 **update**  
to make something more modern or suitable for use now by adding new information  
[actualizar]

**Time: 10min**

**Pre-task:**



**Individual Work**

**Instructions:**

1. Download Handout #1
2. Watch a video about Australia's JobSeeker Payment financial aid.
3. In the chart provided, mark with an X the items you hear on the video for each area shown.
4. Answer the question given to compare Australia's JobSeeker Payment to Costa Rica's Bono Proteger.
5. The teacher will ask some of you to report your answers.

<b>Useful Language</b>	
1. <i>Could you play the audio one more time, please?</i>	
2. <i>I marked two requirements.</i>	
3. <i>____'s system allows younger people to apply for the aid.</i>	3. <i>El sistema de ____ le permite a gente más joven aplicar por la ayuda.</i>
4. <i>I don't agree with you. I think ____'s</i>	4. <i>No estoy de acuerdo con usted. Yo creo</i>

process is easier than \_\_\_\_\_'s.

que el proceso de \_\_\_\_\_ es más fácil que el de \_\_\_\_\_.

 U2 L12 Handout#1 Pre-task Ss.docx  
26/10/2020 9:26 p. m., 81.5 KB

**Time: 10min**

**Main Task:**



**Individual and Group Work**

**Instructions:**

Part A

1. Listen to your teacher provide the context of the assignment.
2. Download Handout #2
3. Watch a video about the Canada Emergency Response Benefit (CERB).
4. In the first chart, mark with an X the items you hear on the video for each area shown.
5. In the second chart, mark with an X the financial aid that best answers each question.
6. The teacher will ask some of you to report your answers.

Part B

1. In breakout rooms, use the information from Australia's JobSeeker Payment and Canada's CERB to answer the question provided.
2. The teacher will ask some of you to report your answers back in the main session.



<i>Useful Language</i>	
1. I marked 4 eligibility items.	
2. Could you repeat the correct items, please?	
3. _____ is given to beneficiaries for a longer period of time.	3. _____ se da a los beneficiarios por un periodo más largo.
4. I agree with you. I think _____ seems easier to request.	4. Estoy de acuerdo con usted. Creo que _____ parece más fácil de solicitar.

 U2 L12 Handout#2 Main Task Ss.docx  
26/10/2020 9:26 p. m., 72.9 KB

**Time: 20min**

**Post-task: Comparative Adjectives**

Used to compare 2 things.

Costa Rica	Canada
	
Population: 5 million	Population: 37.6 million
Area: 51,100 km <sup>2</sup>	Area: 9.985 million km <sup>2</sup>
GDP: 60.13 billion USD	GDP: 1.713 trillion USD
Life expectancy: 79.9 years	Life expectancy: 82.3 years

One syllable		Two syllables ending in "y"		Two or more syllables		Irregular	
strong	stronger than	Busy	busier than	honest	more honest than	good	better than
weak	weaker than	heavy	heavier than	modern	more modern than	bad	worse than
quick	quicker than	happy	happier than	simple	more simple than		
big	bigger than	dirty	dirtier than	expensive	more expensive than		
wide	wider than	sunny	sunnier than	developed	more developed than		

 U2 L12 Handout#3 Post-task Ss.docx  
26/10/2020 9:27 p. m., 35.1 KB

**Quiz #2**

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Unit 2: From what I heard

• Lesson #12: Pre-task // Handout #1

**L**istening for Details

**Instructions:**

1. Watch a video about Australia's JobSeeker Payment financial aid.
2. In the chart below, mark with an X the items you hear on the video for each area shown.
3. Answer the question below to compare Australia's JobSeeker Payment to Costa Rica's Bono Proteger.
4. The teacher will ask some of you to report your answers.

<b>Useful Language</b>	
1. <i>Could you play the audio one more time, please?</i>	
2. <i>I marked two requirements.</i>	
3. <i>____'s system allows younger people to apply for the aid.</i>	3. <i>El sistema de ____ le permite a gente más joven aplicar por la ayuda.</i>
4. <i>I don't agree with you. I think ____'s process is easier than ____'s.</i>	4. <i>No estoy de acuerdo con usted. You creo que el proceso de ____ es más fácil que el de ____.</i>

Retrieved from: <https://www.youtube.com/watch?v=dtRil36cX3Y>



Australia's JobSeeker Payment	
<b>Beneficiaries</b>	<ul style="list-style-type: none"> <li>( ) Business owners</li> <li>( ) People who have lost their jobs</li> <li>( ) People in quarantine for coronavirus</li> <li>( ) People with reduced income because of coronavirus</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>( ) Report your partner's income.</li> <li>( ) Be between 22 and Age Pension age.</li> <li>( ) Meet income tests and residence rules.</li> <li>( ) Report an income limit depending on your situation.</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>( ) Go into a service centre.</li> <li>( ) Report your partner's income.</li> <li>( ) Use claim tracker in your online account.</li> <li>( ) Call them once you have submitted your claim.</li> <li>( ) Report your income, even if you didn't earn anything.</li> <li>( ) Report your income, except if you didn't earn anything.</li> <li>( ) Set a myGov account and a Customer Reference Number (CRN).</li> </ul>

**Based on what you heard, how does JobSeeker Payment differ from Bono Proteger?**

Australia's JobSeeker Payment	
<b>Beneficiaries</b>	<input type="checkbox"/> Business owners <input checked="" type="checkbox"/> People who have lost their jobs <input type="checkbox"/> People in quarantine for coronavirus <input checked="" type="checkbox"/> People with reduced income because of coronavirus
<b>Requirements</b>	<input checked="" type="checkbox"/> Report your partner's income. <input checked="" type="checkbox"/> Be between 22 and Age Pension age. <input checked="" type="checkbox"/> Meet income tests and residence rules. <input type="checkbox"/> Report an income limit depending on your situation.
<b>Process</b>	<input type="checkbox"/> Go into a service centre. <input checked="" type="checkbox"/> Report your partner's income. <input checked="" type="checkbox"/> Use claim tracker in your online account. <input type="checkbox"/> Call them once you have submitted your claim. <input checked="" type="checkbox"/> Report your income, even if you didn't earn anything. <input type="checkbox"/> Report your income, except if you didn't earn anything. <input checked="" type="checkbox"/> Set a myGov account and a Customer Reference Number (CRN).

Answers to the question may vary based on individual and subjective perspectives.

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Unit 2: From what I heard

• Lesson #12: Main Task // Handout #2

**C**omparison

**Instructions:**

Part A

1. Watch a video about the Canada Emergency Response Benefit (CERB).
2. In the first chart, mark with an X the items you hear on the video for each area shown.
3. In the second chart, mark with an X the financial aid that best answers each question.
4. The teacher will ask some of you to report your answers.

Part B:


1. In breakout rooms, use the information you investigated about Bono Proteger and what you learned about Australia's JobSeeker Payment and Canada's CERB to compare these financial aids.
2. Use at least 2 of the adjectives provided on your comparison.
3. The teacher will ask some of you to report your ideas in the main session.

Useful Language	
1. I marked 4 eligibility items.	
2. Could you repeat the correct items, please?	
3. _____ is given to beneficiaries for a longer period of time.	3. _____ se da a los beneficiarios por un periodo más largo.
4. I agree with you. I think _____ seems easier to request.	4. Estoy de acuerdo con usted. Creo que _____ parece más fácil de solicitar.

## Part A

Retrieved from: <https://www.youtube.com/watch?v=mPiYyUxiWnQ&t=46s>

Français


 Government of Canada    Gouvernement du Canada

Search CRA

MENU ▾

[Canada.ca](#) > [Benefits](#) > [Canada Emergency Response Benefit \(CERB\)](#)

## Canada Emergency Response Benefit (CERB) with CRA

Canada Emergency Response Benefit	
<b>Amount and frequency</b>	<input type="checkbox"/> \$200 per week <input type="checkbox"/> \$200 per month <input type="checkbox"/> \$2,000 per month
<b>Extension of the subsidy</b>	<input type="checkbox"/> one-month period <input type="checkbox"/> four-month period <input type="checkbox"/> each moth until March 2020

<b>Eligibility</b>	<input type="checkbox"/> resident of Canada <input type="checkbox"/> at least 15 years of age <input type="checkbox"/> have been born in Canada <input type="checkbox"/> have stopped working because of illness or job loss for 40 consecutive days <input type="checkbox"/> have not submitted a Canada Wage Subsidy form in the past 6 months <input type="checkbox"/> have earned at least \$5,000 from income one year prior to applying or in 2019
<b>Process</b>	<input type="checkbox"/> Set up a CRA My Account online or by phone. <input type="checkbox"/> Updated your direct deposit account details with the CRA. <input type="checkbox"/> Set up a CRA My Account in a Canada Revenue Agency office. <input type="checkbox"/> Visit <a href="http://www.canada.ca">www.canada.ca</a> to report the \$5,000 earned one year prior to applying or in 2019. <input type="checkbox"/> Update your bank account information on the online platform of your bank of preference.

<b>Canada's CERB</b> <b>vs.</b> <b>Costa Rica's Bono Proteger</b>		
<b>Comparison item</b>	<b>CERB</b>	<b>Bono Proteger</b>
1. Which financial aid gives a higher subsidy amount per month?		
2. Which subsidy is given for a longer period of time?		
3. Which financial aid seems easier to request?		

