



ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

ENGLISH CENTER



MS. MARTHA LARA

APRIL – AUGUST 2016

About the Author

Ms. Martha Lara is an EFL (English as a Foreign Language) teacher at Escuela Superior Politécnica de Chimborazo. She has Doctor's degree in Languages with a mention in International Cooperation issued by the Escuela Superior Politécnica de Chimborazo. This material is part of the proposal presented to graduate as a Master in Applied Linguistics to the English Learning from UNACH postgraduate school. Ms. Lara has 13 years of experience working as an English teacher in different levels and schools. Her experience dealing with all-ages students and witnessing the lack of ability students present when producing, using critical and inferential thinking, and acting as independent learners has led her to research on high order thinking skills development and looking for new and effective methods to guide students to be active part of their learning.

CONTENT

FUNDAMENTALS.....	5
What are higher order thinking skills?	5
What are inferences?	5
When do the students deduct?.....	6
WSQ CHART	6
What is online discussion?	6
ONLINE DISCUSSION FORUMS RUBRIC.....	7
Why flipping the English classroom?	8
What is a Virtual Classroom?	8
FLIPPED VIRTUAL CLASSROOM	9
EVALUATION	9
FLIPPED TEACHING LESSON PLANS	10
INTRODUCTION	10
General Objective	11
General guidelines	11
For Students.....	11
For teachers	11
LESSON ONE: EXPRESSING WISHES IN PRESENT	12
WORKSHEET No.1	13
LESSON TWO: WISHES AND INFERENCES	16
WORKSHEET No. 2	17
Inferential questions	21
LESSON THREE: REGRETS.....	22
WORKSHEET No. 3	23
LESSON FOUR: CONDITIONALS	26
WORKSHEET No. 4	28
The Influence of Media on Public Opinion	29
LESSON FIVE: SOCIAL RESPONSIBILITY	34
WORKSHEET No. 5	35
LESSON SIX: CONDITIONAL SENTENCES AND MAKING INFERENCES.....	37

Technology Addicts	39
Inferential questions:	40
LESSON SEVEN: ADJECTIVE CLAUSES	40
WORKSHEET No. 6	41
LESSON EIGHT: DEPENDENT AND INDEPENDENT CLAUSES: USING COMMAS	43
WORKSHEET No. 7	44
LESSON NINE: MAKING INFERENCES	46
WORKSHEET No. 8	47
WORKSHEET No. 9	49
REFERENCES	51

FUNDAMENTALS



What are higher order thinking skills?

High order thinking skills are those which involve mental effort. High order thinking takes thinking to higher levels than restating the facts and requires students to do something with the facts – understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new ways and apply them.

According to the revised Bloom’s taxonomy the three higher levels which were changed from nouns to verbs are analyze, evaluate, and create.

Analyze. - Students can break the information down into its component parts.

Evaluate. - Students assess the value of the input information.




Create. - Students use the input to create something new.

In this proposal one verb from each level has been applied. During the intervention students worked with inferences, deduction, and on line discussions.



What are inferences?

An inference is coming to a logical conclusion made from evidence and reasoning about

Making Inferences		
Text/Picture <small>What I Read/See</small> 	Schema <small>What I Know</small> 	Inference <small>What I Infer</small> 
I see... I read... I notice...	I know...	I can infer...

something we see, read or experience. Making inferences is to read between the lines because you pick up ideas which are not directly stated in what you are reading. Inferences thus tend to reflect one’s stake in a situation or one’s interests in the outcome. Students may reason differently or bring different assumptions or promises to bear, because inferences are the result from

evidence and schema.



When do the students deduct?

According to the Webster Dictionary deduct is a process in which a conclusion must follow from the premises presented; reasoning or concluding from the general to the particular or specific. Students learn to deduct by watching the grammar video lessons created by the researcher. In the videos all the information regarding the grammar content is presented and then students conclude on to the grammar rules and use. For this activity the WSQ (Watch, Summarize, and Question) Chart must be used to monitor students' active participation in deducting new grammar content.

WSQ CHART	
Watch the video	Video Title:
Take notes	Use a graphic organizer to organize your notes
Summarize the video	
Give examples	
Questions you still have	

For taking the most advantage of the grammar video lessons which students watch at home, three steps must be followed. First, students watch the video, which is in the Virtual Classroom, at home; once they have watched it as many times as needed, they have to fill in the WSQ Chart, and finally in the class they check the gathered information with their classmates and the teacher who answers the questions they still have.



What is online discussion?

One of the verbs in the last level of Bloom’s taxonomy pyramid is discussing. For this proposal discussion forums were considered. Discuss is the act of talking or writing about something with another person or group of people; a speech or piece of writing that gives - information, ideas, opinions, etc. Therefore, it is important to mention that despite the benefits of developing the ability of students to discuss issues of importance and interest in English, many teachers quickly abandon planned discussion. This usually happens when students display a lack of interest in developing discussion topics. For that reason for this proposal the use of discussion forums in a VLE (Virtual Learning Environment) was considered.

In each Unit students have to participate in at list one forum, this activity is developed in class with the teacher’s guide since it is considered the production stage. Then, to evaluate their participation a rubric is applied.

