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ESPECIALIZACIÓN EN LA ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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"PROMOTING COLLABORATIVE WORK TO DEVELOP STUDENTS' COMMUNICATIVE SKILLS"

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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PRESENTA:

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PROJECT: "PROMOTING COLLABORATIVE WORK TO DEVELOP STUDENTS' COMMUNICATIVE SKILLS"

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Introduction

Learning a second language can be an amazing or an unpleasant experience; it will depend on different factors such as how the lesson is organized, the strategies, activities, materials and instruments offered in the class and even the student's or teacher's attitudes towards the teaching-learning process.

Teachers take an important role in the student's learning process, as they are the ones in charge of guiding them in that process, being responsible of deciding on the different elements that will be part of their class as well as the methodology to be implemented, which requires a good basis to be supported.

In the present piece of work, it will be described how theory and practice are combined to incorporate the different elements that contribute to build an effective lesson, with the purpose to provide students with the right activities that lead them to develop different skills that allow them to communicate in a second language.

This proposal is divided in five chapters. In chapter number one, the teacher's philosophy and identity will be described, as well as the theoretical bases that have been considered to support the different activities, class organization, strategies, materials and assessment instruments, which are suitable for the Mexican learning-teaching environment.

In chapter number two, the methodology and the activities of practice will be shown in a structured lesson plan, which integrates the four skills that students need to develop when learning a language, in order to be able to communicate effectively. The assessment strategies will be also exposed, referring to the informal part, as well as the instruments designed to carry out the formal assessment.

In chapter number three, it will be given detail about how the lesson was developed as well as the outcomes, through critical analysis, highlighting the problems that had to be solved as a consequence of the present situation that is being living worldwide: the COVID-19 pandemic.

Experience with students when carrying out the activities will be exposed, pointing out the ones that worked better and reflecting on how the learning process took place among students.

In chapter number four, the main conclusions will be shared, focusing on the aspects that worked well with students according to the stablished objectives and expectations and pointing out the ones that can be improved or adapted.

In chapter number five, the different resources that were used to develop and support this piece of work will be listed.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 Identity and teaching philosophy.

Talking about identity, I can say that I am a responsible person who really likes her job. It is quite suitable for me to work with high school level students. I love being with teenagers as they transmit good energy to me.

In one hand, I have learnt to be a patient teacher and I do not have any problem in helping a student who finds difficult to learn the language, no matter if they face problems in dealing with listening, reading, speaking or writing. On the other hand, sometimes I am not tolerant with students' indiscipline or bad attitudes in class, so respect is always promoted to have a good environment in class.

I have tried to be updated in the topic of teaching-learning English as a second language, so I constantly take courses or use the internet to find good ideas to use in class. I am aware of the necessity to continue preparing myself in the pedagogical area and other areas related to education, as well as to update on the topics that involve my subject, to be able to offer my students more options that lead them to achieve meaningful learning.

In these eleven years as a teacher, I have learned a lot from my students and this has allowed me to make improvements when planning my classes. I am now more familiar with students' interests, which makes easier to select the additional materials we work with or to create new ones.

Due to the present situation we are living all around the world, the pandemic caused by COVID-19, it has forced me to learn two important things: to be even more a patient and emphatic person and to work with new technological tools. This last aspect has been a little difficult for me, as I am not used to working much in virtual environments, but I have accepted the challenge and I am trying to learn as much as possible.

The necessity emerged as part of the event previously mentioned, has forced us to make different adaptations to continue working with students, so I can say now that another characteristic that has become part of my identity is the adaptive capacity.

Regarding to my teaching philosophy, first of all I am totally convinced that teaching English as a lingua franca is not only a privilege but also a real challenge as it has become a truly global language and it implies the commitment of preparing students to be able to communicate effectively in any context they face in the real life.

Taking this into consideration, I have called my teaching philosophy "Reflective – affective" and I have named it like that as I consider the aspects of reflexion and affection are necessary to push students towards effective learning. Now I would add a third element to this philosophy: "active", because it is necessary to have students working in an active way in order to take advantage of their energy while they learn by doing.

Nowadays students need to be aware of all the aspects that contribute to their language learning process, that is why it is important to teach them not only following rules or memorizing words, but also to question themselves the reason why they use those rules and vocabulary in the way they are taught, leading them to understand this by having enough practice with the different skills, to develop a good and effective communication.

A first point to consider is that our students are human beings that feel, that have problems or that simply need to be heard, especially when they are teenagers, as they are facing a series of changes and that is why I consider that the teacher needs to look at the affective side of their students.

Here it is necessary to remember the affective filter hypothesis proposed by Krashen: if students feel nervous or anxious, their affective filter is high and it causes that the input provided cannot be acquired, but if students feel comfortable in their classroom environment, their affective filter is low and they can learn through the input given.

A second point to take into account, is that as a teacher I have to promote self-confidence in my students all along the teaching-learning process; for this purpose, motivation plays a really important role. One way of doing this is by emphasizing how much they have achieved in a lesson instead of saying how much they need to learn. This helps to raise students' confidence and a confident student progresses more quickly than one that is not.

I always try to base my teaching in structured and realistic objectives and through the study of this specialization I have given more importance to the aspect of technology, so I try to incorporate this element in my lessons. Another aspect that I have incorporated to my teaching philosophy thanks to this specialization is the intercultural one as I have seen the relevance it has when we use a second language in order to achieve good communication by understanding other people's contexts and ways of thinking.

I consider that this teaching philosophy helps me to cope with current Mexican teaching needs, which focus on the Communicative Language Teaching approach, because when students feel good in their learning environment and can go further, due to the reflection they do about the activities carried out and understand the value or usefulness they have for everyday life, they get more engaged with their learning process and are willing to learn by themselves, so they look for other sources that fulfil their interests.

1.02 Theoretical foundations

1.02.1 Theory underlying teaching practice and identity

In order to support the lesson that will be shown in this piece of work, it will be mentioned the main theoretical aspects that have been taken into account to design the activities that are part of this planning. These activities also consider to highlight students' awareness towards culture, in order to develop cross cultural competence.

The activities planned have the purpose of leading students to become communicative competent in the use of a second language, in this case English. It is well known that English, as a lingua franca, has become a skill of first order and that is why students are taught this language since they are in basic education level.

The main theory in which this piece of work is based is Vygotsky's sociocultural theory. According to Vygotsky (1896-1934), learning has its basis in interacting with other people. Once it has occurred, the information is then integrated on the individual level.

Sociocultural theory focuses not only how adults and peers influence individual learning, but also on how cultural beliefs and attitudes impact how instruction and learning take place.

Vygotsky made reference to "basic mental functions" which are attention, sensation, perception and memory. Through interaction with the sociocultural environment, these mental functions change into more sophisticated and effective mental processes, which he called "upper mental functions".

Another important aspect he pointed out was the concept of Zone of Proximal Development which he defined as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers".

In this piece of work this concept is taken into account, as in different activities that are part of the lesson plan presented here, collaborative work is highly promoted with the purpose that students get help from and help each other, which gives them lots of opportunities to learn more about the use of the language, as well as to have new perspectives of a topic.

It is well known that through interaction students are able to get a joint between theory and the real use of language in context, in order to be able to deal with any type of communicative situation.

Another theory that was found quite useful to support this piece of work is Behaviourism. According to this school of thought, learning is based on the interaction between a stimulus and a response, understanding the stimulus as any type of input that causes the learner to change his activity or behaviour and the response as what the learner does as result of given stimulus (Watson, 1913).

In the study of a second language, comprehensive input is understood as written or spoken language at which the learner is exposed and that is at a cognitively challenging enough level to keep them interested and motivated.

This idea is reinforced by Ellis and Wells (1980) who state that "If learners do not receive exposure to the target language they cannot acquire it. In general, the most exposure they receive the more and the faster they will learn".