**Part B**

Compare Australia's JobSeeker Payment, Canada's CERB, and Costa Rica's Bono Proteger using at least 2 of the following adjectives:

- higher / lower
- easier / more complicated
- more simple / more difficult
- longer / shorter
- younger / older

**Part A**

<b>Canada Emergency Response Benefit</b>	
<b>Amount and frequency</b>	<input type="checkbox"/> \$200 per week <input type="checkbox"/> \$200 per month <input checked="" type="checkbox"/> \$2,000 per month
<b>Extension of the subsidy</b>	<input type="checkbox"/> one-month period <input checked="" type="checkbox"/> four-month period <input type="checkbox"/> each month until March 2020
<b>Eligibility</b>	<input checked="" type="checkbox"/> resident of Canada <input checked="" type="checkbox"/> at least 15 years of age <input type="checkbox"/> have been born in Canada <input type="checkbox"/> have stopped working because of illness or job loss for 40 consecutive days <input type="checkbox"/> have not submitted a Canada Wage Subsidy form in the past 6 months <input checked="" type="checkbox"/> have earned at least \$5,000 from income one year prior to applying or in 2019
<b>Process</b>	<input checked="" type="checkbox"/> Set up a CRA My Account online or by phone. <input checked="" type="checkbox"/> Updated your direct deposit account details with the CRA. <input type="checkbox"/> Set up a CRA My Account in a Canada Revenue Agency office. <input type="checkbox"/> Visit <a href="http://www.canada.ca">www.canada.ca</a> to report the \$5,000 earned one year prior to applying or in 2019. <input type="checkbox"/> Update your bank account information on the online platform of your bank of preference.

<b>Canada's CERB vs. Costa Rica's Bono Proteger</b>		
<b>Comparison item</b>	<b>CERB</b>	<b>Bono Proteger</b>
1. Which financial aid gives a higher subsidy amount per month?	X	
2. Which system is given for a longer period of time?	X	
3. Which aid seems easier to request?		X

**Part B:**

Answers may vary.

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Unit 2: From what I heard

• Lesson #12: Post-task // Handout #3

Grammar Focus

**Instructions:**

1. Read the sentences below.
2. Use the comparative form of the adjective provided to complete the blanks.

Adjective		Sentence
1.	high	Bono Proteger can be requested by [ ] people compared to Australia's JobSeeker Payment.
2.	old	People who are [ ] than 15 years old can request Costa Rica's financial aid.
3.	easy	Other countries feature a financial aid process [ ] than Costa Rica's.
4.	complicated	JobSeeker Pament application is [ ] than CERB.
5.	high	The amount of the subsidy by CERB is [ ] than Bono Proteger.
6.	low	The subsidy received with Bono Proteger is [ ] than the financial aid programs in Australia and Canada.
7.	long	UK's subsidy will be given for a period of time [ ] than Canada's.
8.	short	Waiting time for applicants to receive confirmation is [ ] in Canada than in Costa Rica.

9.	frequent	Payments from Bono Proteger are not [redacted] than CERB's. Both programs make monthly deposits.
10	good	Some people think Canada's CERB is [redacted] than Costa Rica's Bono Proteger.
11	bad	Countries in a [redacted] fiscal situation than Costa Rica are not providing any financial aid to their population.

Adjective		Sentence
1.	young	Bono Proteger can be requested by <b>younger</b> people compared to Australia's JobSeeker Payment.
2.	old	People who are <b>older</b> than 15 years old can request Costa Rica's financial aid.
3.	easy	Other countries feature a financial aid process <b>easier</b> than Costa Rica's.
4.	complicated	Bono Proteger involves an application process <b>more complicated</b> than CERB.
5.	high	The amount of the subsidy by CERB is <b>higher</b> than Bono Proteger.
6.	low	The subsidy received with Bono Proteger is <b>lower</b> than the financial aid programs in Australia and Canada.
7.	long	UK's subsidy will be given for a period of time <b>longer</b> than Canada's.
8.	short	Waiting time for applicants to receive confirmation is <b>shorter</b> in Canada than in Costa Rica.
9.	frequent	Payments from Bono Proteger are not <b>more frequent</b> than CERB's. Both programs make monthly deposits.
10	good	Some people think Canada's CERB is <b>better</b> than Costa Rica's Bono Proteger.

11	bad	Countries in a worse fiscal situation than Costa Rica are not providing any financial aid to their population.
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Unit 2: From what I heard

• Lesson #12: Comparison



**T**ranscripts

### Australia's JobSeeker Payment

If you've lost your job, or your income's reduced because of coronavirus, you can **claim** JobSeeker Payment.

Before you **claim**, go to [servicessaustralia.gov.au/jobseeker](https://servicessaustralia.gov.au/jobseeker) to check if you can get it.

You need to be between 22 and Age Pension age.

You'll also need to meet residence rules and income tests.

There's also an income limit.

It depends on your situation, but remember, if you have a partner, we need to know about their income too.

We'll ask for information about your employment situation.

This includes if you're still working but your hours or **earnings** have reduced.

If you've never **claimed** a payment from Centrelink before you can still get started online.

You don't need to go into a service centre.

You'll need a myGov **account** and a Customer Reference Number, or CRN.

Once you've submitted your **claim**, you don't need to contact us.

Use **claim** tracker in your online **account** to see the progress of your **claim**

We'll let you know the outcome.

If your **claim** is successful you'll need to report your income to get your first payment.

This includes your partner's income and you must report even if you didn't **earn** anything.

## **Canada Emergency Response Benefit**

### What is the Canada Emergency Response Benefit?

The Canada Emergency Response Benefit is an income **subsidy** of \$2,000 per month for Canadians who have stopped working or are staying at home due to CoVID 19.

The benefit will be paid each month for a four-month period, starting mid-March 2020.

### Eligibility Criteria

First you must determine your **eligibility**.

You are **eligible** for the Canada Emergency Response Benefit if you are

- 1) a resident of Canada, meaning that you're living in Canada and subject to Canadian tax.
- 2) You are at least 15 years of age.
- 3) You **earned** at least \$5,000 from employment or self-employment income during the 12-month period **prior** to applying or in 2019.
- 4) You stopped working because of illness or **job loss** for 14 consecutive days, without income for those 14 consecutive days.

### How to apply for the Canada Emergency Response Benefit?

In order to apply online you must have CRA My **Account** set up with the Canada **Revenue** Agency. If you do not, set up your **account** first by visiting this link on your screen [...] or by calling the CRA at 1 800 950 98281. If you have not already **updated** your direct deposit **account** details with the CRA, I recommend you do so for faster processing of your benefit payments. You can **update** your bank **account** information on CRA My **Account**.

University of Costa Rica  
Master's Program in TEFL



Aguilar, Aguirre, and Pereira

Date: Wednesday, November 4, 2020

Lesson Plan # 13

Student teacher: Duff Aguirre,

Assistant/s: Dahianna Aguilar, Vladimir Pereira

Unit # 2: **From What I Heard**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of relevant ideas in formal conferences to determine their usefulness for the participants' particular fields.

**General Objective:** By the end of the unit, the students will be able to show understanding of speeches, applicable to their particular fields, by identifying relevant ideas.

**Specific Objectives:** The students will be able to

1. accurately show full understanding of nine vocabulary words related to education and public policies;
2. accurately generate simple comparisons between financial aids in Costa Rica, Australia, and Canada by using at least 2 comparative adjectives in a group conversation;
3. successfully show understanding of a video about Estonia's educational system by recognizing details mentioned by the speaker;

4. accurately generate simple comparisons between educational systems in Costa Rica and Estonia by using at least 3 comparative adjectives in a group conversation;
5. properly apply grammar rules by writing adjectives in their superlative form to complete a set of sentences.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<p><b>Routine</b></p> <ul style="list-style-type: none"> <li>• T provides feedback from lesson #12: Correction of faulty Ss production</li> <li>• T checks homework from lesson #12</li> </ul>				20 min
1	<p><b>Warm-up Vocabulary Capsule</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Using <i>Evernote</i>, T teaches 9 vocabulary words from the audios</li> </ul>	<p><b>a) procedural</b></p> <p><i>Can you repeat that word?</i></p> <p><i>What is the meaning of....?</i></p> <p><i>How do you say...?</i></p>	<p>Activating background knowledge</p> <p>Drilling</p>	<p>R</p> <p>S</p> <p>L</p>	10 min

	<p>that will be used in the pre and main tasks.</p> <ul style="list-style-type: none"> <li>• Ss practice the pronunciation of the words in English by drilling.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; A will clarify doubts when asked.</li> <li>• T &amp; As will provide immediate feedback about the pronunciation of the words.</li> <li>• T will include comments of the mistakes made during this activity (including pronunciation) and feedback for Ss to check later in the Evernote file for the lesson.</li> </ul> <p><b>Materials</b> Evernote</p>	<p><i>How do you pronounce...?</i></p> <p><b>b) real task language</b></p> <p><i>This word means...</i></p> <p><i>Can you check the dictionary?</i></p> <p><i>The translation into Spanish is...</i></p> <p><b>Pronunciation</b></p> <p><i>achieved /ə'tʃi:vd/</i></p> <p><i>literacy /'lɪtərəsi/</i></p> <p><i>assessment /ə'sesmənt/</i></p> <p><i>Self-fulfillment /self fʊl'fɪlmənt/</i></p> <p><i>Entrepreneurship</i></p> <p><i>/ɑ:ntreɪprə'nɜ:ʃɪp/</i></p> <p><i>equitable /'ekwɪtəbl/</i></p>	<p>Negotiation of meaning</p>		
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		<i>tech-savvy /tek 'sævi/ background /'bækgraʊnd/ provided /prə 'vaɪdɪd/</i>			
2	<p><b>Pres-task: Listening for details</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Individually, Ss listen to an audio about Australia's JobSeeker Payment financial aid and one about the Canada Emergency Response Benefit (CERB).</li> <li>Using handout #1, Ss compare the two financial aid programs with Costa Ricas's Bono Proteger..</li> <li>T plays the audio just once as these audios were listened to twice in the previous lesson.</li> </ul>	<p><b>a) procedural</b></p> <p><i>Could you play the audio one more time, please? _____ 's system allows younger people to apply for the aid. I don't agree with you. I think _____ 's process is easier than _____ 's.</i></p> <p><b>b) real task language</b></p> <p><i>Canada's subsidy is higher than Costa Rica's.</i></p>	<p>Activating background knowledge</p> <p>Listening for details</p> <p>Recognizing ideas in an audio</p> <p>Comparing ideas</p>	<p>L R S</p>	<p>20 min</p>