ONLINE DISCUSSION FORUMS RUBRIC

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 1.5 Points	Excellent 2 Points
Quality of post	No posting.	Responds with the minimum effort. (e.g. "I agree").	Appropriate comments, contributes with valuable information with minor mechanics errors.	Thoughtful, reflective, and clear comments formatted in an easy to read style that is free of grammatical or spelling errors.
Frequency	Does not participate.	Participates once.	Participates twice.	Participates more than two times.
Relevance of post	No posting.	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks.	Posts topics that are related to the discussion content.	Posts topics related to discussion topic; prompts further discussions of topic.
Content contribution	Posts information that is off-	Repeats but does not add substantive	Posts information that is truthful; lacks full development of concepts	Posts truthful, reflective, and substantive information.

	topic, incorrect, or irrelevant to discussion.	information to discussion.	or thought.	
--	---	-------------------------------	-------------	--



Why flipping the English classroom?

The flipped movement started with the simple idea of changing the traditional classroom where the teacher gives the lecture (grammar content explanation) in class and then sends the practical activities to be developed as homework, to the idea of recording video lessons of the lectures for students to watch at home and then students will be able to put content in to practice in the classroom with the teacher's guide.

During my years of experience as a teacher I have noticed that students do not really do homework, they usually copy or ask for help; then, the results might be biased, this is one of the main reasons why I decided to flip my English classroom. But, it does not end here, from flipped classroom emerged flipped learning or teaching, which is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. By moving from a flipped class to actively engaging in a Flipped Learning, teachers are able to implement new and various methodologies into their classrooms. It frees up class time, allowing for more individual and small group instruction. (Yarbro, 2014).



What is a Virtual Classroom?

A virtual classroom is a virtual learning environment that allows participants to communicate with one another, view presentations or videos, interact with other participants, and engage with resources in work groups. Just like in real-world classrooms, a student in a virtual classroom participates in synchronous instruction, which means that the teacher and students are logged into the virtual classroom at the same time.

In the Escuela Superior Politécnica de Chimborazo the Moodle Platform is available to work

in the Virtual Classroom activities with the students. This valuable tool allows permanent communication and interaction among participants.



EVALUATION

Preformative, Formative, and summative assessment are used in this proposal.

Preformative is a new way of assessment related specifically with flipped teaching; it refers to assessments given while students are learning new material independently, before any group interaction has taken place. Preformative assessments can serve not only as data-gathering opportunities but also as learning experiences (Talbert, 2015).

The formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. In the flipped classroom students watch a video before coming to class that serves as a lecture, and then they have the opportunity to work collaboratively during class time on their homework (practical activities) in class. In this proposal observation, questioning, and discussion have been applied during the formative assessment process to collect evidence of student learning.

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement semester. Therefore, for the flipped classroom first of all a pre- test

was given; then students took a test per topic or unit; and finally, a post-test was applied, but in order to take advantages of all the benefits of the flipped learning approach, all the tests were taken in the virtual classroom.

One of the purposes for summative assessment in this proposal was at the conclusion of a defined instructional period – typically at the end of a project, unit, course, or also to collect the necessary data to prove the research hypotheses, which are quantitative.

FLIPPED TEACHING LESSON PLANS

INTRODUCTION

Teaching English as a Foreign Language in Ecuador is a great challenge, especially because not all students consider English as a priority or necessity, and as a result they do not feel motivated to learn it. In addition, in Riobamba there are not too many opportunities to practice the language since there is limited interaction with English speakers or foreigners. Besides that, since most of the English curriculum is based on grammar structure students are not able to communicate fluently in English or ready to face real life challenges in the twenty first century. Unfortunately, schools are not providing the necessary tools, techniques, and strategies to prepare students for future professional demands.

Therefore, it is the teacher-researcher responsibility to innovate and be updated in order to meet the students' needs in this technological era. One of the most essential resources in an English classroom is technology then, for this proposal the flipped teaching method was chosen, since it combines face-to-face with online classes.

Technology is not the only resource which will solve our education problems, in order to motivate students to develop high order thinking skills, a clear and well-structured plan is needed, that is why this proposal is based on Bloom's Taxonomy, specifically making inferences and on line discussion forums.

The content of this proposal consists of nine different lessons which allow students to improve their high order thinking skills through grammar exercises, inferences, and on line discussion forums activities, which are combined among class activities and activities in the Virtual Classroom.

In addition, 8 grammar video lessons are used, which students have to watch and analyze at home. These videos are recorded on DVD and also uploaded in YouTube teachers.

I hope this proposal contributes to better results in the English as a Foreign Language subject teaching-learning process.

General Objective

- ✚ To improve students high order thinking skills development through practical grammar activities in class, inferences and on line discussion forums.

General guidelines

This proposal includes 8 grammar video lessons and 9 lesson plans which include students' worksheets and discussion activities in the Virtual Classroom.

In order to achieve the objectives of this proposal, it is important to follow the recommendations below.

For Students

- ✚ Take a glance at the lesson plans and worksheets in order to become familiar with the structure and contents.
- ✚ Complete all the activities and exercises honestly. That would help you to measure your progress and understanding.
- ✚ Do the on line activities on time.
- ✚ Spend at least one extra hour every day researching, reading and discussing.

For teachers






- ✚ Make sure the videos are correctly recorded.
- ✚ Guide students in the use of the Virtual Classroom permanently, if necessary give a short training on the use of the chosen platform.

- ✚ Plan the activities in the Virtual Classroom in advance.
- ✚ Check students' activities in the Virtual Classroom as soon as possible so the feedback can be effective.