Once students have incorporated structures or vocabulary to their brains through socialization and are able to use them in a natural way, it is said that they have reached intake, which refers to what is actually internalized by the learner (Corder, 1967).

It has found support in Behaviorism because in second language teaching, it is very useful to work by using stimulus – response to reinforce abilities in students, as well as by using positive or negative reinforcement, which at the same time are used as stimulus, expecting to have "positive" responses that will contribute to enhance students' learning process.

An approach that has been considered is the one of operant conditioning proposed by Skinner (1938), which states that an individual makes an association between a particular behavior and a consequence. It relies in the fairly simple premise that actions that are followed by reinforcement, will be strengthen and more likely to occur again in the future.

When teachers find the suitable and right reinforces for their students, they start improving their learning and it is observable in class when students show the ability to understand information, perform an activity or communicate by using English either in oral or written form.

The Intercultural approach is also supporting this piece of work, as it highlights the importance to know and understand not only the own culture but also to consider the context where people are immersed in, as in this way it is easier to understand why people behave in certain ways or the reason of their reactions in specific situations.

This will help students to understand the different barriers that have been created through the time and look for options to face them with the purpose of avoiding communication breakdowns. It is fundamental to consider as it is the first step to guide students' attitudes towards intercultural competence.

According to Byram (2009), "the basis of intercultural competence is in the attitudes of the person interacting with people of another culture", so one more element that was used to support this assignment, is Michael Byram's intercultural communicative competence model, as this is a perfect guide to reach the teaching purpose of promoting and developing inter-culture in the classroom, as a first step.

Focusing on how the learning process takes place regarding to second language acquisition, the model presented here takes some elements of Krashen's theory of second language acquisition; this approach is supported by the idea that *language acquisition requires meaningful interaction in the target language in which the students do not worry about form of utterances but with the messages they are conveying and understanding. In this sense, comprehensible input is necessary for the acquisition of language* (Krashen, 1980).

Krashen's theory of second language acquisition involves five hypotheses: the natural order hypothesis, the monitor model, the acquisition learning dichotomy, the input hypothesis and the affective filter hypothesis, which emerged from the monitor model.

- The natural order hypothesis stablishes that rules of language are acquired in a predictable order. In this case, the lesson planning presented follows a sequence which lead students to acquire grammar rules in a specific order.

- The monitor hypothesis proposes that learning can serve as a monitor of learners' production, focusing on the form of the target language, knowledge of the rule and time. It sees language as information processing at the cognitive level. In this planning it is considered by giving students the chance to reflect how well they are dealing with grammar through individual, pair or group correction.

- The acquisition learning hypothesis says that acquisition is a subconscious and incidental process whereas learning is a conscious and intentional process. This is promoted in the lesson by making students reflect on the different purposes they have when using the language.

- The input hypothesis sets that language is acquired through exposure to comprehensible input. Through the lesson students are provided with a wide variety of resources that help them to contextualize the situation in which they will need to communicate.

- The affective filter hypothesis refers to the individual factors that have to be considered as they can affect learner's degree of success in acquiring a second language. Those factors can have a positive or negative influence and they include motivation, attitude, confidence and anxiety. In this lesson planning, the teacher participates by assuming several roles (mentor, assessor, counselor, etc.) in order to support students in minimizing the affective filter and avoid situations that affect or slow their learning process.

1.02.2 Theoretical basis about language, language learning and language teaching of this model.

Talking about the theoretical basis about language, language learning and language teaching of this model, it relies on the principles of the Generative Grammar developed by Noam Chomsky (1950), as the idea that language is a cognitive property of humans is shared. According to this theory, language is produced in a gradual way, passing by different "levels" that include the aspects of phonetics, phonology, morphology, syntax and semantic.

Going into detail about these aspects, phonetics is known as the study of acoustics and articulation of speech (the sound waves produced by someone when speaking, are listened by someone else and this person translates them into mental representations of speech sounds); phonetics refers to analysing the speech sounds into syllables and pattern them suitably.

In the next level, morphology, the groups of sounds are organized into meaningful units which receive the name of morphemes, and words; after this, syntax takes place when words are organized into phrases and sentences; in the last level, semantics, the sentences and phrases that are heard, are transformed into thoughts and ideas, which can be used by a person to stablish communication.

Summarizing, generative grammar (Chomsky, 1950) highlights that sentences are generated by a subconscious set of procedures in human beings' minds and these procedures are modelling through a set of formal grammatical rules, which tell us the order in which words must be placed.

In the lesson planned here, students are guided to realize about the grammar rules of English language as well as their communicative function, so those grammar structures are checked in detail and students are provided with practice as it helps them to understand how grammar is used to communicate in context; finally, feedback is provided.

This theory is also taken into account as this is a theory of competence: "*a model of the psychological system of unconscious knowledge that underlies speaker's ability to produce and interpret utterances in a language*" (Nordquis, 2020). In the case of the school in which the lesson has been carried out, the syllabus has been designed in the framework of a competency based model, in which the main goal is to form students who develop enough knowledge and abilities to solve real-life problems.

Another author in which this piece of work is based is Jerome Bruner, who supported the idea that intellectual development was better than memorizing. The main principles that have been taken into account from Bruner's (1961) constructivist and discovery learning theory, are the ones that say that curriculum should foster the development of solving-problem skills, through the processes of inquiry and discovery and the one that claims that the curriculum should be designed, so that the mastery of skills leads to the mastery of still more powerful ones.

The idea of this lesson is to provide students with good practice activities, in order to give them the opportunity to improve their level of mastery of the four skills: reading, listening, speaking and writing.

1.02.3 Theoretical foundations about the assessment instruments designed.

Talking about the theoretical foundations that were considered to decide on the strategies and instruments that would be used to assess students' progress and performance, it is taken into account O´Malley (1996) Performance Based Assessment approach, as it is thought that it demands from the student to "construct" something and make it "visible" either in a written or an oral form, based on these characteristics: constructed response, higher order thinking, and "process and product".

In the part of formal assessment, Brown's (2004) concept has been considered as it indicates that formal assessment is "*systematic, planned, sampling techniques constructed to give teacher and student an appraisal of student achievement*", so the idea that it is much better to emphasize what students can do instead of saying what they did wrong, is widely shared.

Another approach that has been taken into account, is the one proposed by Ghaith (2002), which is an alternative assessment approach based on cooperative learning and which lays in the principles of "positive interdependence, individual accountability, face to face interaction, interpersonal and group skills as means to achieving individual and group goals".

In this lesson, students constantly work in small groups or as a whole group; this gives students the opportunity to interact, to learn from each other and to support each other, which can reduce stress when trying to get a goal.

Informal assessment is present all along the lesson; it is part of the everyday class since the first moment students start participating, interacting, working individually, in teams or as a whole group. It is done while an activity is taking place in the class, by monitoring or when an activity finishes.

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 Lesson Plan

Here there is the lesson plan to be performed in different sessions with students:

Lesson Planning

a. Identification cell

Author: Nohemi Collado Lazcano	Educational stage: 4th Semestre, high school level
Title of your lesson plan	"Going beyond borders"
Learning Objective of the plan / Competency	• Language purpose: By the end of the term, students will have used the structures of conditional types zero, one and two, to communicate possible situations in the future based on a condition in the present, as well as imaginative situations in the context of publicity, in order to promote autonomous learning. • Formative-intercultural purpose: By the end of the term, students will have used the structures of conditional types zero, one and two to promote a product or service in an English speaking country, in the frame of its culture, developing cross curricular culture.
Communicative skills considered	Writing, speaking, reading, listening.
State of the following options	The grammar points will be recycled in the reading skill, whereas the grammar and cultural elements will be recycled in the listening skill.
Functions	• To express facts. • To express possible future events. • To talk about and promote a product/service. • To make offers. • To talk about imaginary situations.
Main grammar structure	Zero, first and second conditional forms.
Other grammar structures	Present simple, simple future.