	<ul style="list-style-type: none"> <li>• T asks some Ss to provide the answers.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>• T &amp; As will clarify doubts when asked.</li> <li>• T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul> <p><b>Materials:</b></p> <p><i>U2 L13 Handout#1 Pre-task.docx</i></p> <p><i>U2 L13 pre task video 1.mp4</i></p> <p><i>U2 L13 pre task video 2.mp4</i></p> <p><a href="https://drive.google.com/file/d/13PIFZMfvNQNwlnDTvdl9FwSgS2MvHaTI/view?usp=sharing">https://drive.google.com/file/d/13PIFZMfvNQNwlnDTvdl9FwSgS2MvHaTI/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1b0Wa53gYeq9leEakvT9iCkoYPHisZPPr/view?usp=sharing">https://drive.google.com/file/d/1b0Wa53gYeq9leEakvT9iCkoYPHisZPPr/view?usp=sharing</a></p>	<p><i>JobSeeker Payment is offered to older applicants.</i></p> <p><i>Bono Proteger features a process more simple than CERB.</i></p>			
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3 4	<p><b>Main-Task: Comparison</b></p> <p><b>Procedures</b></p> <p>Part A.</p> <ul style="list-style-type: none"> <li>• Ss take 1 minute to read the statements.</li> <li>• T plays a video about the Estonian educational system.</li> <li>• T plays the video a second time.</li> <li>• Individually, using Handout #2, Ss choose the ideas they hear in the audio from the options given in a chart.</li> </ul> <p>Part B.</p> <ul style="list-style-type: none"> <li>• In breakout rooms, using Handout #2, Ss compare the Estonian Education system to MEP by using a chart with adjectives in their comparative form.</li> </ul>	<p><b>a) procedural</b></p> <p><i>I only marked two examples.</i></p> <p><i>Could you repeat the correct option, please?</i></p> <p><i>Is it option A or option B?</i></p> <p><i>I didn't hear the third one.</i></p> <p><b>Real Task Language</b></p> <p><i>Schools in Estonia are autonomous.</i></p> <p><i>Estonia's educational systems is more digitalized than Costa Rica's.</i></p> <p><i>Costa Rica's educational system is more regulated by the ministry than Estonia's.</i></p>	<p>Activating background knowledge</p> <p>Listening for details</p> <p>Recognizing ideas in an audio</p> <p>Comparing ideas</p>	L S R	40 min
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	<ul style="list-style-type: none"> <li>• In the main session, T asks some Ss to share their answers with the rest of the class.</li> </ul> <p><b>Assessment Procedures</b></p> <ul style="list-style-type: none"> <li>• T &amp; A will clarify doubts when asked.</li> <li>• T &amp; As will provide immediate feedback about the pronunciation of the words.</li> <li>• T will include comments of the mistakes made during this activity (including pronunciation) and feedback for Ss to check later in the Evernote file for the lesson.</li> </ul> <p><b>Material:</b>          U2 L13 Handout#2 Main Task.docx          U2 L13 Main task video.mp4  <a href="https://drive.google.com/file/d/1mdu1NidNSSZbCA64W61Cb-2n6Fz8qDpy/view?usp=sharing">https://drive.google.com/file/d/1mdu1NidNSSZbCA64W61Cb-2n6Fz8qDpy/view?usp=sharing</a></p>	<p><b>Pronunciation</b></p> <p><i>achieved /ə 'tʃi:v d/</i>  <i>literacy /'lɪtərəsi/</i>  <i>assessment /ə 'sesmənt/</i>  <i>self-fulfillment /self fʊl'fɪlmənt/</i>  <i>entrepreneurship /ɑ:ntrepre'nɜ:ʃɪp/</i>  <i>equitable /'ekwɪtəbl/</i>  <i>tech-savvy /tek 'sævi/</i>  <i>background /'bækgraʊnd/</i>  <i>provided /prə'veɪdɪd/</i></p>			
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5	<p><b>Post task: Grammar and Vocabulary</b></p> <p><b>Focus</b></p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>Using Evernote, T explains the rules to use adjectives in their superlative form: one syllable, two syllables ending in y, two or more syllables, and irregular forms (best, worst).</li> <li>Individually, using handout #3, Ss complete a set of sentences using adjectives in their superlative form.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>T &amp; As will clarify doubts when asked.</li> <li>T &amp; As will provide immediate feedback or take notes for a later review with the whole class.</li> </ul>	<p><b>Pronunciation</b></p> <p>th (than strong /ðæn/ - weak /ðən/)</p> <p>suffix -est: most complicated, youngest, easiest, highest, lowest, best, worst.</p>	<p>Activating background knowledge</p> <p>Applying grammar rules</p>	R	10min
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	<b>Material:</b> <i>Evernote</i> <i>U2 L13 Handout#3 Post-task.docx</i>				
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Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing  
 Others:

Note: IPA transcriptions are intended for T and As use only.

- Evernote link: <https://www.evernote.com/l/AhHs3y3SjTZKboWSPV4Jb-kQU-imbB4bVk/>
- Due to the carryover from the previous lesson, the Post-task may be done during asynchronous lesson time.

**English for MIDEPLAN | Session #13 11/04/2020 | Unit 2: From what I heard: Comparison**

**Notebook:** English for Mideplan V2

**Created:** 1/11/2020 6:41 p. m.

**Updated:** 4/11/2020 7:12 p. m.

**Author:** Duff Pemberton

**URL:** <https://www.grammar-monster.com/glossary/superlatives.htm>

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**Unit 2: From what I heard**  
• Lesson #13: Comparison - Part II



**Objective:** By the end of the unit, the students will be able to correctly identify relevant ideas from speeches, applicable to their particular fields by identifying details.

**Feedback from lesson #12**

Student production	Correction
"With different persons"	With different people
"and your dress?"	And your costume?
"30"	Thirty. The "th" sound is the same as the word "think" "thousand"
"Divido por"	Divided by

**Post-task of Lesson #12: Comparative adjectives**

**Instructions:**

1. Read the sentences below.
2. Use the comparative form of the adjective provided to complete the blanks.

Adjective		Sentence
1.	young	Bono Proteger can be requested by [ ] people compared to Australia's JobSeeker Payment.
2.	old	People who are [ ] than 15 years old can request Costa Rica's financial aid.
3.	easy	Other countries feature a financial aid process [ ] than Costa Rica's.
4.	complicated	JobSeeker Pament application is [ ] than CERB.
5.	high	The amount of the subsidy by CERB is [ ] than Bono Proteger.
6.	low	The subsidy received with Bono Proteger is [ ] than the financial aid programs in Australia and Canada.
7.	long	UK's subsidy will be given for a period of time [ ] than Canada's.
8.	short	Waiting time for applicants to receive confirmation is [ ] in Canada than in Costa Rica.
9.	frequent	Payments from Bono Proteger are not [ ] than CERB's. Both programs make monthly deposits.
10	good	Some people think Canada's CERB is [ ] than Costa Rica's Bono Proteger.
11	bad	Countries in a [ ] fiscal situation than Costa Rica are not providing any financial aid to their population.

 **Vocabulary capsule**
**Instructions:**

1. Listen to your teacher pronounce the words and explain their meaning.
2. Unmute your microphone to repeat the words after the teacher.
3. Pay careful attention to the way each word is pronounced.

**achieved**

[logrado]

**literacy**

[alfabetismo]

**assessment**

[evaluación]

**self-fulfillment**

[autorrealización]

**entrepreneurship**

[emprendimiento]

**equitable**

[equitativo]


**tech-savvy**

[experto en tecnología]


**background**

[antecedentes]


**provided**

[provisto]

## Possessive Nouns ('s)

Singular nouns		Singular nouns ending in "s"	
Australia	Australia's	Luis	Luis's
Vladimir	Vladimir's	Puntarenas	Puntarenas's
Canada		Carlos	

### Pre-task:



### Group Work

#### Instructions

1. Download Handout #1
2. Watch a video about the Canada Emergency Response Benefit (CERB) and a video about Australia's JobSeeker Payment
3. In breakout rooms, use the information you investigated about Bono Proteger and what you learned about Australia's JobSeeker Payment and Canada's CERB to compare these financial aids.

- Use at least 2 of the adjectives provided on your comparison.
- The teacher will ask some of you to report your ideas in the main session.

<b>Useful Language</b>	
1. <i>Could you play the audio one more time, please?</i>	
2. <i>_____ is given to beneficiaries for a longer period of time.</i>	2. <i>_____ se da a los beneficiarios por un periodo más largo</i>
3. <i>_____’s system allows younger people to apply for the aid.</i>	3. <i>El sistema de _____ le permite a gente más joven aplicar por la ayuda.</i>
4. <i>I don’t agree with you. I think _____’s process is easier than _____’s.</i>	4. <i>No estoy de acuerdo con usted. Yo creo que el proceso de _____ es más fácil que el de _____.</i>



**Main Task:**



**Individual and Group Work**

**Instructions:**

Part A

- Download Handout #2
- Watch a video from Estonia’s Minister of Education and Research about Estonia’s educational approach.
- In the first chart, select the items you hear on the video for each area shown.
- The teacher will ask some of you to report your answers.

Part B

- Read the information provided about Costa Rica’s results in PISA testing.

2. Use the information from the video and chart to compare both countries in terms of the educational approach.
3. Use at least 3 different adjectives to compare.
4. Be ready to share results with your classmates.

Useful Language	
1. <i>I only marked two examples.</i>	
2. <i>Could you repeat the correct option, please?</i>	
3. <i>Is it option A or option B?</i>	
4. <i>I didn't hear the third one.</i>	4. <i>No escuché la tercera.</i>



U2 L13 Handout#2 - Main task.docx  
7/11/2020 6:36 p. m., 2.9 MB

### Post-task: Superlatives

Used to show something has a quality to the greatest or least degree.