LESSON ONE: EXPRESSING WISHES IN PRESENT
Lesson Objectives

- ✚ To deduct the grammar structure of expressing wishes in present by watching the wishes video and filling in the WSQ Chart.
- ✚ To practice note taking to summarize video content.
- ✚ To practice the lesson grammar content in class by working on the worksheet No. 1.

Procedure

Outside of class BEFORE	<p>Student's activities:</p> <p> Watch the video about wishes. https://youtu.be/9kJW6uj57VY</p> <p> Fill in the Watch, Summarize and Question Chart (WSQ) which can be downloaded from the Virtual Classroom.</p>
In class DURING	<p>Student's activities:</p> <p> Share WSQ Chart information, first in groups and then discuss as a class with the teacher's guide.</p> <p>✓ Interchange opinions about online discussion forums rubric parameters as a class.</p> <p>Teacher's activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 1.</p>
Outside of class	<p>Student's activities:</p> <p></p> <p>Reinforce the new content by watching the teacher's video again or</p>

AFTER	reaching for additional information.
-------	--------------------------------------

WORKSHEET No.1

EXPRESSING WISHES AND REGRETS

Activity 1: What are these people wishing for right now? Complete the sentences.



1. a) *James wishes he had a new car.*

b)



2) Daniel's parents _____



3) Jorge _____



4) Esteban and Pilar _____



5) Raquel _____



6) | _____

Activity 2: What do you wish for right now? Write at least four wishes. Share your wishes with the class

LESSON TWO: WISHES AND INFERENCES



Lesson Objectives





- ✚ To express how we would like things were different.

- ✚ To read the article “Ecuador faces big challenges in 2015 as falling oil prices pressure government to rein in spending” and write sentences expressing wish situations.

- ✚ To practice inferences by reading a passage about the last earthquake in Ecuador and answer inferential questions.

Procedure

Outside of class BEFORE	<p>Student’s activities:</p> <p> Watch the video about making inferences. https://youtu.be/xhO2sWGYDec</p> <p> Fill in the Watch, Summarize and Question Chart.</p>
--------------------------------	---

In class DURING	<p>Student's activities:</p> <ul style="list-style-type: none"> ✓ Make contrast between real and wish situations. (Activity 2, Worksheet No.2). ✓ Share <p> Express wishes from real situations about Ecuador. (Activity 4, Worksheet No. 2).</p> <p> Practice inferences by answers to the questions on Activity 5, Worksheet No. 2.</p> <p>Teacher's activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 2.</p>
Outside of class AFTER	<p> Student's activities:</p> <p>Reinforce the topic about making inferences by watching the teacher's video or searching for additional material.</p>

WORKSHEET No. 2

How do you wish your life were different?

Activity 1: Read some friends answers to the question.



I have the love of my family, a good job, and my own business, but sometimes I wish I had more money to travel and enjoy with my family.

Fabían Piray, Riobamba



I wish my life were different in many aspects. For example, I wish I lived in Australia closer to wild animals.

Ashlyn Samaniego, Sucúa



I wish I were 20 years old and traveled around our beautiful Ecuador. I also wish my life were full of adventures and exciting experiences.

Hernán Paucar, Riobamba

My most precious treasure is my son. He lives in Quito now. I wish he were here in Riobamba because I miss him a lot.

Martha Lara, Riobamba

Activity 2: Walk around the

Classroom and ask the question “How do you wish your life were different?” to three different classmates. Take notes and share the answers with the class.

Student's Name	Answer

Activity 3: Read an extract of the article “Ecuador faces big challenges in 2015 as falling oil prices pressure government to rein in spending”.

Ecuador faces big challenges in 2015 as falling oil prices pressure government to rein in spending.

By Sylvan Hardy



Since 2011, Ecuador has spent a greater percentage of its GDP (Gross Domestic Product) on infrastructure and social programs than any country in the western hemisphere. Although it may maintain that distinction in 2015 since it holds a huge advantage over second-place Canada, the country is almost certain to see major spending cuts.

The reason: the dramatic drop in oil prices, the country's top revenue source.

The bad news is that we can't expect to see many more in the coming year.

With oil prices dropping nearly 50% in eight months, it is almost assured that spending on public projects and services will be reduced. Correa has promised as much. "It will mean that we can only build 100 new schools instead of 200, and only 50 new jails instead of 75," he said. What he hasn't talked much about are likely cutbacks in social service spending.

There are other troubling signs as well.

One is Ecuador's growing debt to the China, currently about \$9 billion, and its reliance on Chinese management and workers in the construction of a number of large projects, including the hydro- electric plants.

Another is what many see as the increase in government regulation in almost all aspects of life, including education, labor, business, the media and importation rules. A prime example is the new tax on gas appliances that went into effect January 1st; it may be intended to support the government’s plan to wean residents from cooking with gas, but its result is to take away individual choice, amounting essentially to a case of social engineering.

The long view, however, tells us that oil prices will rebound, though experts say it could take two to three years. If it manages prudently, limiting the amount of new debt it takes on, the country should survive the coming period of austerity. Ecuador’s use of the U.S. dollar, which Correa says puts the country in an “economic strait-jacket”, may, in fact, be a blessing in disguise, forcing the government to live within its means.

Adapted from:

<https://www.cuencahighlife.com/ecuador-faces-big-challenges-in-2015-as-falling-oil-prices-pressures-government-to-rein-in-spending-outlook-for-expats-is-still-good/>

Activity 4: Write 5 real situation statements about the article above and then write sentences saying how you wish things were different.