Brief description of the plan	To recover the grammar structures of conditionals, type zero and one, checked in the previous semester, using them to introduce the structure of second conditional and guide students to use these structures in a real-communicative purpose, through a video in which they will promote a product or service in an English speaking country, supported by previous research about the cultural aspects of that English speaking country.
	To recycle both elements, grammar and culture, in reading and listening activities, to reinforce them in the students and to offer more guided practice to improve these skills.
	The outcome expected is that students communicate in oral and written form, promoting a product or service to an English speaking country by using the structures of conditionals zero, one and two, as well as other structures they already know, getting involved in the cultural aspects of those countries.
Hours of the plan implementation	8 hours.
Number of sessions	8 (one hour sessions).
Contents required for the lesson	Grammar notes of conditionals from the student's book. TED about culture. Reading exercise containing the grammar structure of conditionals. Online listening exercise about London (English speaking country).
Link of the content	https://www.ted.com/talks/julien_s_bourrelle_learn_a_new_culture
	http://www.learnenglish-online.com/grammar/readings/secondconditional
	https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/tour-london
EEAILE tutor online	Alma Delia García Salazar.

Teacher's name	Nohemi Collado Lazcano		Date: May. 2020

Subject: English IV	Skill to be developed: Writing / Speaking	Time per session: 50 min.

PURPOSE:
By the end of the lesson, students will have clear the differences between the zero, first and second conditional structures in order to talk about expected results, possible events in the future as well as hypothetical situations and will be aware about how culture affects communication.

GENERIC COMPETENCE: To communicate experiences, events, achievements an opinions in English by using the proper structures and vocabulary in oral and written form, in formal and informal contexts.

Number of Session	Teaching - Learning Activities		Materials / Resources	Evaluation	Possible problems	Possible solutions
	Teacher's activities	Students' activities				
1	**Warm up** Comments that she did not sleep well last night and says what happens to her when she doesn't sleep well. Asks students to share with her what happens to them when they do not sleep well. Finally adds: "If I sleep well tonight, I will feel better tomorrow but If I didn't sleep well tonight, I would feel even worse tomorrow".	Listen to the comments and share their ideas with the teacher.		Informal assessment. Teacher will listen and give delayed correction in case of mistakes.	Students could not know some words how to say their ideas in English.	Teacher helps students by writing down her ideas on the board, highlighting the main part of the structure.
	Pre activity - Writes the following phrases on the board: "When I have money, I usually spend it in videogames", "I will visit the White House in Washington if I travel to the U.S.A." and "If I were British, I would drive on the left side" to introduce the topic of conditionals and asks students to analyze what those sentences are	- Read the information written on the board and analyze what those sentences express. Recover their previous knowledge of the topic of zero and first conditionals (studied in the previous semester).	-Blackboard -Markers	Informal assessment. Peer evaluation Self-evaluation	Students may find difficult to understand the differences with second conditional.	Teacher will clarify questions by giving examples.

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	expressing (cause and effect) in order to bring back their previous knowledge of this topic. - Asks to give some similar ideas by using a substitution drill exercise. - Asks to get the grammar structures of each conditional form from the examples that have been previously given and write down those structures on the board. - Asks them to get help from the grammar reference contained in their student's book, units 4, 5 and 9..	- Participate in the substitution drill exercise to make similar examples. - Analyze the examples and get the grammar structure of each type of conditional. - Check the information in the book and get the grammar structures.				
2	**While activity** - Shows a power point presentation to check the grammar point of conditionals in detail. - Organizes students in pairs and provide them with some handouts to practice the structures of conditionals. - Asks to work in small groups with the grammar exercises contained in the student's workbook. - Checks answers with students on the board, giving clues to guide them to identify their mistakes, reflect on the reasons of those mistakes and find the right answers by themselves.	- Pay attention to the presentation and make the necessary questions to clarify the information. - Answer the handouts given with their partner, taking into account the points given in the presentation. - Answer the grammar exercises contained in their student's workbook. - Identify their mistakes, think about the reasons of those mistakes and make the necessary corrections. - Help each other to get the correct answers.	-Handouts -Student's book -Workbook	Informal assessment: Peer evaluation Self-evaluation	Students might get confused with the communicative intention of each type of conditional	Teacher will give personal real examples.

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	Post activity -Organizes students in pairs and give them a conditional bingo card. -Gives the instructions to play the game: she will read part of a condition sentence and students will have to check if they have the other part that matches with it in their cards and cross it out. The first couple that gets all their phrases crossed out in their cards will have to say "bingo" and will be the winners. - Gives a prize to the winners (candies)	- Work with their pairs and check the bingo card. -Pay attention to the instructions given. - Listen to the part of a condition sentence and check if they have the part that matches with this in their cards. If it is the case, they cross it out. - Say "bingo" in case they cross out all their sentences. - Receive the prize in case of being the winners.	- Bingo cards - Pencils	Heteroevaluation	Students may misunderstand the phrases	Teacher will repeat the phrases twice.
3 - 6	**Pre activity** - Asks students to say what culture means for them. - Plays a TED titled "Learn a new culture" by Julien S. Bourelle. - Asks students to check how much their concept matches with the information given in the TED, rebuilt their concept of culture and write it down in their notebooks to share with the group. - Writes on the board a list of the main elements considered part of culture.	- Share their personal concept of culture. - Watch the TED and take some notes. - Check how much their concept matches with the information given in the TED, rebuilt their concept and write it down in their notebooks to share with the group. - Participate to build the list of the elements considered part of culture.	TED: https://www.ted.com/talks/julien_s_bourrelle_learn_a_new_culture	Informal assessment	Students may have opposite ideas about their personal concept of culture.	Teacher will promote respect towards students' ideas.
	While activity - Organizes teams and writes a list of English native speaking countries on the board.	- Join to their teams and write a list of English native speaking countries on the board.	List of English native speaking	Check list (Leaflet).	- Students might find difficult to	- Guide students to get an agreement. 16.

	- Asks teams to choose one of the English – Speaking countries from the list. - Asks to research about the culture of the country they have chosen, pointing out that they have to consider all the elements that they talked about in the previous session. - Asks to discuss in their teams what are the most representative aspects to consider about culture in the chosen country. - Asks students to create a leaflet summarizing the main aspects discussed, including illustrations, a cover page and references (resources used for research). It will also be required to use specific software for this purpose (Microsoft publisher will be suggested). - Monitors the activity, helping students with questions they have.	- Choose one of the English – speaking countries from the list. -Research about the culture of the country they have chosen, considering all the elements that they talked about in the previous session. - Discuss in their teams what are the most representative aspects to consider about culture in the country chosen. - Create a leaflet considering all the points required. - Show the teacher their progress and make the questions they have.	countries		agree on the most important elements.	
	Post activity - Asks students to work in their teams again in order to create a video where Ss have to promote a product or service in the country they worked with in the previous session, taking into account the information they got as well as the following aspects:	- Organize themselves in teams again and pay attention to the teacher's instructions. -Make the questions they consider necessary about the activity.	-Cellphone -Computer -Camera	Check list (video)	Students may face problems with organization.	Teacher will monitor students constantly and will support them.

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	a. To use conditionals Type 0, 1 and 2 to introduce their product/service; to explain how it works, its benefits. b. To make attractive offers/sales to appeal people to buy or hire their product/service. c. Include students' voices, images and other necessary resources d. The video must last from 2-3 minutes. All of the team members have to participate in the recording. e. Consider cultural elements of the country in order to convince the public to buy or hire the product/service. f. Show respect and empathy towards your public (people from the country students are in charge of). - Asks to prepare the script of the video first and show to her to be checked. - Checks students' drafts, make the necessary corrections and suggest some ideas for the video. - Organizes the teams to have the presentation of the videos in class.	- Work in their teams to get the first draft of the script for their video and ask the teacher to check it. - Before recording the video, they check pronunciation in online dictionaries and ask teacher for help if necessary. - Share the video with classmates.		Rubric (Writing) Rubric (speaking)	- Students could find difficult to prepare the script.	- Teacher will provide them with some ideas and resources.