One syllable		Two syllables ending in "y"		Two or more syllables		Irregular	
strong	the <u>strongest</u>	Busy	the <u>busiest</u>	honest	the <u>most</u> honest	good	the best
weak	the <u>weakest</u>	heavy	the <u>heaviest</u>	modern	the <u>most</u> modern	bad	the worst
quick	the <u>quickest</u>	happy	the <u>happiest</u>	simple	the <u>most</u> beautiful		
big	the <u>biggest</u>	dirty	the <u>dirtiest</u>	expensive	the <u>most</u> expensive.		
wide	the <u>widest</u>	sunny	the <u>sunniest</u>	developed	the most developed		



U2 L13 Handout#3 Post-task.docx  
7/11/2020 6:36 p. m., 36.7 KB

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## Unit 2: From what I heard

• Lesson #13: Pre-task // Handout #1

### Comparison

#### Instructions:

1. Listen to a video about Australia's JobSeeker Payment and Canada Emergency Response Benefit (CERB) to compare these financial aids.
2. In breakout rooms, use the information you investigated about Bono Proteger and what you learned about Australia's JobSeeker Payment and Canada's CERB to compare these financial aids.
3. Use at least 2 of the adjectives provided on your comparison.
4. The teacher will ask some of you to report your ideas in the main session.

Useful Language	
1. <i>Could you play the audio one more time, please?</i>	
2. <i>_____ 's system allows younger people to apply for the aid.</i>	1. <i>_____ se da a los beneficiarios por un periodo más largo</i>
3. <i>_____ is given to beneficiaries for a longer period of time.</i>	2. <i>_____ se da a los beneficiarios por un periodo más largo.</i>
4. <i>I agree with you. I think _____ seems easier to request.</i>	3. <i>Estoy de acuerdo con usted. Creo que _____ parece más fácil de solicitar.</i>

Retrieved from: <https://www.youtube.com/watch?v=mPiYyUxiWnQ&t=46s>



Government  
of Canada

Gouvernement  
du Canada

[Français](#)

Search CRA



MENU ▾

[Canada.ca](#) > [Benefits](#) > [Canada Emergency Response Benefit \(CERB\)](#)

## Canada Emergency Response Benefit (CERB) with CRA

Compare Australia's JobSeeker Payment, Canada's CERB, and Costa Rica's Bono Proteger using at least 2 of the following adjectives:

- higher / lower
- easier / more complicated
- more simple / more difficult
- longer / shorter
- younger / older

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**Unit 2: From what I heard**

• Lesson #13: Main Task // Handout #2



**C**omparison

**Instructions:**

Part A

1. Watch a video from Estonia's Minister of Education and Research about Estonia's educational approach.
2. In the first chart, select the items you hear on the video for each area shown.
3. The teacher will ask some of you to report your answers.

Part B

1. Read the information provided about Costa Rica's results in PISA testing.
2. Use the information from the video and chart to compare both countries in terms of the educational approach.
3. Use at least 3 different adjectives to compare.
4. Be ready to share results with your classmates.

Useful Language	
1. <i>I only marked two examples.</i>	
2. <i>Could you repeat the correct option, please?</i>	
3. <i>Is it option A or option B?</i>	
4. <i>I didn't hear the third one.</i>	4. <i>No escuché la tercera.</i>

Part A.

Estonia's educational approach		
1.	Estonia's PISA results were...	<b>A.</b> Good <b>B.</b> Bad <b>C.</b> Neutral
2.	According to the Minister, education in Estonia is...	<b>A.</b> Curriculum-centered <b>B.</b> Learner-centered <b>C.</b> Teacher-centered
3.	Schools in Estonia are...	<b>A.</b> Autonomous <b>B.</b> Curriculum-dependent <b>C.</b> Regulated by the Ministry
4.	Education in Estonia is...	<b>A.</b> Expensive <b>B.</b> Cheap <b>C.</b> Free
5.	Which are examples of how Estonia has digitalized their educational system	<b>A.</b> e-diaries <b>B.</b> Free digital materials <b>C.</b> e-mails

	<p><b>D.</b> e-books</p> <p><b>E.</b> e-platforms</p> <p><b>F.</b> Free laptops</p> <p><b>G.</b> Free internet for students in households</p>
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Part B.

# PISA 2018 worldwide ranking

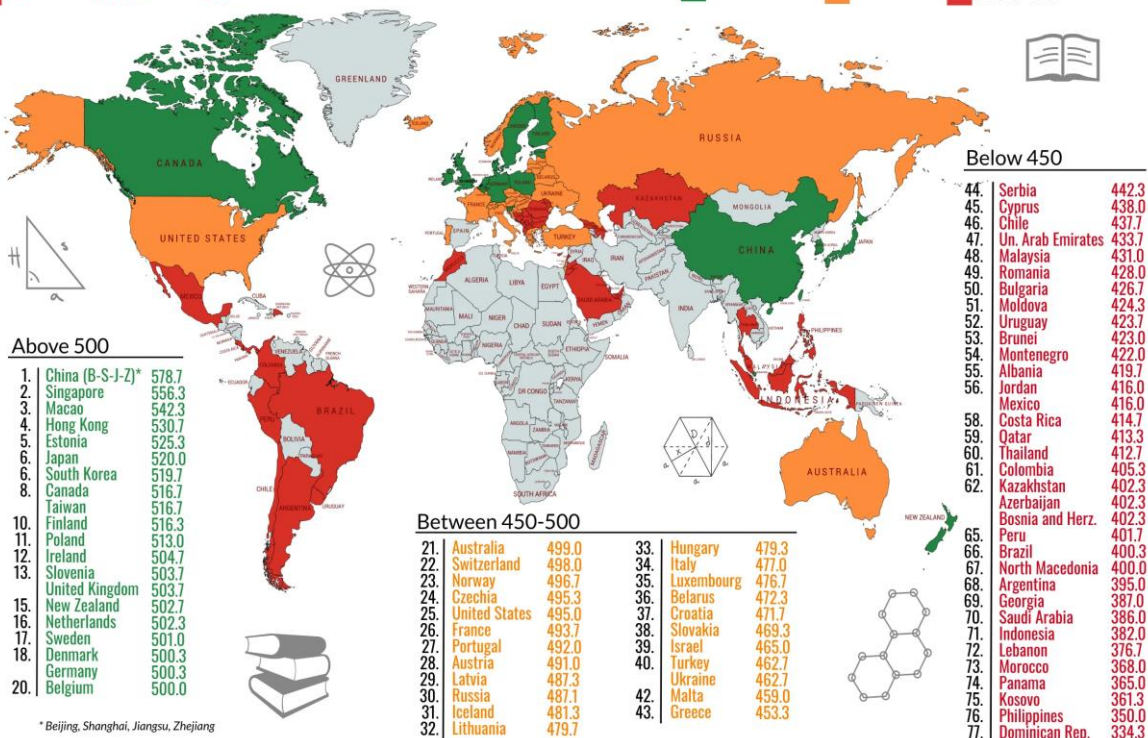
average score of math, science and reading

The Program for International Student Assessment (PISA) is a worldwide study by OECD in 78 nations of 15-year-old students' scholastic performance on mathematics, science and reading.

factsmaps.com

Source: OECD, 2018-2019

■ above 500   
 ■ 450-500   
 ■ below 450



Resources:

<b>PISA results - 2018 - 15-year-olds performance</b>			
<b>Area</b>	<b>OECD average (pts)</b>	<b>Estonia (pts)</b>	<b>Costa Rica (pts)</b>
Reading literacy	487	523	426
Mathematics	489	523	402
Science	489	530	416

You may use the following word or phrases to compare Costa Rica to Estonia:

- Autonomous
- Bad
- Good
- Curriculum-dependent
- Learner-centered
- Regulated by the Ministry
- Digitalized
- Efficient
- Deficient
- Low
- High

You may write your answers in the space below:

## Part A.

Estonia's educational approach		
1.	Estonia's PISA results were...	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Bad <input type="checkbox"/> Neutral
2.	According to the Minister, education in Estonia is...	<input type="checkbox"/> Curriculum-centered <input checked="" type="checkbox"/> Learner-centered <input type="checkbox"/> Teacher-centered
3.	Schools in Estonia are...	<input checked="" type="checkbox"/> Autonomous <input type="checkbox"/> Curriculum-dependent <input type="checkbox"/> Regulated by the Ministry
4.	Education in Estonia is...	<input type="checkbox"/> Expensive <input type="checkbox"/> Cheap <input checked="" type="checkbox"/> Free
5.	Which are examples of how Estonia has digitalized their educational system	<input checked="" type="checkbox"/> e-diaries <input checked="" type="checkbox"/> Free digital materials <input type="checkbox"/> e-mails <input checked="" type="checkbox"/> e-books <input checked="" type="checkbox"/> e-platforms <input type="checkbox"/> Free laptops <input type="checkbox"/> Free internet for students in households

Part B: Results may vary

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**Unit 2: From what I heard**

• Lesson #13: Post-Task // Handout #3

**G**rammar Focus

**Instructions:**

1. Read the sentences below.
2. Use the superlative form of the adjective provided to complete the blanks.

Adjective		Sentence
1.	high	Singapur is among the [ ] ranking countries in PISA testing
2.	low	Dominican Republic is the [ ] ranking country in PISA testing.
3.	easy	Bono Proteger features the [ ] process for applicants.
4.	complicated	JobSeeker Payment features the [ ] process for applicants
5.	young	The [ ] age to request Bono Proteger is 15 years old.
6.	efficient	Based on PISA results, China has the [ ] educational system
7.	difficult	Based on PISA results, Mathematics was the [ ] subject in Costa Rica
8.	good	China obtained the [ ] score in PISA results in 2018.
9.	bad	Mathematics had the [ ] score in Costa Rica's results.