Real Situation	Wish Situation

Activity 5: Read the article about how your teacher is feeling about what is

happening in Ecuador right now. Then answer the inferential questions below.

It is April 2016, according to the records the earthquake which hit Ecuador last Saturday April 16th has been the strongest one in our country history. I live in Riobamba, but according to the news there are 6 provinces hardly affected for the earthquake. I wish people did not have to face terrible problems such as lack of water and electricity. I cannot even imagine how hard it must have been for them.

However, solidarity fills my heart, I have seen many organizations and institutions donating for the most needed, but I wish every single citizen contributed to lessen the suffering our brothers and sisters are facing right now.

All the activities in Riobamba are being developed “normally”, I wish my students and I were in the Coastal Region helping orphans and widows instead of just staying in the classroom.

This is a time to reflect and question ourselves, are we ready for this kind of situations? Do we value life to the top? It is a great blessing to see given hands in really hard events such natural disasters, but I wish everybody helped each other all the time.



Inferential questions

1) What is the best title for this passage?


2) Why did the author write this passage?

3) What is the author point of view?


4) Is the author in agreement with the measures the country government has taken?





LESSON THREE: REGRETS

Lesson Objectives

 To express regrets by using pictures and past situations.

Procedure

<p>Outside of class</p> <p>BEFORE</p>	<p>Student's activities:</p> <p> Watch the video about expressing wishes one more time by visiting the Virtual Classroom.</p>
---------------------------------------	---

<p>In class</p> <p>DURING</p>	<p>Student's activities:</p> <p> Look at the pictures on Activity 1, Worksheet 3 and write sentences expressing regrets.</p> <p> Read about past disasters and write people's regrets in the given situations. (Activity 2, Worksheet 3).</p> <p>✓ Practice expressing wishes and regrets by completing Activity 3, Worksheet 3.</p> <p>Teacher's activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 3.</p>
<p>Outside of class</p> <p>AFTER</p>	<p> Student's activities:</p> <p>Look for videos or extra exercises about expressing wishes and regrets and practice at home.</p>

WORKSHEET No. 3

1. Look at the pictures below and write sentences about what these people regret about.

1. _____



2. _____

_____.



3. _____

_____.



4. _____

_____.

2. - Read the sentences about some past disasters. Then write sentences about the speakers' wishes. Use past wish forms. Sometimes more than one answer is possible.

- 1) An architect: The 1906 earthquake destroyed a historic building. There was not enough money to rebuild it.

I wish the earthquake had not destroyed the building. / I wish there had been enough money to rebuild it.

- 2) A surfer: They closed my favorite beach after the storm. They did not let people in to clean it up.

-
-
- 3) A historian: A flood destroyed the ancient city. There were no records of what life was like there.

- 4) A student: A hurricane destroyed my high school. We were not able to attend graduation.

Write sentences with *wish* to express the people's wishes and regrets.

- 1) I did not take any pictures of the storm.

I wish I had taken pictures of the storm.

- 2) I left my umbrella at home.

- 3) I can't go outside and play soccer right now.

- 4) I hope the rains stops.

- 5) It rains every week here. I do not like it.

- 6) My rain boots have holes in them.

7) I can't go to the park today.





8) I like the winter. Then it snows.

LESSON FOUR: CONDITIONALS

Lesson Objectives

- ✚ To deduct zero, first, second, and third conditional sentences grammar structure.
- ✚ To express predicted results about natural disasters.
- ✚ To make inferences by reading the article "The influence of Media on Public Opinion".
- ✚ To write tips to detect bias in the media.
- ✚ To write conditional sentences about privacy and technology.

Procedure

<p>Outside of class</p> <p>BEFORE</p>	<p>Student's activities:</p> <p> Watch the video about conditional sentences. https://youtu.be/6kTaDd07mJc</p> <p> Fill in the WSQ Chart about this new content.</p>
<p>In class</p> <p>DURING</p>	<p>Student's activities:</p> <ul style="list-style-type: none"> ✓ Share WSQ Chart information, first in groups and then discuss as a class with the teacher's guide. ✓ Use the information about natural disasters and express predicted results. (Activity 1, Worksheet 4). ✓ Read the article about media influence and answer the comprehension and inferential questions. (Activity 2, Worksheet 4). ✓ Analyze the tips to detect bias in media and then write real conditions. (Activity 3, Worksheet 4). ✓ Write sentences about past mistakes and how they could have been avoided. (Activity 5, Worksheet 4). ✓ Privacy and technology. (Activity 6, Worksheet 4). <p>Teacher's activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 4.</p>
<p>Outside of class</p> <p>AFTER</p>	<p> Student's activities:</p> <p>Look for videos or extra exercises about conditional sentences and practice at home.</p>

WORKSHEET No. 4

Activity 1: Read the information in the chart. Then write unreal conditionals about the results of the natural disasters. Use *would* to express a predicted result. Use *could* to express a possible result.

If Clause (condition)	Main Clause (result)	Result
1. there/be/an earthquake	buildings/fall	Possible
2. the forest fire/come/near town	residents/leave/their homes	Predicted

3. there/be/tornado	people/go/to their basements	Predicted
4. it/rain/a lot	streets/flood	Possible
5. there/be/a hurricane	houses on the beach/be/in danger	Predicted
6. we/have/a heat wave	Many plants/die	Possible

1) **If there were an earthquake, buildings could fall.**

2) _____.