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	Closing	Make comments regarding		Informal	- There could	- Teacher will
	- Ask students to say what or how cultural and intercultural elements are taken into account in the videos.	cultural and intercultural elements observed in the videos.		assessment.	be so long interventions.	moderate time for interventions.
	- Asks to give a conclusion about how intercultural competence can be developed and how important is this when using English as a lingua franca.	- Make a conclusion about how intercultural competence can be developed and how important is this when using English as a lingua franca.				

Subject: English IV		Skill to be developed: Reading		Time per session: 50 min.		
PURPOSE: By the end of the lesson, students will have reinforced their comprehension of the communicative functions of first and second conditional structures in order to be able to express a possibility in the future and an unreal situation in a specific context.						
GENERIC COMPETENCE: To communicate experiences, events, achievements an opinions in English by using the proper structures and vocabulary in oral and written form, in formal and informal contexts.						
Number of Session	**Teaching - Learning Activities**		**Materials / Resources**	**Evaluation**	**Possible problems**	**Possible solutions**
	Teacher's activities	**Students' activities**				
7	**Warm up** Shows some bills (toy) to students and makes the following question: "Do you think money makes people happy? If I had a lot of money, I would buy whatever I wanted". What would you buy if you had a lot of money?	Listen to the comments and share their ideas with the teacher.	Toy bills	Peer correction	Students could not know some words in English	Teacher helps students with vocabulary.

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	Pre reading - Projects the title of a text. - Makes the following question: what would you expect to find in this piece of reading? - Asks students to discuss with a partner what they think the text will be about and socialize with the class. - Distributes photocopies of the reading and will give students one minute to read the whole text in order to get the general ideas of it (skimming). - Makes questions about new vocabulary for them and will ask them to try to guess meaning from context - Will support students with meaning.	- Participate in class sharing their ideas. - Receive the photocopy and read quickly to get the general ideas. - Make questions about new vocabulary. - Try to infer meaning from context.	-Projector -Handouts	Peer evaluation Self-evaluation	Students would disagree with some ideas	Teacher will moderate interventions.
	While reading - Asks for students' participation to read aloud a paragraph of the text and will ask them to pay attention to the information to understand the whole text. - Chooses five students to read the statements to be answered. - Guides students with the selection of information to decide on their answer, by underlying key words (verbs, nouns) in it and looking for information in the text that	- Read aloud a paragraph of the text and pay attention to the information to understand the whole text. - Select information to decide on their answer, by underlying key words (verbs, nouns) and looking for information in the text that matches with what the	-Handouts - Projector	Peer evaluation. Self-evaluation. Rubric (reading comprehension)	Students might get confused with the communicative intention of each type of conditional.	Teacher will give personal real examples.

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matches with what the statement says, underlying this information. -Guide students to make them reflect on the selected information to decide on their answer. - Asks students to compare answers with a partner, to check the differences they find and to agree on the correct answer. - Checks the final answers of the whole exercise with students and answer the doubts they could have.	statement says. - Reflect carefully on the selected information to decide on their answer. - Compare and agree on the correct answers. - Check their answers and make the necessary corrections.				
Post reading -Asks students to discuss in groups of three people what they would not do if they won the lottery.	- Discuss with their groups what they would not do if they won the lottery.		Heteroevalua tion	Students could make grammar mistakes.	Teacher will make delayed correction.

Subject: English IV		Skill to be developed: Listening		Time per session: 50 min.		

PURPOSE:
By the end of the session, students will have practiced some strategies to deal with listening exercises in the context of tourists attractions in an English speaking country, in order to improve their listening skills and will have reinforced the use of conditionals in a personal context.

GENERIC COMPETENCE: To communicate experiences, events, achievements and opinions in English by using the proper structures and vocabulary in oral and written form, in formal and informal contexts.

Number of Session	Teaching - Learning Activities		Materials / Resources	Evaluation	Possible problems	Possible solutions
	Teacher's activities	Students' activities				
8 (Laboratory)	**Pre listening** - Projects some images related to different tourist attractions in London as well as a list with those attractions names. - Asks students come to the board and match words with the images. - Asks to share what they know or have heard about those tourist attractions.	- Identify the places shown in the pictures and come to the board to do the matching with their names. - Share what they know or have heard about the sights shown.	-Projector -Markers -Website	Pair-evaluation	Students would not have any idea of the places. shown.	They will be allowed to get help from the net.
	While listening - Provides students with the link they will work with. - Asks them just to listen first and take some notes of what they could understand. - Reads the instructions and asks them to open the first exercise in which they will have to order a series of places where the tour of London by bus will pass. - Asks them to try to predict the order and share their	- Access to the link they will work with. - Listen and take some notes of what they understood. - Read the instructions and open the first exercise in which they will order the places where the tour of London by bus will pass. - Make their predictions and share them with a partner.	- Computer - Website: https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/tour-london	Self-evaluation	- Students could have questions about how to answer the exercise online.	- Teacher models how to answer it. - If it is necessary the audio will be played for a third time to verify the answers. 22.

	ideas with a partner. - Asks to play the audio for the second time, listen and do the activity at the same time. - Asks to check their feedback provided by the site for this part of the exercise. - Reads aloud the instructions for the second exercise, which is a multiple choice questionnaire and clarify students' questions. - Instructs to read the questions with their options and choose the answer according to what they know or just by inferring and check their result. - Asks to listen to the audio again while answering the exercise and check their results by clicking the "check" button. - Asks them to compare their results when answering by experience and the ones got by listening to the audio and invite them to say if this strategy suits them. - Asks to think about their general result and share if they found the exercises interesting and/or challenging.	- Play the audio for the second time, listen and do the activity at the same time. - Check their feedback given by the site for this part of the exercise. - Listen and read the instructions for the second exercise and, if it is the case, make the questions they need. - Read the questions with their options and choose the answer according to what they know or just by inferring and check their result. - Listen again, answer the exercise and check their results. - Think about their general result and share their opinion about the exercises.		Self-evaluation: (Computer Assisted Language Learning) Self-evaluation (Computer Assisted Language Learning) Self-evaluation	- Students could feel disappointed because of their results. It could be problems with the site. - Students could feel disappointed because of their results.	- Teacher will encourage students to continue working. Teacher will ask for help. - Teacher will encourage students to continue practicing.

Post listening					
-Makes students a pair of questions to discuss in class:	- Share their answers to the questions given with the class, using the grammar structure of conditionals.	- London sights images	Heteroevaluation	- Students could not use the structures expected.	- Teacher will guide them to rebuild their ideas by using conditionals. .
➢ What sights will you visit when you go to London?					
➢ What would you change to the tour of London if you could do it?					

2.01.1 Rationale behind activities, materials and assessment.

The lesson presented here was designed taking into account three main points: the characteristics of the group, the syllabus of the school where students belong to and the syllabus of this specialization. At the same time, these aspects were considered in the design and selection of materials, strategies and the assessment tools.

➢ *Class profile*

The class is formed by 39 students whose range of age is 16-18 years old and who are taking the fourth semester of high school. Most of the students live in Iztapalapa, Chalco, Ixtapaluca, and other small towns in Estado de Mexico; it is important to mention that the school is located in Iztapalapa and belongs to the public sector.

Talking about the students' learning style, it is necessary to say that they are mainly visual and auditory. They like collaborative work and accept facing new challenges.

At this age, students are quite agile, curious, they have abrupt changes of mood, so it is important to take into account all the aspects previously mentioned, in order to decide on the kind of strategies, dynamics and activities to work with them in class, select the most suitable materials as well as to decide on the ways and instruments to assess their performance, at the beginning, throughout and at the end of the term.