Adjective		Sentence
1.	high	Singapur is among the <b>highest</b> ranking countries in PISA testing
2.	low	Dominican Republic is the <b>lowest</b> ranking country in PISA testing.
3.	easy	Bono Proteger features the <b>easiest</b> process for applicants.
4.	complicated	JobSeeker Payment features the <b>most complicated</b> process for applicants
5.	young	The <b>youngest</b> age to request Bono Proteger is 15 years old.
6.	efficient	Based on PISA results, China has the <b>most efficient</b> educational system
7.	difficult	Based on PISA results, Mathematics was the <b>most difficult</b> subject in Costa Rica
8.	good	China obtained the <b>best</b> score in PISA results in 2018.
9.	bad	Mathematics had the <b>worst</b> score in Costa Rica's results.

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**Unit 2: From what I heard**

• Lesson #13: Comparison - Part II



**Transcript**

Thank you, hello dear viewers I'm really really delighted to open today education nation webinar on how Estonian students have **achieved** such exceptional results in Pisa tests and most notably in the latest piece of financial **literacy assessment**. First, Estonia students success in PISA tests is of course a continuous effort and a result of a hard-working teachers and students in general. Estonians believe in education we understand something that no one can take away from us it is an education, and; furthermore, we know that it helps us to achieve prosperous future of **Self-fulfillment**, be it in the field of research career choices furthering **Entrepreneurship**. And after all, money cannot buy happiness, but wisdom might. Today we are all happy to share students experience in achieving high quality and what is also very important equal and **equitable** educational system. Other speakers will go in depth of course, but I will like to highlight a

few underlying principles: First of all Estonians are a very **tech-savvy** nation. We create and use smart digital solutions our education is a learner centered and lifelong learning is a lifestyle and not to mention that quality of education is free of charge in Estonia. This gives equal opportunities regardless of the students economic and social **background**; moreover, all schools enjoy a very very high degree of autonomy from curricular development: the choice of materials or organizational aspects details of daily school life and also, you may wonder why education has been a valued through the generations and we have an innovation like start-up mindset where our digital society is that easy solutions are the essential part of every day's life and this is how we function. And even more so if we look in our education is very very future-oriented. We have free digital learning materials, meaning every textbook and the teacher materials are also digitally **provided**. We have an assessment, we have e-diaries, e-platforms to make learning and teaching easy, and most important, we believe that the digital opportunities give also variety of students a better access to

education because we can get more talented uh better materials, and the kids who need a support also get them differently built up digital materials. And all this high aspects have helped Estonia to achieve top ranking in international tests and of course comparisons, and I cannot stress this enough: that we do not train specifically for these issues; the digital is just part of the whole system.

University of Costa Rica  
Master's Program in TEFL  
Pereira

Date: Wednesday, Nov 11th, 2020

Lesson Plan #14

Student teacher: Dahianna Aguilar, Duff Aguirre, and Vladimir



Aguilar, Aguirre, and Pereira

## Unit # 2: **From what I heard**

**Unit Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches when participating in conferences by identifying relevant ideas to determine their usefulness for the participants' particular fields.

**General Objective:** By the end of the unit, the students will be able to adequately show understanding of audios and videos related to the interests of MIDEPLAN by completing an end-of-unit test that comprises listening for details, giving opinions, reading large numbers, and making comparisons, based on topics covered throughout the unit.

**Specific Objectives:** The students will be able to

1. correctly recognize key aspects of the listening comprehension and speaking strategies covered in unit 2 while playing a Jeopardy game;
2. show full understanding of audios related to the interests of MIDEPLAN by completing an end-of-unit test;
3. appropriately generate opinions about a topic related to MIDEPLAN by completing an opinion chart using the OREO strategy;

4. accurately generate simple comparisons of aspects related to MIDEPLAN interests by using comparative adjectives;
5. properly apply pronunciation rules related to reading large numbers.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
	<b>Routine</b> <ul style="list-style-type: none"> <li>• Ts check homework from lesson #13.</li> </ul>				10 min
1	<b>Review for the Exam</b>  <b>Procedures:</b> <ul style="list-style-type: none"> <li>• Using a powerpoint file, Ts review the key elements of the aspects studied throughout the unit by playing a Jeopardy game.</li> </ul>	<b>a) procedural</b> <i>Can you repeat that, please?</i> <i>What is the meaning of....?</i> <i>How do you say...?</i> <i>How do you pronounce...?</i>	Activating background knowledge  Answering questions	R S L	30 min

	<ul style="list-style-type: none"> <li>• Ts divide the group into three teams.</li> <li>• Ts prompt Ss to participate actively in the review by asking them to complete tasks in the game.</li> </ul> <p><b>Assessment procedures</b></p> <ul style="list-style-type: none"> <li>• Ts will clarify doubts when asked.</li> <li>• Ts will provide immediate feedback about the pronunciation of the words.</li> </ul> <p><b>Materials</b></p> <p>U2 L13 Handout#3 - Post Task.docx  MIDEPLAN Jeopardy.pptx  <a href="https://drive.google.com/file/d/1njUuTKBVZIKZi8XGQvEFNVX9P6kNo4IC/view?usp=sharing">https://drive.google.com/file/d/1njUuTKBVZIKZi8XGQvEFNVX9P6kNo4IC/view?usp=sharing</a></p>	<p><i>Can you explain that again?</i></p> <p><i>Can you explain...?</i></p> <p><i>I choose "Numbers" for 30 points.</i></p> <p><b>b) real task language</b></p> <p><i>No real task language has been added to this section as there are no actual tasks.</i></p> <p><b>Pronunciation:</b></p> <p><i>No list of words has been added to this section.</i></p>		
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<p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p><b>End of Unit Exam</b></p> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Individually, using Google Forms, Ss complete the End of Unit 2 exam.</li> <li>Ss will be allowed to leave the session as soon as they finish their test.</li> </ul> <p><b>Assessment procedures:</b></p> <ul style="list-style-type: none"> <li>Ts will take notes about Ss' mistakes to provide delayed feedback during the time allotted to grade the exams.</li> <li>T &amp; As will check the test and provide individual feedback to the Ss</li> </ul> <p><b>Materials</b></p>	<p><b>a) procedural</b></p> <p><i>Duff/Dahianna/Vladimir, I have a question. I don't understand question number... I can't open the link to the test. Duff/Dahianna/Vladimir would you help me with question number...? Can you play the video/audio one more time?</i></p> <p><b>b) Real task language:</b></p> <p><i>No real task language has been added to this section as there are no actual tasks.</i></p>	<p>Activating background knowledge</p> <p>Listening for details</p> <p>Giving opinions</p> <p>Applying grammar rules</p> <p>Making comparisons</p> <p>Reading large numbers</p>	<p>L</p> <p>R</p> <p>W</p> <p>S</p>	<p>70 min</p>
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	<p><i>Unit 2: From what I heard - End of Unit Exam (Google Forms)</i></p> <p><i><a href="https://docs.google.com/forms/d/e/1FAIpQLSfC9iAMzazOrWjoOQIOBndmB2cHsF4SpZURXQzaIWDJ0jLiPg/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSfC9iAMzazOrWjoOQIOBndmB2cHsF4SpZURXQzaIWDJ0jLiPg/viewform?usp=sf_link</a></i></p>	<p><b>Pronunciation</b></p> <p><i>No list of words has been added to this section.</i></p>			
--	---	--	--	--	--

Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing

Others: \_\_\_\_\_

Notes:

- Link for the resources used during the assessment:

[https://drive.google.com/drive/folders/1clak\\_MS\\_kXxJh12yV7tfGFKvxfI2Fe8X?usp=sharing](https://drive.google.com/drive/folders/1clak_MS_kXxJh12yV7tfGFKvxfI2Fe8X?usp=sharing)



1

Numbers	O.R.E.O.	Comparative Adjectives	Vocabulary
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40
50	50	50	50

2

**Useful Language**

1. Could you repeat that, please?
2. What is the meaning of...?
3. How do you say...?
4. How do you pronounce...?
5. Could you explain that again?
6. Could you explain...?
7. I choose "Numbers" for 30 points.

3

**Numbers | 10 pts** [Back to board](#)

Read the following numbers:  
18 vs. 80

**Answer:**

4

**O.R.E.O. | 10 pts** [Back to board](#)

Mention a sentence starter for  
**OPINION**

**Answer:**

5

**Comparative Adjectives | 10 pts** [Back to board](#)

What is the comparative form of the adjective **small**?

**Answer:**

6

15/12/2021

Vocabulary | 10 pts [Back to board](#)

What is the translation of "challenges"?

(a) desafios  
(b) calles

Answer:

7

Numbers | 20 pts [Back to board](#)

Read the following number:

800,000

Answer:

8

O.R.E.O. | 20 pts [Back to board](#)

Mention a sentence starter for  
REASON

Answer:

9

Comparative Adjectives | 20 pts [Back to board](#)

What is the comparative form of the adjective big:

(a) bigger  
(b) bigger  
(c) more big

Answer:

10

Vocabulary | 20 pts [Back to board](#)

What is a synonym of "ISSUE"?

(a) resolution  
(b) conflict

Answer:

11

Numbers | 30 pts [Back to board](#)

Read the following number:

3,013,330

Answer:

12

15/12/2021

O.R.E.O. | 30 pts [Back to board](#)

Mention a sentence starter for  
**EXAMPLE**

Answer:

13

Comparative Adjectives | 30 pts [Back to board](#)

What is the comparative form of the adjective **heavy**?

(a) heavier  
(b) heavyer  
(c) more heavy

Answer:

14

Vocabulary | 30 pts [Back to board](#)

What is the translation of "tax"?

(a) impuesto  
(b) taxi

Answer:

15

Numbers | 40 pts [Back to board](#)

Read the following number:  
3,009,173,150

Answer:

16

O.R.E.O. | 40 pts [Back to board](#)

Mention a sentence starter for  
**THE RE-ESTATEMENT  
OF THE OPINION**

Answer:

17

Comparative Adjectives | 40 pts [Back to board](#)

What is the comparative form of the adjective **Complicated**?

Answer:

18

15/12/2021

Vocabulary | 40 pts [Back to board](#)

Which number corresponds to **one billion**?