3) _____.

4) _____.

5) _____.

6) _____.

Activity 2: Do all the news sources you read (websites, magazines, newspapers, etc.) have similar viewpoints about current topics and issues? Read the article about the news media in Ecuador.

The Influence of Media on Public Opinion

The media provide news from a wide range of sources with a variety of viewpoints. Some sources provide a more balanced look at issues than others. These more balanced news sources offer a deeper understanding of the issues without the influence of the views of political parties. This unbiased view of the news may appear to align with the values of Americans, but is it, in fact, what Ecuadorians really want?

Some political analysts claim that many Ecuadorians tend to read, watch, and listen to the news media that reflect on their own views. If people surround themselves with media that reflect only their beliefs, they may not be exposed to opposing ideas. The media, in this case, are not informing people, but reinforcing that their view of the world is right.

One example of this occurs during an economic crisis. If people watch certain TV news stations, they will hear mostly positive things about the president's solution. If they support the president's policies; they may also choose to read online news pages with a similar view. These websites likely explain how the crisis was caused by politicians from the

opposing party. If those people read only these websites, they might be convinced that the crisis was the fault of the opposing party. They might conclude that the president was doing a wonderful job. On the other hand, if people mostly disagree with the president's policies, they often choose to watch news shows that criticize the president. They might also visit websites and read blogs that do not support the president's policies. When they rely only on these news sources, they come to a different conclusion. They are convinced that the president is failing.

If predictions of increased Internet use are correct, people will likely become even more isolated in their beliefs. This is because links in blogs and web pages will connect people with information that supports only their views. How might this affect politics in the future? If we do not address this issue today, could the isolation of beliefs become problematic in our political future?

A. Comprehension

1) How do some political analysts describe the behavior of Ecuadorians towards media?

2) What is an example of how media sources reinforce someone's political views?

3) Why might people become even more isolated in their beliefs in the future?

4) What is the writer's point of view about media?

Activity 3: Read the tips on how to detect bias in the media. Then rewrite the tips as present real conditionals with the words in parentheses and *(not) be*. Emphasize the result by using *then*.

Bias: a tendency toward judging something without full knowledge of it; prejudice.

How to detect Bias in the Media

To detect bias in the media, be aware of the following conditions. These conditions often indicate bias.

- 1) A newspaper, website, or TV station ignores important stories.
- 2) A newspaper prints sensational headlines.
- 3) A newspaper prints an important story in the back of the newspaper.
- 4) A magazine prints an unflattering photo of a politician.
- 5) A reporter uses words with negative connotations instead of neutral terms.

Unflattering: making someone look less attractive or seem worse than they usually do.

2) (accurate)

3) (balanced)

4) (biased)

5) (fair)

Activity 4: The media show that they are biased or fair. Write two sentences using *if* clauses.

Answer the questions with information that is true for you. Write present real conditionals.

get the news online

know a story is accurate

listen to news on the radio

pay attention to the news

read a newspaper

watch TV news

Do you pay attention to the news?

How do you get the news?

How do you know a news story is accurate?

Example:

If there is a big story in the news, I watch one of the TV news channels, but I do not pay attention to the news much in general.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

Activity 5: Describe 2 mistakes you have made and ways that you could have avoided making the mistakes.

Example:

Someone stole my wallet from my purse at a restaurant last weekend. I had hung my purse on the back of my chair. If I had not put it on the back of my chair, no one would have stolen my wallet. If I had put my purse closer to me, nobody would have taken it.

1) _____

2) _____

Activity 6: Unscramble the sentences about privacy and technology. Add commas when necessary.

1) If/ we would have responded/ they had texted us

If they had texted us, we would have responded.

2) If / your number/ I had recognized/ the phone/ I would have answered

3) you would not have gotten/ you had visited/ only trusted websites/ the computer virus/ If

4) Murat had not given this number to strangers/ he would not have received/ If/ prank phone calls

5) on strange links/ If / you would not have had problems/ you had not clicked

6) I would have received/ your e-mail/ If / I had logged on

7) if/ You could not have/ protected your password very well/ your e-mail was hacked

8) online/ the money/ used your credit card/ if you had not/ you would not have lost

9) had been more patient/ If/ your laptop/ would not have crashed/ you

10) the news report online/ we would not have known / If / about the scam/ we had not
seen

prank: an amusing or playful trick, joke.





scam: an illegal scheme to make money, defraud.

LESSON FIVE: SOCIAL RESPONSIBILITY

Lesson Objectives

- ✚ To read, analyze, and discuss about how individuals can be more socially responsible.
- ✚ To write unreal conditions about social responsibility.
- ✚ To discuss about how the community can get young and old people involved in solving issues that affect the quality of living? And why are people not involved?

Procedure

<p>Outside of class BEFORE</p>	<p>Student’s activities:</p> <p> Go to the Virtual Classroom and watch the video about conditionals again if necessary.</p>
<p>In class DURING</p>	<p>Student’s activities:</p> <ul style="list-style-type: none"> ✓ Read the article with tips on how individuals can be more socially responsible. (Activity 1, Worksheet 5). ✓ Answer the questions about the article by using unreal conditional sentences. (Activity 2, Worksheet 5). <p> Participate in the discussion forum. (Activity 3, Worksheet 5).</p> <p>Teacher’s activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 5.</p>
<p>Outside of class AFTER</p>	<p> Student’s activities:</p> <p>Look for videos or extra exercises about conditional sentences.</p>

WORKSHEET No. 5

Present and Future Unreal Conditionals

Activity 1: Read the article with tips on how individuals can be more socially responsible.