➢ *Assessment purpose*

The general purpose of the different instruments and strategies designed or chosen to assess students in this lesson, is to make students aware of their progress in the "mastery" of the four skills: reading, listening, speaking, writing, as well as the use of English.

One of the specific goals is that students realize how much they have learnt and how they are able to use that knowledge at a specific moment to communicate in different situations, making them realize about the different subskills they can work with in order to improve in each skill and get a higher level of mastery in the use of the language.

Another specific goal is to make students aware of the usefulness that the English language can have in their lives and make them notice what the word competence in the use of the language means and how competent they can be.

The purpose is that students focus on the progress they have reach at a specific point in time, not their lack of knowledge, motivating them to continue working to improve their skills. In case students do not do well, the teacher supports them to transform their weaknesses into strengths, by monitoring and providing extra help during or after the lesson.

It is also important to mention that in this project, informal, formal and alternative assessment are used, due to the fact that the series of sessions described here, took place during the course, not at the beginning or at the end of it, in which students' knowledge, performance and skills regarding to the use of the language were evaluated, focusing on a specific grammar topic, intercultural elements and group work.

2.02 Tools designed to assess and test the progress of students.

The tools that were designed to have the formal part of assessment are the following ones:

- A check list, to evaluate a leaflet that was created in the writing-speaking part of the lesson.

Check list to evaluate a Leaflet

Students' names: (TEAM 1) _____

Class: _____

Aspects to evaluate	Yes	No	Comments
Grammar/Spelling			
The grammar structures used in the leaflet express clearly interesting pieces of information about culture of a specific country. Correct spelling is observed.			
The students include different grammar points to fulfil the task, dealing with them properly.			
Coherence			
The ideas follow a logical sequence.			
Vocabulary			
The leaflet contains a good variety of vocabulary related to the culture of a specific country.			
The words and expressions used are suitable with the context of the country to which it is aimed.			
Format			
The leaflet: Contains a title.			
Is well organized: paragraphs and images well distributed, with a logical sequence.			
Include images related to the topic dealt with and do not interfere with the written text.			
The design is attractive, so it catches the readers' attention.			
Was made in any of the following formats: Word, Power point or Publisher.			
Contains references.			
Delivery			
The leaflet was handed in on time.			
The leaflet was handed in by the means required			

Extra comments:
Grade:

- A rubric to evaluate a script that students previously created to record a video.

ANALYTIC RUBRIC FOR EVALUATING A SCRIPT PREPARED FOR A VIDEO

Students' names: (TEAM 1)

Class: _____

4TH SEMESTER RUBRIC : Writing	4 Strong	3 Moderately strong	2 Shows enough ability	1 Shows basic ability
Content				
Paragraph structure	The text is properly organized, showing interventions clearly. All the writing makes sense and uses strong vivid language.	The text is properly organized, showing interventions clearly. Most of the writing makes sense and uses strong vivid language.	The text is not properly organized; however, interventions can be identified. Some parts of the writing do not make sense and use a few strong vivid language.	The text is not organized, so it is not easy to identify interventions. Many parts of the writing do not make sense and do not use strong vivid language.
Sentence structure	All the sentences have a subject, verb and complement. All the subjects and verbs match. It contains sentences correctly written with the zero, first and second conditional structures.	Most of the sentences have a subject, verb and complement. Almost all the subjects and verbs match. It contains sentences correctly written with the zero, first or second conditional sentences.	Some of the sentences have a subject, verb and complement. Some subjects and verbs match. It is shown a few of the zero, first and second conditional sentences.	Only a few of the sentences have a subject, verb and complement. A few subjects and verbs match. There are only 2 or 3 ideas written with the zero, first and second conditional structures.
Legibility	The document is easy to read and is properly spaced with proper letter formation.	Readable with some spacing/ letter formation.	Readable with few spacing/ letter formation.	Difficult to read due to spacing/forming letter.
Spelling and Capitalization	All words are spelled correctly. All the sentences and proper nouns begin with a capital letter.	Most words are spelled correctly. Most of the sentences and proper nouns begin with a capital letter.	Some words show spelling mistakes. Some of the sentences and proper nouns begin with a capital letter.	There are several spelling mistakes. Most of the sentences and proper nouns do not begin with a capital letter.
Punctuation	All the sentences are punctuated correctly.	Most of the sentences are punctuated correctly	Some of the sentences are punctuated correctly.	Most of the sentences do not use punctuation correctly.

- A check list and a rubric to evaluate a video recorded by students to evaluate their speaking performance.

Check list to evaluate the product: Video promoting a product or service

Students' names:_(TEAM 1 _____

Class: _____

Aspects to evaluate	Yes	No	Comments
Speaking			
The students: Talk about a product or service and their speech is addressed to a native English speaking country.			
Explain the main aspect and purpose of the product/service and describe the way it works in detail.			
Speak fluently, using the appropriate expressions for the country they address the product/service.			
Show clear and correct pronunciation, with a good level of voice; the intonation is appropriate for the public aimed.			
Do not make unnecessary pauses or seems to get distracted while speaking.			
Grammar			
The students use the structures of conditional type 0 and type 1 to introduce and explain how the product/service works as well as its benefits.			
The students use the grammar point conditionals type 1 and 2 to make offers about the product/service.			
The students use correctly other grammar points to fulfil the task.			
Coherence			
The speech is understandable; the ideas follow a logical sequence.			
Format			
The video is presented in a standard format.			
Good resolution and good level of volume.			
Delivery			
The video was handed in on time.			
The file has a name which is easy to identify.			

Extra comments
Grade:

ANALYTIC RUBRIC FOR ASSESSING SPEAKING SKILLS

Student' name: _____

Class: _____

4TH SEMESTER RUBRIC : Speaking	4 Strong	3 Moderately strong	2 Needs some practice	1 Needs support
Content				
Pronunciation	Very clear, so easy to understand.	Easily understood despite the influence of the mother tongue can be detected.	There are pronunciation problems, so that listeners need full concentration.	There are serious pronunciation problems that the speech cannot be understood.
Grammar	No or few grammar errors.	Sometimes there is a mistake but it does not affect the meaning.	Often make mistakes making the meaning hardly comprehensive.	There are serious grammar mistakes that the message cannot be understood.
Vocabulary	Using the appropriate vocabulary and expressions.	Occasionally using less precise vocabulary and should be explained again.	Often using inappropriate vocabulary.	Vocabulary is very limited so that the speech cannot be continued.
Fluency	Very fluent: able to speak easily.	Fluency is slightly disturbed by the language problem.	Often hesitated and stalled because of the language limitations.	Talk disjointed and stopped so that the speech cannot go on.

Created by: Rukmini, D & Saputri (2017),
Adapted by: Nohemi Collado Lazcano.

▪ A rubric to evaluate students' reading comprehension.

RUBRIC TO EVALUATE STUDENTS' READING COMPREHENSION

Student' name: _____

Class: _____

RUBRIC : READING COMPREHENSION	Very good	Fair	Needs more work
Overall reading comprehension	Comprehend what is written as the reader is able to assign meaning to full ideas that are in the text.	Comprehend partially what is written as the reader is able to assign meaning to part of what is in the text.	Comprehend isolated words or phrases but cannot give meaning to the full ideas seen.
Predicting	Is fully engaged in reading so, based on what is understood, is able to make fare predictions on what is going on.	Is partially engaged in reading so, based on what is understood, is able to make some predictions on what is going on.	Finds difficult to understand the ideas, so cannot make enough predictions on what is going on.
Getting details	Get all the details easily and make notes to support their answers.	Get part of the details and make some notes to support their answers.	Get just a few of the details so is not able to make enough notes to support their answers.
Remembering information	Reads critically, being able to remember all the information and later to evaluate, comprehend and interpret it.	Reads carefully, being able to remember most of the information to comprehend and interpret it later.	Find difficult to remember full phrases to evaluate and interpret them.