(a) 1,000,000,000  
 (b) 1,000,000,000,000  
 (c) 1,000,000

Answer:

19

Numbers | 50 pts [Back to board](#)

Read the following number:

80,725,900,050

Answer:

20

O.R.E.O. | 50 pts [Back to board](#)

Use the OREO strategy to answer one of these questions:

- Should the Legislative Assembly rethink the cut to the Culture Ministry's budget for 2021?
- Should Costa Rica ask for a loan to the IMF?
- Is Costa Rica able to stop using fossil fuels?

Answer:

21

Comparative Adjectives | 50 pts [Back to board](#)

Mention the comparative form of the irregular adjectives **good** and **bad**.

Answer:

22

Vocabulary | 50 pts [Back to board](#)

Pronounce the word "renewable"

Answer:

23

## **Appendix B: Questions for the Stakeholder**

Universidad de Costa Rica

Sistema de Estudios de Posgrado

Posgrado en la Enseñanza del Inglés como Lengua Extranjera

I Semestre-2020

D. Aguilar, D. Aguirre, V. Pereira

### **Questions for MIDEPLAN's stakeholder**

The following questions are intended to collect relevant information for the English for Specific Purposes project focused on MIDEPLAN collaborators. This project is part of the Master's Program in Teaching English as a Foreign Language at the University of Costa Rica. With these questions, researchers plan to identify language needs of the population in order to design a course that can satisfy participants. The information collected is confidential; please answer the questions as honestly as possible. The estimated time of the interview is approximately 20 minutes.

#### **A. Information about the institution:**

1. What does MIDEPLAN stand for? What does the Ministry do?
2. What level of English is required by the different positions at the Ministry (based on the participant of the course)?
3. How is English used in the different tasks that the collaborators perform (based on the participants of the course)? And what is the frequency on which these tasks are performed?

#### **B. Information about the population:**

1. What are their roles within the Ministry?
2. What is their age?
3. What is their academic level?
4. In what areas do the participants work? (E.g., accounting, migration, engineering, public health, etc.).

**C. Language needs:**

1. Why do they need to learn English?
2. Which skills are more needed (writing, speaking, listening, reading, grammar, vocabulary)?
3. What means of communication are used when they communicate in English? (E.g., phone, e-mail, video conferences, in-person conferences, writing documents, etc.).
4. What type of English is needed? (e.g., technical, formal, informal, academic)
5. With whom do they frequently communicate in English? (E.g., colleagues, supervisors, international delegates, suppliers, foreign visitors whose first language is English, people who also speak English as a foreign language, etc.).

**D. Requirements and lacks:**

1. Why are they interested in taking an English course?
2. Which skill is more challenging/difficult for the participants? (Speaking, listening, writing, reading).

### Appendix C: Questions for MIDEPLAN students

Universidad de Costa Rica

Sistema de Estudios de Posgrado

Posgrado en la Enseñanza del Inglés como Lengua Extranjera

I Semestre-2020

D. Aguilar, D. Aguirre, V. Pereira

The following questionnaire aims to collect information relevant to the English for Specific Purposes project focused on MIDEPLAN collaborators. This project is part of the Master's Program in Teaching English as a Foreign Language at the University of Costa Rica. The questionnaire is intended to identify the needs of the population in their use of English at the workplace in order to design a relevant course. The information collected is confidential; therefore, we ask you to answer the questions as sincerely as possible. The questionnaire consists of 5 parts and 28 questions related to your personal information, your level of English and your present and future language needs. This questionnaire takes approximately 30 minutes.

Email address \_\_\_\_\_

#### I Part. General Information

1) Name: \_\_\_\_\_

2) Age: \_\_\_\_\_

3) Profession: \_\_\_\_\_

4) Position: \_\_\_\_\_

5) Years at MIDEPLAN: \_\_\_\_\_

6) Areas in which you work. Examples: migration, urban development, planning, coordination of events, public health, etc.

\_\_\_\_\_

7) Languages you speak: \_\_\_\_\_

8) Day of preference to receive the course (starting August from 5 p.m. to 7:30 p.m.) *Mark only one oval.*

(   ) Monday                      (   ) Wednesday

9) Why do you need to learn or improve your English skills?

---

## II Part. Language Experience

10) Have you taken formal English courses? *Mark only one oval.*

(   ) Yes                              (   ) No (Skip question 11)

11) Regarding these courses, mention place, duration, level obtained.

---

12) How easy or difficult do you find the following language abilities. Mark only one option per row.

	Very difficult	Difficult	Easy	Very easy
Reading				
Writing				
Speaking				
Listening				
Vocabulary				
Pronunciation				
Grammar				

13) Based on the English levels provided, mark the perception of your level for each of the skills in the box below:

Adapted from: Richards, J.C. (2001). Curriculum Development. Cambridge: Cambridge University Press (pp. 75)

**Basic 1:** Knows some common words and expressions; cannot have long conversations; can answer questions about some topics; vocabulary, grammar, and knowledge of very limited expressions; pronunciation very influenced by the native language.

**Basic 2:** Knows a limited number of common words and expressions; able to have short and limited conversations on some predictable topics; vocabulary, grammar, and knowledge of expressions at a basic level; pronunciation influenced by the native language.

**Intermediate 1:** Reasonable fluency in a limited range of subjects but difficulty in uncommon subjects; many problems with words, knowledge of expressions, grammar, and pronunciation.

**Intermediate 2:** Performs comfortably in familiar situations and with common themes; there is still difficulty with vocabulary, expressions, grammar, and pronunciation.

**Advanced:** Able to converse fluently and naturally in many subjects; little difficulty with vocabulary, expressions, grammar, and pronunciation.

English levels	Basic 1	Basic 2	Intermediate 1	Intermediate 2	Advanced
Reading					
Writing					
Speaking					
Listening					
Vocabulary					
Grammar					

14) What is your opinion about taking an English course to improve your level? For example: You don't like it, but it's a requirement at work // You like the language, but it is difficult for you. // It is indifferent for you.

---

### **III Part. Current Employment Situation**

15) Briefly describe the activities you commonly carry out at work.

---

16) Describe the activities you have to do that require the use of English. What would you need to improve to be more efficient at work?

---

17) Describe how you use the following English skills at work. If you do not use any, please leave the item blank. Please indicate: 1) How often do you use it? 2) How do you use it? 3) With whom do you use it? 4) Give examples of activities.

17.1) Reading

---

17.2) Writing

---

17.3) Speaking

---

17.4) Listening

---

18) Mark how necessary it is for you to improve the following language aspects to be more efficient at work. Mark only one option per row.

	Very necessary	Necessary	Little necessary	Unnecessary
Reading				
Writing				
Speaking				
Listening				
Vocabulary				
Pronunciation				
Grammar				

19) Mark in the corresponding column in the relevant column how necessary English is to perform the following activities at work. Mark only one option per row.

	Very necessary	Somewhat necessary	Unnecessary
Making phone or online calls			
Speaking with visitors			
Writing emails			
Writing reports			
Attending onsite conferences			
Attending online conferences			
Making oral presentations			
Reading articles			
Checking documents			
Watching videos			
Interviewing people			
Visiting English speaking countries			

Comprehending general texts (not technical)			
Helping colleagues who don't speak English			

20) From the list of activities in the previous question, please indicate the 5 most important activities for which you need to improve your English. If there is another activity that was not listed, please add it.

---

21) Indicate which of the following media or materials in English you use the most. You can check more than one option. Check all that apply.

- email
- reports
- technical articles
- books
- videos
- call recording
- specialized software
- websites
- manual
- news reports
- other: \_\_\_\_\_

22) Could we have access to materials in English that you work with at MIDEPLAN? These materials would be very useful to design the English course for you. Mark only one oval.

- Yes                       No

23) Mention what kind of material in English you use for your work at MIDEPLAN.

---

24) Mark the level of relevance that the following activities / skills have to be able to effectively develop your work at MIDEPLAN. You can mark more than one activity.

	Highly relevant	Somewhat relevant	Barely relevant	Not relevant
Pronouncing words correctly				
Taking notes during conferences/ meetings				
Comprehending oral presentations				
Improving listening skills				
Actively participating in conversations				
Argumenting in group discussions				
Speaking to English native speakers				
Writing reports				
Writing abstracts				
Writing articles				
Replying to emails				
Summarizing texts				
Analyzing written texts				
Reading texts critically				
Comprehending general texts				

**IV Part. Learning Abilities**

25) How do you prefer to learn something new? You may mark more than one option.

- self-taught
- teacher led
- online
- onsite
- individually
- group work
- other: \_\_\_\_\_

26) Read the following descriptions of learning styles, check the 2 options that best describe your learning style. Check all that apply.

Adapted from: Reid, J. (1987). The Learning Style Preferences of ESL Students. TESOL Quarterly, 21(1), 87111. doi:10.2307/3586356

- Visual:** I learn best by reading, studying pictures or diagrams, seeing others doing, etc.
- Auditory:** I learn best by listening to lectures, recordings, etc.
- Kinesthetic:** I learn best by experiencing or doing things myself (physical participation).
- Tactile:** I learn best when building models or doing laboratory experiments.

27) Which of the following activities ease your learning? Select the options you feel most identified with. You can mark more than one option.

- concept maps
- roleplays
- competitive activities
- readings
- summaries
- text completion
- individual speeches
- group speeches
- class discussions
- researches
- videos from native speakers
- interactive software
- other: \_\_\_\_\_

V Part. Additional Comments

28) Please feel free to add any comments that may help identify needs and/or difficulties that may arise.