It always feels good to help other people and know that you are making a positive difference in someone’s life. Here are a few tips to get you started. First, decide who you want to help. If you want to help your community, visit a local school and ask if they need

help. The school would probably appreciate your help. If there were more volunteers in classrooms, teachers could spend more time with students who need special help. If there is a park or other public place near you that is full of trash, get a group of friends together and volunteer to clean it up. Your actions would have a huge impact. If these places were cleaned up, more people would visit them. As a result of all these visitors, local shops would get more business and hire more staff.

If you want to help people outside of your community or country, find an organization that sends money, supplies, and clothes to troubled areas. Your contributions are crucial. If these organizations did not get donations and help, they could not be as effective as they are.

You could also spend your time or money helping an organization that works for a special cause like cancer or heart disease. If you spend time volunteering for one of these organizations, you might learn more about the organizations and find ways to help them receive donations. These donations could be used to fund research and lead to breakthroughs or cures. If you made a donation today, you would know that your money is going toward an important cause.

Activity 2: Answer the questions below as in the example.

Example:

Why is it important for more people to safely recycle their old electronics?

If more people safely recycled their old electronics, it would reduce toxins in the environment.

1) Why is it important for more people to donate their old clothes to community organizations?

2) Why should more people volunteer at a school?

3) Why should teenagers volunteer?

4) Why should more people donate money to community organizations?

Activity 3: Discussion






How the community can get young and old people involved in solving issues that affect the quality of living? Why are people not involved?

LESSON SIX: CONDITIONAL SENTENCES AND MAKING INFERENCES

Lesson Objectives

- ✚ To develop online grammar exercises to practice conditional sentences.
- ✚ To get familiar with the Virtual Classroom activities mode.
- ✚ To practice inferential thinking by answering questions about the article “Technology Addicts”.

Procedure

<p>Outside of class</p> <p>BEFORE</p>	<p>Student's activities:</p>  <p>Log in the Virtual Classroom and update the profile if needed.</p> <ul style="list-style-type: none"> ✓ Read the article about “Technology Addicts”.
<p>In class</p> <p>DURING</p>	<p>Student's activities:</p>  <p>Work on activities 1-5 in the Virtual Classroom.</p>  <ul style="list-style-type: none"> ✓ Practice conditional sentences by working on the exercises on Conditionals Video B. https://youtu.be/VED3d62kgO4 ✓ Answer the inferential questions about Technology Addicts on the Virtual Classroom. <p>Teacher's activities:</p>  <p>Guide students to work on the Virtual Classroom activities.</p>
<p>Outside of class</p>	

AFTER	<p>Student's activities:</p> <p>Review the virtual classroom activities on conditionals again and practice.</p>
-------	--

CONDITIONALS AND INFERENCES VIRTUAL CLASSROOM ACTIVITIES

Activity 1. - <http://www.englishpage.com/conditional/conditional6.htm>

Activity 2.- <http://www.englishpage.com/conditional/conditional2.htm>

Activity 3.- <http://www.englishpage.com/conditional/conditional10.htm>

Activity 4.- <http://www.englishpage.com/conditional/conditional10.htm>

Activity 5.- <http://www.englishpage.com/conditional/conditional10.htm>

Conditionals Video Part B

<https://youtu.be/VED3d62kgO4>

Virtual Classroom inferential reading activity.

Technology Addicts

Technology has taken an irreplaceable part in people's life. Life has changed a lot since the internet, cellphones, social networks, and the different web sites were born. But if people remembered how things used to be in the past, they would give technology less importance. In the 80's and 90's teenagers had very creative ways to have fun, they used to play board games, practice sports, work on relationships, but now they feel they cannot do anything without technology. Nowadays, couples do not write love letters or poems anymore. Students do not visit the libraries because everything is on the internet, this makes things so easy that people has forgotten how to write and even how to speak. If people were conscious about how addictive technology could be, they would create better habits when using tools such as Facebook, translators, electronic cards, and electronic libraries.

It is discouraged to see how students are not able to write correctly, they used a lot of abbreviation, slang, and even codes which are hard to understand and do not contribute to

their academic formation. If teachers and students paid more attention to the harm technology can cause, they would emphasize the use of books, dictionaries, handwriting, etc.

It seems people do not even realize how addicted they had become to technology, it is very common to see couples, friends, and families sitting and instead of talking they are using their cellphones, tablets, or laptops. I think that if technology did not have such influence, relationships would be much better than they are now.

Have you ever thought how students studied in the 80's and 90's, how people communicated without a cellphone and in some cases without a home phone? What would you do if internet, cellphones, and laptops would not exist?



Inferential questions:

1) How does the author feel about technology?

2) What generalizations can you make from the text?

3) What can you conclude from the text?

4) What is the conflict in this text?




5) What lesson does this text teach?

LESSON SEVEN: ADJECTIVE CLAUSES

Lesson Objectives

- ✚ To deduct the grammar structure of adjective clauses.
- ✚ To combine two short sentences into one long by using relative pronouns and relative adverbs.