2.02.1 Rational behind the assessment tools

Here it is mentioned the instruments that were decided to implement for the part of formal assessment of the four skills, as well as the reasons for having chosen them:

- Assessment of writing.

  On the one hand, it was decided to work with a check list to review a leaflet that students had to build by collecting information from different websites and making it coherent and attractive for their readers. The intention was to assess students' ability to organize a written text, making it understandable by using an appropriate style, for the purpose of showing the most important cultural aspects of an English speaking country.

  On the other hand, a rubric was used to check in detail a script that students prepared to record a video. The purpose was to check the script (draft of the video) in detail to communicate students the aspects they could improve before recording the video and at the same time to have them practice with this skill.

- Assessment of speaking

  A rubric was used in this part to check students' ability to convey meaning, as in this case their speaking was based on an oral presentation addressed to promote a product or service, recorded in a video clip.

- Assessment of reading.

  Here students were assessed in the aspect of comprehension of a written text in English in which the grammar structure checked in class was recycled. In this case, students were informally assessed due to the fact that they were working at home because of the pandemic.

  However, a rubric has been proposed to be used in a future class when there is the chance to come back to classes in the classroom.

- Assessment of listening

  In this case, the assessment focused on students' comprehension of spoken English in the context of a bus tour in London. Some advantage was taken of Computer Assisted Language Learning (CALL), as a resource from the net was used, in which students listened to an audio and answered a few questions about what they heard in it, so each student had the chance to evaluate their own performance at home.

2.03 Evidences of the class performed

Materials and resources use during the lesson

➢ Student's book grammar charts:

10 Read the theory. Then, make *Type 0 conditional* sentences, as in the example.

Conditionals Type 0

- We can use conditionals Type 0 to talk about something which always happens as a result of something else. *If you* **heat** *water, it* **boils**.
- We can use **when** instead of **if** in conditionals Type 0. *If/When* sharks **smell** meat, they **get** excited.

1 you/boil/water → it/produce/steam
   If/When you boil water, it produces steam.
2 you/heat/butter → it/melt
3 you/mix red and white → you/get/pink
4 it/rain/regularly → it/help/flowers/to grow
5 I/eat/a lot of chocolate → I/get/spots

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4b

8 Study the examples and complete the rule. Find an example in the advert on p. 32.

Conditionals Type 1

If you **don't hurry up**, *you* **will miss** *the bus*.
If I **have** *enough money, I'll* **move** *to a bigger house*.
Form
.... + present simple → .... + infinitive without **to**
Use
We use conditionals type 1 to talk about **real** or **very probable situations** in the **present** or **future**.
When the *if*-clause precedes the main clause, we separate them with a comma. When the main clause precedes the *if*-clause, we do not separate them with a comma.
- We use **when** to show that something **will certainly happen**. *When I go into town, I'll buy you a newspaper*.
- We use **if** when we **are not certain that something will happen**. *If I go into town, I'll buy you a newspaper (but I'm not sure I'll go)*.
- **Unless** = **if not**. *Unless it rains, we'll go out. (= if it doesn't rain, ...)*

5 Read the theory. When do we use Conditionals type 2? Find examples in the forum discussion.

Conditionals type 2

If-clause	Main clause
If + past simple, →	... **would/could/might** + infinitive without **to**

We use **conditionals type 2** to talk about unreal, imaginary or highly unlikely situations in the present or future.
NOTE: We can use **were** in all persons
If I **were** *the president, I* **would not allow** *hunting*.
I **wouldn't allow** *hunting if I* **were** *the president*.

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➢ Power point presentations:

ZERO AND FIRST CONDITIONAL

fotolia

By Miss Nohemi Collado Lazcano
April, 2020.

CONDITIONAL TYPE ZERO

- This kind of conditional is used to express those things that always happen in the same form. I mean, we can express general truths or habits:

- If you heat water at 100 degrees, it boils.

- If I don't sleep well, I feel sleepy.

Structure

IF CLAUSE	MAIN CLAUSE
IF + PRESENT SIMPLE	WILL + VERB SIMPLE FORM
If we hurry up ,	we will arrive on time.

Important: it is necessary to use a **comma** to separate the if clause to the main clause when you start the first conditional sentence with the if clause.

It is also possible to change the order by putting first the main clause and then the if clause. In this case, you don't have to use the comma.

MAIN CLAUSE	IF CLAUSE
PRESENT SIMPLE	IF + PRESENT SIMPLE
We will arrive on time	if we hurry up.

Examples

- If she doesn't do her homework, she won't learn English.

- If I save money, I will buy a new mobile phone.

SECOND CONDITIONAL

ENGLISH IV

By: Miss Nohemi Collado Lazcano
April, 2020.

Examples
- Joseph might be rich if he tried that new business.

- You wouldn't be the manager if your boss didn't have supported you.

- If I didn't work, I couldn't have my own money.

➢ Exercises (handouts)

6A Grammar **first conditional**

● Complete the stories with the correct form of the verbs in brackets.

If I ^{1} _talk_ to you now, I ^{2} _____ the bus. (talk, miss)

If I ^{3} _____ the bus, I ^{4} _____ late for work. (miss, be)

If I ^{5} _____ late for work, my boss ^{6} _____ angry with me. (be, be)

If my boss ^{7} _____ angry with me, I ^{8} _____ my job. (be, lose)

If I ^{9} _____ you £1,000, you ^{10} _____ a new guitar. (lend, buy)

If you ^{11} _____ a new guitar, you ^{12} _____ a band. (buy, start)

If you ^{13} _____ a band, you ^{14} _____ a j (start, never get)

If you ^{15} _____ a job, you ^{16} _____ me t money back. (not get, never pay)

If I ^{17} _____ you with your homework, you ^{18} _____ it yourself. (help, not do)

If you ^{19} _____ it yourself, you ^{20} _____ anything. (not do, not learn)

If you ^{21} _____ anything, you ^{22} _____ your exams. (not learn, not pass)

If you ^{23} _____ your exams, you ^{24} _____ to university. (not pass, not go)

6B Grammar **second conditional**

ⓐ Write second conditional sentences for the pictures.

1 If I / have more money, I / buy that dress
If I had more money, I'd buy that dress.

2 I / not do that if I / be you
_____

3 / you tidy my room if I / give you a pound
_____ ?

4 If I / can remember her name, I / talk to her
_____

5 You / feel better if you / do more exercise

6 If she / not be ill, she / go to class

7 I / ask somebody if I / speak Japanese

8 What / you do if you / win the lottery

ⓑ First or second conditional? Complete th sentences with the correct form of the ve

1 I'll be surprised if he _pays_ (pay) you tomorrow.

2 If I were you, I _____ (not go) t England in the winter.

3 What _____ (you / do) if you sa snake in your bed?

4 If I don't see you this evening, I _____ (see) you on Friday.

5 Where will we go tomorrow if it _____ (rain)?

6 She'd pass her exams if she _____ (study) harder.

7 If you asked her nicely, she _____ (lend) you the money.

8 If you _____ (not hurry up), we miss the train.

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➢ Student's book exercises:

Conditionals type 0

6 ★ **Put the verbs in brackets into the correct tense.**

1 If you .... **(not/drink)** enough water, you feel thirsty.
2 If you .... **(eat)** too much junk food, you gain weight.
3 When water freezes, it .... **(become)** ice.
4 When you .... **(be)** tired, you can't concentrate.

7 ★★ **Write sentences using the prompts, as in the example.**

1 you/add yoghurt to curry/it/not taste so hot
If/When you add yoghurt to curry, it doesn't taste so hot.
2 you/heat/ice/it/melt
....
3 you/not put/milk in the fridge/it/turn bad
....
4 you/press/this switch/the lights/come on
....

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Conditionals type 2

9b

4 ★ **What would Bill do if he had enough money? Make sentences, as in the example.**

ride in | buy
go on | build

If Bill had enough money, he would ride in a helicopter.