---

## **Appendix D: Guide for the Semi-structured Interview**

Universidad de Costa Rica

Sistema de Estudios de Posgrado

Posgrado en la Enseñanza del Inglés como Lengua Extranjera

I Semestre-2020

Aguilar, D. Aguirre, V. Pereira

### **Semi-structured Interview**

1. Have you taken a course with 3 teachers? What do you think of this methodology: do you see advantages or disadvantages?
2. From the activities you indicated that you do in English, specify (from qq. #16, 19, 20): For example, in question 16 you said that....
  - a. How do you do them?
  - b. Give examples of \_\_\_\_\_,
  - c. How often do you do it?
  - d. How difficult is it for you to perform this activity?
  - e. What would you need to improve to make those activities more efficient?
3. You indicated in the questionnaire that you have to read in English (pause). Could you explain what documents you read? (pause). How often do you have to read those documents?
4. According to the means or materials you told us you use in English (from q. #21).
  - a. Give examples
  - b. How do you use them?
  - c. How complex is this material for you?
5. Regarding the activities you indicated that facilitate your learning (from q. #27).
  - a. Give details
  - b. Why do they help you learn?

6. In your particular case, in this English course, what would you like to learn and what would be useful to you currently or in the future?
7. Additional comments that may help us to identify needs and/or difficulties that may arise.
8. What do you think about the English course to be taught for MIDEPLAN and its three-teacher format?

Thank you.

This information is very important for the development of our graduation project.

## Appendix E: Student-version of the Syllabus



University of Costa Rica

Master's Program in Teaching English as a Foreign Language

Facilitators: Dahianna Aguilar, Duff Aguirre, and Vladimir Pereira

Schedule: Wednesdays from 5:00 to 7:50 P.M.

Location: Virtual Class

### I. Course Description

English for MIDEPLAN is an English for Specific Purposes course designed for collaborators from different fields at Ministerio de Planificación de Políticas Económicas (MIDEPLAN). It will be team-taught by three student teachers. The course has the purpose of helping these collaborators to enhance their current English skills by using the Task-Based Language Teaching framework (TBLT). The tasks of the course are aimed to teach and reinforce the four macro skills (reading, writing, listening, and speaking), with more emphasis on reading and listening. The course focuses on a Basic - Upper language proficiency level. Lessons are scheduled on Wednesdays from 5:00 to 7:00 p.m. with a total of 14 sessions. For the proper development of the lessons, the instructors will use relevant readings, audios, and videos related to the students' fields and the scope of MIDEPLAN.

### II. Statement of Goals and Objectives

#### Unit 1: Ideas in Brief

**Goal:** By the end of the course, the students will be able to successfully show understanding of written texts related to MIDEPLAN to report the main points to their peers by identifying main and secondary ideas, summarizing, and paraphrasing.

**General objectives:** By the end of the unit, the students will be able to:

1. successfully interpret written texts related to MIDEPLAN's interests by identifying main points.
2. adequately summarize written information related to MIDEPLAN by completing a summary chart.
3. appropriately report the main points from written texts associated with MIDEPLAN's interests to colleagues by paraphrasing in Spanish.

## **Unit 2: From what I heard**

**Goal:** By the end of the course, the students will be able to successfully show understanding of formal speeches when participating in conferences by identifying relevant ideas about the participants' particular fields.

**General Objectives:** By the end of the unit, the students will be able to:

1. effectively identify relevant ideas from speeches, applicable to their particular fields by taking notes.
2. successfully request information about a topic to determine its applicability for MIDEPLAN's interests by formulating Wh and Yes/No questions.
3. properly support their opinions about the usefulness of a topic for MIDEPLAN's projects by providing details and examples from the speech, using the OREO strategy (**O**pinion **R**eason **E**xample **O**pinion).
4. properly engage in a conversation about a topic's applicability for the ministry's projects by comparing and contrasting the cons/pros of the ideas presented in a speech to reach an agreement.

### **III. Methodology**

The TBLT approach will be used in this course. It involves different work-related activities or tasks in which participants can use the target language. They will promote learners' participation in groups most of the time, but individual work will sometimes be required. The activities will include reading and listening comprehension activities, individual and group projects, group conversations, and others. Students will have a protagonist role in the development of the tasks since task accomplishment depends heavily on them. Students are expected to

participate and commit to their own learning. The student teachers will act as facilitators of the learning process. They will be in charge of selecting, adapting, designing, evaluating, and modeling the materials and the tasks for the course.

#### IV. Assessments

Type of assessment	Percentage
Attendance	5%
2 Assessed pre-tasks (one per unit)	30 % (15% each)
1 End of Unit Test (Unit 1)	30%
1 End of Unit Test (Unit 2)	35%
<b>Total</b>	100%

- **Attendance (5%):** Students will be allowed to be absent from two classes. They will inform the teacher in advance when the situation is known beforehand or will send an email if there is a special situation. In both cases, students should present a written justification as evidence of the absence before the following lesson. In case of being absent the day of a test, students should provide the justification together with any document that supports it.
- **Unit 1 Assessed pre-task (15%):** To be defined upon completion of the lesson plan.
- **End of unit 1 test (30%):** Students will take a written test in which they will read to report the main ideas in English. They will also paraphrase the main ideas in Spanish. The topics will be related to MIDEPLAN's interests.
- **Unit 2 Assessed pre-task (15%):** To be defined upon completion of the lesson plan
- **End of unit 2 test (35%):** In groups, students will listen to a speech (as in a conference), identify the main ideas (in a graphic organizer), and have a

conversation about the topics provided and their applicability to MIDEPLAN's projects. They will support their ideas using the OREO strategy and will initiate conversation and clarify ideas by asking questions.

### Tentative Course Schedule

<b>Lesson</b>	<b>Date</b>	<b>Activities</b>
1	August / 12 / 2020	Unit 1 Welcome and information of the course
2	August / 19 / 2020	Unit 1
3	August / 26 / 2020	Unit 1
4	September / 02 / 2020	Unit 1
5	September / 09 / 2020	Unit 1
6	September / 16 / 2020	End of unit 1 test 30%
7	September / 23 / 2020	Unit 2
8	September / 30 / 2020	Unit 2
9	October / 07 / 2020	Unit 2
10	October / 14 / 2020	Unit 2
11	October / 21 / 2020	Unit 2
12	October / 28 / 2020	Unit 2
13	November / 04 / 2020	Unit 2
14	November / 11 / 2020	End of unit 2 test 35%

**Appendix F: Pre- and post-test**

Universidad de Costa Rica  
Sistema de Estudios de Posgrado  
Posgrado en la Enseñanza del Inglés como Lengua Extranjera  
II Semestre-2020  
Aguilar, D; Aguirre, D; Pereira V.

With this pre-course evaluation, the teachers will obtain specific information about the students' current abilities in the four English macro skills (reading, writing, listening, and speaking). Information is confidential and will only be used for English for MIDEPLAN purposes.

This evaluation consists of 2 parts (2 readings and 2 videos), with multiple selection, writing, and oral production.

You may watch each video twice. You may answer in English or Spanish. If you cannot answer a question, you may leave the item blank.

The estimated time to complete this test is about 1h.

Email address \_\_\_\_\_

## Reading #1

Read the following article from World Politics Review about corruption in Sierra Leone. Choose the options to answer the question below.

### In Sierra Leone, Corruption Isn't Gone, but It Is Falling Under Bio

Elise Roberts | Tuesday, April 14, 2020



*Sierra Leone's president, Julius Maada Bio, addresses the Climate Action*

### **In Sierra Leone, Corruption Isn't Gone, but It Is Falling Under Bio**

For decades, Sierra Leone has languished at the bottom of international corruption rankings. Despite detailed anti-corruption legislation that has been on the books since 2000, millions of aid dollars in technical assistance and repeated promises by politicians, corruption has persisted, even flourished. More recently, however, this has started to change under President Julius Maada Bio. Transparency International ranked Sierra Leone 119th out of 180 countries in its Corruption Perceptions Index last year, up 10 places from 2018. The Millennium Challenge Corporation, an independent U.S. foreign assistance agency, also recorded a jump for Sierra Leone in its annual anti-corruption scorecard, from 0.06 in 2016 to 0.36 in 2019. It's not just foreign donors and NGOs; Sierra Leoneans are also reporting improvements in the government's fight against corruption. In a survey published by Afrobarometer in 2019, 66 percent of respondents believed the government was doing a good job tackling corruption—the second-most positive response in Africa.

In 2015, only 15 percent of Sierra Leoneans viewed the government's efforts favorably. While far from graft-free, the country's progress is notable, particularly in light of Sierra Leone's long history with both petty and grand corruption. Its success is due to a series of policy decisions by Bio's administration to target the social and political roots of corruption.

Adapted for pedagogical purposes from:

<https://www.worldpoliticsreview.com/articles/28679/in-sierra-leone-corruption-isn-t-gone-but-it-is-falling-under-bio>

1. What are two ideas from the text that prove that corruption in Sierra Leone has decreased under Bio's presidency? *Check all that apply.*

There was a 0.30 increase in the annual anti-corruption scorecard in a 3-year period.

15 percent of Sierra Leoneans consider the government's efforts effective against corruption.

Successful political decisions taken by the administration to tackle the origins of corruption.

180 countries participated in the Corruption Perceptions Index last year.

Millions of dollars given in technical assistance to fight corruption.

## Reading #2

Read the following article from WWF about Climate Change Impacts in Latin America Write the answer to the question below in the corresponding field. You may answer in English or Spanish.



### Climate Change Impacts in Latin America

Latin America's climate is changing. Precipitation patterns are shifting, temperatures are rising, and some areas are experiencing changes in the frequency and severity of weather extremes such as heavy rains. The impacts range from melting Andean glaciers to devastating floods and droughts. Researchers are moderately confident that Amazonia, northeastern Brazil, Central America, the Caribbean, and some parts of Mexico will see increased drought conditions. Of particular concern is the prospect of more frequent extreme droughts in the Amazon, which could push the region to a "tipping point," increasing the likelihood of a large-scale dieback of the Amazon forest. Notable recent droughts are those that afflicted the Amazon in 2005 and 2010 and a drought in Southeastern Brazil that has extended from 2012 to late 2015. In addition, existing drought conditions in Mexico, Central America, and the Caribbean may be intensified by the ongoing strong 2015-2016 El Niño occurring against a backdrop

of rising temperatures associated with global warming. After four years of below normal rainfall São Paulo, Brazil was experiencing its worst drought in over 80 years by mid-2015. The city's main water system, the Cantareira reservoir, supports the water needs of 5.3 million people, but by August 2015 it was at record low levels with less than 17% of its normal water capacity down from the 9 million before the drought. Officials in August 2015 declared the city's water situation "critical," and Moody's Investors Service in early September estimated that the Companhia de Saneamento Basico do Estado de São Paulo had roughly five months of stored water supply remaining. The situation illustrates the vulnerability of some Latin American cities to drought as climate change alters the frequency and/or severity of drought in the region.