Procedure

Outside of class BEFORE	<p>Student's activities:</p> <p> Watch the video about adjective clauses. https://youtu.be/y6mQRRkiTRU</p>
In class DURING	<p>Student's activities:</p> <p>✓ Work on activities 1 and 2 on the Worksheet No. 6.</p> <p>Teacher's activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 6.</p>
Outside of class AFTER	<p> Student's activities:</p> <p>Look for videos or extra exercises about adjective clauses.</p>

WORKSHEET No. 6

ADJECTIVE CLAUSES

Activity 1: Rewrite the sentences using adjective clauses.

1) A lion is animal. It is very strong.

2) A novelist is a person. He writes novels.

3) A bottle opener is a device. It opens bottles.

4) The girl speaks Chinese. Her mother writes poems.

5) A detective is someone. He discovers the truth about crimes.

6) A Bostonian is someone. He lives in Boston.

7) A meteorologist is a person. He studies weather phenomena.

8) A barometer is an instrument. It measures air pressure.

9) The man is famous. His picture is in the newspaper.

10) I have a friend. Her brother is a police officer.

Activity 2: Use the given information to complete the sentences.

I share their views.

Their children were doing poorly in her class.

They disrupted the global climate and caused mass extinctions of animal life.

The man's son was in an accident.

Ted bought them for his wife on their anniversary.

I slept on it at the hotel last night.

They had backbones.

James chose the color of paint for his bedroom walls.

It is used to carry boats with goods and passengers.




- 1) The man _____ called an ambulance.
- 2) The color of paint **which James chose for his bedroom walls** was an unusual blue.
- 3) My back hurts today. The mattress _____ was too soft.
- 4) A waterway is a river or stream _____.
- 5) The second grade teacher talked to all the parents _____.
- 6) The flowers _____ wilted in the heat before he got home.
- 7) The candidates _____ will get my votes.
- 8) According to scientists, the first animals _____ were fish. They appeared on the earth about 500 million years ago.
- 9) Approximately 370 million years ago, seventy percent of the earth's marine species mysteriously vanished. According to some scientific researchers, the earth was struck by speeding objects from space _____.

LESSON EIGHT: DEPENDENT AND INDEPENDENT CLAUSES: USING COMMAS

Lesson Objectives

- ✚ To use the correct punctuation when writing dependent and independent adjective clauses.
- ✚ To combine sentences by using relative pronouns.

Procedure

Outside of class BEFORE	<p>Student's activities:</p> <p> Visit the Virtual Classroom and watch the video about adjective clauses again. https://youtu.be/y6mQRRkiTRU</p>
In class DURING	<p>Student's activities:</p> <ul style="list-style-type: none"> ✓ Work on activities 1 and 2 on the Worksheet No. 7. ✓ Practice adjective clauses by developing the exercises on the Adjective Clauses Video B. https://www.youtube.com/watch?v=y6mQRRkiTRU&feature=youtu.be <p>Teacher's activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 7.</p>
Outside of class AFTER	<p> Student's activities:</p> <p>Look for videos or extra dependent and independent clauses and the use of punctuation.</p>

WORKSHEET No. 7

PRACTICING ADJECTIVE CLAUSES

1. - Complete these sentences with a suitable relative pronoun or adverb

1. That is the man _____ helped me when I fell down in the street.
2. Is that your car? No, mine is the one _____ is parked just opposite the bank.
3. That is the woman _____ complained about the room service.
4. This is the park _____ we first met. Do you remember?
5. So, James is the man _____ son came on the school trip with us? I don't know.
6. If you have any question, ask the girl _____ is standing at the desk. She'll help you.
7. They had to put away the dog _____ bit the boy. It was too dangerous.
8. I'm looking for a person _____ surname begins with a "k".
9. Do you still go to that pub _____ we used to go as students?
10. The heating is not working. Do you know anyone _____ can fix it?

2. - Join these sentences using relative pronouns.

1. The girl is my sister. I'm talking to the girl.

2. This is the chair. The carpenter repaired it last week.

3. She is married to a man. He is richer than her.

4. She is the friend. She helped me with my homework.

5. That is the swimming-pool. I used to go swimming there.

6. That is the man. His wife is a famous actress.

7. A doctor examined me last Friday. He was really kind.

8. The woman called the police. Her car had been stolen.

9. I went to a restaurant last week. It was very expensive.

10. I saw a film last night. It was very interesting.




LESSON NINE: MAKING INFERENCES

Lesson Objectives

✚ To practice inferential reading by answering to questions regarding a short passage about somebody special.

✚ To make inferences and give reasons after reading short passages.

Procedure

<p>Outside of class BEFORE</p>	<p>Student's activities:</p> <p> Visit the Virtual Classroom and watch the video about making inferences if necessary. https://www.youtube.com/watch?v=xhO2sWGYDec&feature=youtu.be</p>
<p>In class DURING</p>	<p>Student's activities:</p> <ul style="list-style-type: none"> ✓ Work on inferential reading activities on Worksheet 8 and 9. ✓ Participate in the inferences chat in the Virtual Classroom. <p>Teacher's activities:</p> <p> Guide students to work on the activities proposed in the Worksheet No. 8 and 9.</p>
<p>Outside of class AFTER</p>	<p> Student's activities:</p> <p>Look for videos or extra activities about making inferences.</p>

WORKSHEET No. 8

1) Read the passage below.