5 ★★ **Put the verbs in brackets into the correct tense to form conditionals type 2.**

1 If people .... **(use)** bicycles to get around, there .... **(not/be)** so much air pollution.
2 If the animals .... **(not/be)** in cages, they .... **(feel)** happier.
3 If people .... **(recycle)** more paper, logging companies .... **(cut)** down fewer trees.
4 If our streets .... **(be)** cleaner, our cities .... **(be)** nicer places to live in.
5 If we .... **(stop)** hunting endangered species, they .... **(not/disappear)**.

Conditionals Type 1

4b

4 ★ **Match the items in column A to those in column B, as in the example.**

1 [d] If it rains,   a I will open the window.
2 ☐ If it gets warm,   b you will feel tired
3 ☐ If you study hard,   tomorrow.
4 ☐ If you go to bed late, c you'll feel healthier.
5 ☐ If you don't eat junk d we won't go out.
   food,   e you'll pass the exams.

5 ★★ **Complete the sentences with the correct form of the verbs in brackets.**

1 If you make dinner tonight, I .... **(do)** the washing-up.
2 I'll order a pizza if I .... **(not/have)** time to cook.
3 If Sheila .... **(wake up)** early, she'll do the shopping.
4 If you drink some tea, you .... **(feel)** better.
5 He'll be late for work if he .... **(not/set)** his alarm clock.
6 If you .... **(not/be)** careful, you'll hurt yourself.

6 ★★★ **Look at the pictures below, then use the prompts to make sentences about what each person will do when they graduate this summer.**

a Fay – buy a car
b Mark – travel to New York
c Gary – get a job
d I – get my own flat
e they – start own business
f Kim – become a fashion designer

Graduate

a *When Fay graduates, she'll buy a car.*
b ....
c ....
d ....
e ....
f ....

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➢ Bingo cards:

Card 1		
I will go to university	I travel the world	I will make pizza and chips
I work very hard	I will work very hard	I am tired in class

Card 2		
it rains tomorrow	I go to the beach	I will be tired in class
I will buy a new mp3 player	I will watch a horror film	I eat too much chocolate

Card 3		
I work very hard	I will work very hard	I am tired in class
I meet the right person	I watch a horror film	I will go to university

Card 1		
I will go to university	I travel the world	I will make pizza and chips
I work very hard	I will work very hard	I am tired in class

Card 2		
it rains tomorrow	I go to the beach	I will be tired in class
I will buy a new mp3 player	I will watch a horror film	I eat too much chocolate

Card 3		
I work very hard	I will work very hard	I am tired in class
I meet the right person	I watch a horror film	I will go to university

➢ TED:

Learn a new culture | Julien S. Bourrelle | TEDxArendal
Ver más tarde   Compartir
2:54 / 13:18   YouTube

➢ Realia

READING
Read the following text and circle the correct answer A. B, C or D

If I Won The Lottery

I can imagine what my life would be like if I won the lottery. Wow! I could do so many things, and my life would be so different. I would love the chance to change my life with the money. The first thing I would do is buy a big, new house. I live in a small apartment, and I have always dreamed of living in a big house in the country. With all that money, I could buy anything I wanted. I don't have a car right now, so I would buy a new car. Or, I might even buy a new motorcycle. I like motorcycles, and I can imagine myself driving down the highway with the wind in my hair.

Of course, I if I won the lottery, I should give some of the money to charity. I would probably give my money to a charity that helps sick children. Also, if any of my friends needed anything, I could help them pay for it. I know many people that have student loans, and I could help them pay the loans back. That would make them very happy. Plus, if I won a lot of money, I would certainly save some of it in the bank.
Also, I think that if I won a huge amount of money, I would open a business. I love to cook, and I have always wanted to open a restaurant. With all that money I could open a fancy restaurant.

However, I know one thing I would not do is travel. I have a friend who won $100, 000 in the lottery three years ago. She took the money and travelled for three months. I think she is crazy. Travelling is nice, but then she had nothing left after her vacation.

I think, however, that the only problem with dreaming about the money I could win is that I have never even played the lottery before. As they say: "You can't win if you don't play."

1. What would the person NOT buy if she won the lottery?
   A. An apartment   B. A car   C. A motorcycle   D. A house

2. What would the person not do if she won the lottery?
   A. Give money to friends   B. Give money to charity.
   C. Pay off student loans   D. Save money

3. Why would she open a restaurant?
   A. Because she is a great cook.   B. Because she likes fancy restaurants
   C. Because they are a good investment.   D. Because she likes to cook.

4. Why would she not travel?
   A. Because she has travelled a lot before   B. Because her friend did not have fun travelling.
   C. Because it is so expensive   D. Because she would have no money when she finished.

5. Do you think she will win the lottery?
   A. Maybe. It depends on her luck   B. No, she did not buy a ticket.
   C. No, It's too difficult with only a few tickets   D. Yes! She's lucky.

➤ Listening websites:

➢ Students collaborative work

Students working in a laboratory session

> Leaflets

Geography

. Australia is one of the 14 independent countries that make up Oceania and is the sixth largest in the world. Surrounded by the (Belez, 2011)it is separated from Asia by the seas of Arafura and Timor. The 7 741 220 km² of surface area of Australia are found on the Indo-Australian plate. Australia has a coastline of 25,760 km1 and claims a wide exclusive economic zone of 8,148,250 km². This exclusive economic zone does not include the Australian Antarctic Territory.

The Great Barrier Reef, the largest coral reef in the world, is located a short distance from the northeast coast and stretches for more than

2,000 kilometers. From a width of 100 to 300 km, it forms a large number of islands. As for the relief, Australia occupies one of the oldest and lowest elevational landmasses on the planet. (Chepar, 2015)

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"INSTITUTOPOLITECNICO NACIONAL"

CENTRO DE ESTUDIOS CIENTIFICOS Y TECNOLOGICOS No.7"

Student´s name:

> Almanza López Leonardo
> Alvear Romero Maximo Emiliano
> Nicolas Cabrales Javier

Teacher: Collado Lazcano Nohemi.

Subject: INGLES 4

Term: Jaunuary-Juny, 2020.

Politic and government

The Australian Confederation is a constitutional monarchy and has a parliamentary system of government. Queen Elizabeth II is currently the Australian head of state and uses the formal title of Queen of Australia, fulfilling a different role than she exercises in other Commonwealth kingdoms. She is nominally represented by the Governor General at the federal level and by the Governor of each state. Although the Constitution provides broad executive powers to the Governor-General, their implementation is generally carried out only with the advice of the Prime Minister. The most notable exercise of power reserved for the Governor-General, outside of the Prime Minister's direction, was Gough Whitlam's release from this latter political post during the 1975 Australian constitutional crisis.

Territorial organization

Australia is divided into six states, two continental territories and other minor territories. The states are New South Wales (NSW), Queensland (QLD), South Australia (SA), Tasmania (TAS), Victoria (VIC) and Western Australia (WA). The two mainland territories are the Northern Territory (NT) and the Australian Capital Territory (ACT). In most of their affairs, territories function similarly to states; however, the Confederation parliament has the power to override any legislation of the state and territorial parliaments. Instead, federal law can only override state laws relating to certain areas as set out in section 51 of the Australian constitution; All residual legislative branches are managed by state parliaments, including hospitals, education, the police, the judiciary, highways, public transportation, and local government.