Adapted for pedagogical purpose from:

[https://www.wwfca.org/en/our\\_work/climate\\_change\\_and\\_energy/climate\\_change\\_impacts\\_la.cfm#:~:text=Latin%20America's%20climate%20is%20changing,to%20devastating%20floods%20and%20droughts.](https://www.wwfca.org/en/our_work/climate_change_and_energy/climate_change_impacts_la.cfm#:~:text=Latin%20America's%20climate%20is%20changing,to%20devastating%20floods%20and%20droughts.)

2. In your own words, what is the main idea of the article?

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## Listening #1

Listen to an audio from ECLAC about China and Latin America and the Caribbean, trade and cooperation in the 21st century. Choose the options to answer the question below.

China and Latin America and the Caribbean, trade and cooperation in the 21st century



<http://youtube.com/watch?v=mgM4WTiA-tA>

3. What are the two examples provided regarding the "trading deficit" between China and Latin America? *Check all that apply.*

Latin America needs to modify and diversify its exports to reduce dependency on raw materials.

Manufacturers in China are displacing products from Latin America in their own markets and beyond.

Chinese authorities propose dialogue and cooperation with Latin America and the Caribbean.

Latin America imports raw material and exports manufactured goods (especially technology).

[ ] China imports raw material and exports manufactured goods (especially technology).

### **Listening#2**

Listen to an Australian reporter talking about the impact of COVID-19 on technology and telecommunications. Send a 1-minute WhatsApp audio to Vladimir Pereira (6045-7407), answering the question below. You may answer in English or Spanish.

Corononomics: The impact of COVID-19 on technology and telecommunications



<http://youtube.com/watch?v=3n9ix3CbfSw>

4. In your own words, what is the main idea of the video?

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Thanks!

### Appendix G: Lesson #2 Evaluation

Please answer the following survey about your opinion on lesson #2 of English for MIDEPLAN. Your answers will be anonymous and intended for research purposes for a graduation project.

1. How would you rate lesson #2 of English for MIDEPLAN?

Very bad

Bad

Good

Very good

Why?

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2. Did you learn something in this lesson? If so, what did you learn?

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3. How would you rate the performance of the main teacher in this lesson?

Very bad

Bad

Good

Very good

Why?

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4. How would you rate the performance of the assistant teachers in this lesson?

- Very bad
- Bad
- Good
- Very good

Why?

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5. What aspects could the teachers improve to enrich your learning process?

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Thank you!

## Appendix H: Mid-course evaluation

Evaluación de Mitad de Curso

Universidad de Costa Rica Sistema de Estudios de Posgrado

Posgrado en la Enseñanza del Inglés como Lengua Extranjera II Semestre-2020

Aguilar, D; Aguirre, D; Pereira V.

The following questionnaire aims to gather relevant information to know your opinion of the first half of English for MIDEPLAN. The information collected is confidential and for research purposes for the graduation project; therefore, we ask you to answer the questions as sincerely as possible. The questionnaire consists of 18 questions related to the course and your opinion about it. The estimated time of the questionnaire is approximately 30 minutes.

1) How useful have you found the English for MIDEPLAN course so far?

Mark only one option.

( ) Very useful

( ) Somewhat useful

( ) Not very useful

( ) Not at all useful

### Topics

Below, you are presented with questions related to the topics that have been developed in the course.

2) With respect to the topics that have been used in class (Urban Development, Public Investment, Tourism Economy, Environment, Electric Passenger Train)

Mark only one option per row.

	Strongly disagree	Disagree	Agree	Strongly agree
They have been of my interest				
They have been useful for my work				
They have enriched my vocabulary				

3) What other topics would you like to work on in-class for Unit 2: Listening?

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### **Strategies**

Below, you are presented with questions related to the strategies that have been developed in the course.

## 4) Regarding the strategy Main Ideas

Mark only one option per row.

	Strongly disagree	Disagree	Agree	Strongly agree
It has improved my ability to understand reading in English.				
It has improved my ability to read in English.				
I found it easy to learn.				
It is functional for my work at MIIDEPLAN				

## 5) Regarding the Supporting Details strategy

Mark only one option per row.

	Strongly disagree	Disagree	Agree	Strongly agree
It has improved my ability to understand reading in English.				
I found it easy to learn.				
It is functional for my work at MIIDEPLAN				

## 6) Regarding the Summarizing strategy

Mark only one option per row.

	Strongly disagree	Disagree	Agree	Strongly agree
It has improved my ability to understand reading in English.				
I found it easy to learn.				
It is functional for my work at MIIDEPLAN				

## 7) Regarding the Questioning Strategy

Mark only one per row.

	Strongly disagree	Disagree	Agree	Strongly agree
It has improved my ability to understand reading in English.				
I found it easy to learn.				
It is functional for my work at MIIDEPLAN				

**Materials**

Below, you are presented with questions related to the materials that have been used in the course.

## 8) Regarding materials (handouts) that have been used in class.

Mark only one option per row.

	Strongly disagree	Disagree	Agree	Strongly agree
Their design and organization make it easier for me to learn the subject.				
I thought the readings were easy.				

The instructions have been clear.				
It has been easy to access them.				

9) What is your opinion on the Evernote tool?

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### Activities

Below, you are presented with questions related to the activities that have been developed in the course.

10) Did the duration of the activities allow you to participate in them?

Mark only one option

Yes

No

11) How would you assess the level of difficulty of the activities undertaken so far?

Mark only one option

Very difficult

Difficult

Appropriate

Easy

Very Easy

Why?

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12)As for the diversity of activities, how varied do they seem to you?

Mark only one option.

- There is a lot of variety
- They are somewhat varied
- They are little varied
- They are very monotonous

Please provide more information

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13)Do the classroom activities help you develop your work at MIDEPLAN?

Mark only one option.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Why?

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**Evaluations:**

Below, you are presented with questions related to the assessments administered during the course.

14) Has the time allotted for the assessments been adequate? Why?

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15) Characteristics of the assessments.

Mark one option per row.

	Strongly disagree	Disagree	Agree	Strongly agree
The number of tasks is adequate.				
The level of difficulty of the tasks is adequate.				
Instructions are clear.				
It is easy to access the assessments.				

**Teachers:**

Below, you are presented with questions related to the teachers of the course.

16) What aspects do you think teachers could improve?

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**Lesson environment:**

Below, you are presented with questions related to the lesson environment in general.

17) How have you felt during classes?

Mark one option.

- All lessons have been entertaining
- Few lessons have been boring
- Few lessons have been entertaining
- All lessons have been boring

18) Feel free to make any comment that could help develop Unit 2 of the course.

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## Appendix I: End of course evaluation

Evaluación de Final de Curso

Universidad de Costa Rica

Sistema de Estudios de Posgrado

Posgrado en la Enseñanza del Inglés como Lengua Extranjera

II Semestre-2020

Aguilar, D; Aguirre, D; Pereira V.

The purpose of the following questionnaire is to gather relevant information about your final thoughts about the English for MIDEPLAN course. All the information gathered is confidential and will be used only for graduation research purposes; therefore, we kindly ask that you answer all the following questions honestly. The questionnaire has a total of 9 questions related to the development of the course and your opinions about it. The estimated time to complete this questionnaire is 15 minutes.

1) In your opinion, how useful was the English for MIDEPLAN course?

( ) Very useful

( ) Somewhat useful

( ) Not very useful

( ) Not useful at all

### Topics

In this section, you will find questions related to the topics covered throughout the course.

2) Regarding the topics covered throughout the course (Urban Development, Public Investment, Tourism Economy, Environment, Electric Passenger Train, Taxes, Education)

	Strongly disagree	Disagree	Agree	Strongly Agree
They were interesting for me.				
They were useful for my job or my current position.				
They allowed me to expand my vocabulary				
The variety of topics covered were effective enough to tackle the needs I have within the Ministry				

## 3) Regarding the O.R.E.O strategy

	Strongly disagree	Disagree	Agree	Strongly agree
It allowed me to improve my listening comprehension skills.				
It was easy to learn.				
It was useful for my duties within the Ministry.				

## 4) Regarding the Listening for Details strategy

	Strongly disagree	Disagree	Agree	Strongly agree
It allowed me to improve my listening comprehension skills.				
It was easy to learn.				
It was useful for my duties within the Ministry.				

## 5) Regarding the Reading Large Numbers strategy

	Strongly disagree	Disagree	Agree	Strongly agree
It allowed me to improve my listening comprehension skills.				
It was easy to learn.				
It was useful for my duties within the Ministry.				

## 6) Regarding the Making Comparisons strategy

	Strongly disagree	Disagree	Agree	Strongly agree
It allowed me to improve my listening comprehension skills.				
It was easy to learn.				
It was useful for my duties				

within the Ministry.				
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7) Regarding the audio files used.

	Strongly disagree	Disagree	Agree	Strongly agree
The level of complexity was appropriate and allowed me to finish the tasks.				
Listening to different accents was useful to develop my listening skills.				
The length of the audio files was appropriate to be able to understand their content.				
The topics used were aligned with				

my area of expertise at the Ministry.				
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8) Did the different teaching methodologies used by the teachers help me improve the ability to interpret written and aural texts in English? If so, why?

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9) Did the different activities developed throughout the course help me improve the ability to interpret written and aural texts in English? If so, why?

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