The light who brighten my days, the power who give energy and desire to keep going, that one whose eyes give me peace and rest, because I still remember the first day when I meet you, that will always be the happiest day of my life. Sometimes I do not understand why God has blessed me in such way with your existence, but then I remember how much He loves me, that is the only answer. You are the only person whom I will never stop loving and caring for. You are the one who has taught me to love more beyond I never thought I will be able to love. You are the person whose only presence can change a dark day into the brightest one. The time will come when you will go away, but even then we will still be together. There are so many memories which I will always keep in my heart as the most precious treasures, all those wonderful adventures traveling around our beautiful country brought as even closer. You are the most special person in my life and I just ask God many more years to share with you.

2) Answer the following inferential questions about the passage.

1) What would be the best title for this passage?

2) How do you think the author was feeling when he/she wrote this passage?

3) Whom do you think this passage is about? What kind of relationship does it describe?

4) What kind of love does the passage talk about?

5) What can you conclude from the passage?

WORKSHEET No. 9

1. - Read each passage below, write your inference and explain your answer.

- 1) I liked walking next to the horse more than riding in it with my father. If I got tired, sometimes my father would let me ride horseback behind him. In the evening, dad, my brothers and I would sleep in the barn, while mom and my sisters slept in the house.

Who Am I?

- 2) My father, who is a very important person, did not like to wear his crown. He said it was heavy and made his head hurt. While I did not have a crown, my parents made sure I had a silk dress with gold thread to wear for the coronation.

Who Am I?

- 3) Pedro, who did not have a job yet, stood at the store counter. It was hard to make a decision. On the one hand, he had just enough money to buy the laptop he wanted so badly. However, he has come to the store to buy his mother's birthday present. If he bought her present, he would have to wait another year to have enough money for the laptop. As he looked at the laptop, he remembered that his mother made his favorite soup when he was sick. He also thought about how proud she was when he won the relay race. His mind was made up.

What do you think most likely happen next?

- 4) It felt wonderful to be outside, even if only for a little while! All the swings, which were new, were already taken, and a group was playing soccer in the field. Ruben and I decided to use the monkey bars until the teacher called us.

Where Am I?

2. - Now, write your own passage, posted in the inferences chat and try to infer at least two questions from your partner's passages.

REFERENCES

Edutopia.org. Retrieved 31 August 2016, from <http://www.edutopia.org/blog/flipped-learning-getting-everybody-on-board-jon-bergmann>

Educause. (2016). *Flipped Classrooms*. Retrieved 31 August 2016, from <https://net.educause.edu/ir/library/pdf/eli7081.pdf>

Educause. (2016). *Flipped Classrooms*. Retrieved 31 August 2016, from <https://net.educause.edu/ir/library/pdf/eli7081.pdf>

How to Increase Higher Order Thinking. (2016). *Reading Rockets*. Retrieved 31 August 2016, from <http://www.readingrockets.org/article/how-increase-higher-order-thinking>

CTE - Online Discussions. (2016). *Cte.cornell.edu*. Retrieved 31 August 2016, from <https://www.cte.cornell.edu/teaching-ideas/teaching-with-technology/online-discussions.html>

Virtual classroom - eLearning - The University of Queensland, Australia. (2016). *Elearning.uq.edu.au*. Retrieved 31 August 2016, from <https://www.elearning.uq.edu.au/content/virtual-classroom>

(2016). Retrieved 31 August 2016, from <https://www.quora.com/What-are-some-things-that-people-usually-regret-at-the-end-of-their-lives>

The Book of Wishes. (2016). *Sprott.physics.wisc.edu*. Retrieved 31 August 2016, from <http://sprott.physics.wisc.edu/pickover/wishbook.htm>

The unreal past | English Grammar Guide | EF. (2016). *EF*. Retrieved 31 August 2016, from <http://www.edufind.com/english-grammar/unreal-past/>

Using Wish - english-at-home.com. (2016). *english-at-home.com*. Retrieved 31 August 2016, from <http://www.english-at-home.com/grammar/using-wish/>

Grammar - wish - ESL Resources. (2016). *Michellehenry.fr*. Retrieved 31 August 2016, from <http://www.michellehenry.fr/wish.htm#wish>

ESL Grammar Practice: Adjective Clauses and Relative Pronouns. (2016). *Eslgrammarpractice.blogspot.com*. Retrieved 31 August 2016, from <http://eslgrammarpractice.blogspot.com/2011/10/using-relative-pronouns-and-adjective.html>

Exercise #5 adjective clauses. (2016). *Learnamericanenglishonline.com*. Retrieved 31 August 2016, from http://www.learnamericanenglishonline.com/Orange%20Level/Exercises_for_the_Orange_Level/Exercise_5_ad

Relative/Adjective Clauses Practice - GrammarBank. (2016). *GrammarBank.com*. Retrieved 31 August 2016, from <http://www.grammarbank.com/relative-clauses-examples.html>

Inference - Examples and Definition of Inference. (2013). *Literary Devices*. Retrieved 31 August 2016, from <http://literarydevices.net/inference/>

Munzenmaier, C. (2013). *The Elearning Guild*. Retrieved June 20, 2016, from [http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20\(1\).pdf](http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20(1).pdf)

Talbert, R. (2015, August 10th). *Faculty Focus*. Retrieved August 2, 2016, from <http://www.facultyfocus.com/articles/blended-flipped-learning/four-assessment-strategies-for-the-flipped-learning-environment/>

Yarbro, J. (2014, June). *Flipped learning network*. Retrieved August 01, 2016, from <https://flippedlearning.org/>