Flora and fauna

Although much of Australia is desert or semi-arid, there is a great diversity of habitats in it, from alpine heaths to tropical rain forests. Due to the great age of the continent, the low fertility of its soils, its different variable climates and its prolonged isolation from the rest of the continents, the Australian biota is unique and diverse. About 85% of flowering plants, 84% of mammals, over 45% of birds, and 90% of fish in temperate coastal areas are endemic.50 Many of Australia's ecoregions and the indigenous species that live in them are threatened by human activities and by the introduction of exotic species. The Environment Protection and Biodiversity Conservation Act of 1999 is the legal framework used for the protection of threatened species. Numerous protected areas have been created by the Biodiversity Action Plan to protect and conserve the continent's unique ecosystems; 64 wetlands are registered under the Ramsar Convention and there are also 16 sites declared World Heritage of Humanity. Australia ranks 13th in the world on the 2005 Environmental Sustainability Index (OLUA, 2006)

Ninety Mile Beach

Grippsland, Victoria

Its name is very revealing ("beach ninety miles") and is not surprising because it is the largest expanse of sandy beaches in the world. This is one of the best places to go diving, fishing, surfing and sailing. And in the interior of the country you can also enjoy fantastic walks and excursions.

If you visit this beach, you will return to your destiny very happy and with a pleasant experience.

MEMBERS:

- AGUILAR PALESTINA JUAN DIEGO
- ALONSO FABELA YAEL JESUS
- MOLINA SOLIS ALEXIS
- NUÑEZ BRIOZO JESUS ANGEL

GRUP: 4TM7

AUSTRALIA

BEACHES PARADISE

life is short Live it.

AUSTRALIA

If You have leaving home, You will go to Australia.

Is a wonderful country; If you had want to swim; You would go to the Australias beach,because it is surrounded by the ocean Índico and Pacífico. If you have a wonderful day, you will visit cities in Australia including Sidney,Melbourne and Perth. In Australia you can find unique animal species and wonderful places. If You search a place, You will travel to Australia.

"IF YOU ENTER AUSTRALIA, WILL VISIT ITS BEACHES"

They are recognized world wide for their beautiful.

Yourselves can choose the one you like the most and if you don't like the beach can go to another.

If you didn't have to be quarantined, you could go to Australia, why it has more than 10 000 beaches. Yourself could visit these than have variety to carry out activities how sports and nudists.

now I'll show you two amazing beaches that you should visit before you die

BONDI BEACH.

If you feel bored, go to the beach in especially to a call Bondi beach.

This beach of Sidney is on most "the best of Australia" for a good reason.

If you go to this beach, you will have a good experience why you will enjoy his attractive combination of white sand, waves and sandstone cliffs.

If you don't visit the Bondi beach, you'll get lose a variety of diversions: cafes and bars of fashion, an ocean pool chiseled into the rocks, weekend street markets and an annual sculpture festival.

43.

- Videos

2.04 Evidences of the assessment tools used

Check list to evaluate a Leaflet

Students' names: (TEAM 1)   : (TEAM 1) Maldonado Magaña, Medina Alarcón, Pérez Cuéllar, Ramos Velázquez, Salinas Morales, Vázquez Medina

Class: ____4IM7_____

Aspects to evaluate	Yes	No	Comments
Grammar/Spelling			
The grammar structures used in the leaflet express clearly interesting pieces of information about culture of a specific country. Correct spelling is observed.	✔		
The students include different grammar points to fulfil the task, dealing with them properly.	✔		
Coherence			
The ideas follow a logical sequence.	✔		
Vocabulary			
The leaflet contains a good variety of vocabulary related to the culture of a specific country.	✔		
The words and expressions used are suitable with the context of the country to which it is aimed.	✔		
Format			
The leaflet: Contains a title.	✔		
Is well organized: paragraphs and images well distributed, with a logical sequence.	✔	✔	Some images are big; maybe you could have used the space to add information
Include images related to the topic dealt with and do not interfere with the written text.	✔		
The design is attractive, so it catches the readers' attention.	✔		
Was made in any of the following formats: Word, Power point or Publisher.	✔		
Contains references.	✔		
Delivery			
The leaflet was handed in on time.	✔		
The leaflet was handed in by the means required	✔		

Extra comments: Your leaflet is very nice and catching and you show interesting information, although I think you could have included information about family and traditions. In the part of common social practices, it refers to the specific personal manners that people practice because they have been taught through the time (greeting by kissing on the chick, to pride before having meals, etc.)

Grade: **9**

Check list to evaluate the product: Video promoting a product or service

Students' names: (TEAM 2) Aguilar Palestina, Alonso Fabela, Molina Solís, Nuñez Briozo

Class: ___4IM7_____

Aspects to evaluate	Yes	No	Comments
Speaking			
The students: Talk about a product or service and their speech is addressed to a native English speaking country.	✔		You are inviting the audience to visit some beaches in Australia.
Explain the main aspect and purpose of the product/service and describe the way it works in detail.	✔		
Speak fluently, using the appropriate expressions for the country they address the product/service.	✔	✔	Your speech rhythm is slow at times.
Show clear and correct pronunciation, with a good level of voice; the intonation is appropriate for the public aimed.	✔	✔	Pronunciation must be practiced in advance in order to improve it.
Do not make unnecessary pauses or seems to get distracted while speaking.	✔		
Grammar			
The students use the structures of conditional type 0 and type 1 to introduce and explain how the product/service works as well as its benefits.	✔	✔	Plenty use of them but there are a few grammar mistakes.
The students use the grammar point conditionals type 1 and 2 to make offers about the product/service.	✔	✔	Plenty use of them with some grammar mistakes. You are not making offers.
The students use correctly other grammar points to fulfil the task.	✔		
Coherence			
The speech is understandable; the ideas follow a logical sequence.	✔	✔	There are some pronunciation mistakes
Format			
The video is presented in a standard format.	✔		
Good resolution and good level of volume.	✔		
Delivery			
The video was handed in on time.	✔		
The file has a name which is easy to identify.	✔		

Extra comments
Remember that it is important to make offers to make your tourism service more attractive.
Grade: 8

ANALYTIC RUBRIC FOR EVALUATING A SCRIPT PREPARED FOR A VIDEO

Students' names: (TEAM 2) Aguilar Palestina, Alonso Fabela, Molina Solís, Nuñez Briozo

Class: ____4IM7_____

4TH SEMESTER RUBRIC : Writing	4 Strong	3 Moderately strong	2 Shows enough ability	1 Shows basic ability
Content				
Paragraph structure	The text is properly organized, showing interventions clearly. All the writing makes sense and uses strong vivid language.	The text is properly organized, showing interventions clearly. Most of the writing makes sense and uses strong vivid language.	The text is not properly organized; however, interventions can be identified. Some parts of the writing do not make sense and use a few strong vivid language.	The text is not organized, so it is not easy to identify interventions. Many parts of the writing do not make sense and do not use strong vivid language.
Sentence structure	All the sentences have a subject, verb and complement. All the subjects and verbs match. It contains sentences correctly written with the zero, first and second conditional structures.	Most of the sentences have a subject, verb and complement. Almost all the subjects and verbs match. It contains sentences correctly written with the zero, first or second conditional sentences.	Some of the sentences have a subject, verb and complement. Some subjects and verbs match. It is shown a few of the zero, first and second conditional sentences.	Only a few of the sentences have a subject, verb and complement. A few subjects and verbs match. There are only 2 or 3 ideas written with the zero, first and second conditional structures.
Legibility	The document is easy to read and is properly spaced with proper letter formation.	Readable with some spacing/ letter formation.	Readable with few spacing/ letter formation.	Difficult to read due to spacing/forming letter.
Spelling and Capitalization	All words are spelled correctly. All the sentences and proper nouns begin with a capital letter.	Most words are spelled correctly. Most of the sentences and proper nouns begin with a capital letter.	Some words show spelling mistakes. Some of the sentences and proper nouns begin with a capital letter.	There are several spelling mistakes. Most of the sentences and proper nouns do not begin with a capital letter.
Punctuation	All the sentences are punctuated correctly.	Most of the sentences are punctuated correctly	Some of the sentences are punctuated correctly.	Most of the sentences do not use punctuation correctly.

2.05 Video

Here there is the link of the video:

https://drive.google.com/file/d/1XVaMiAGWldbidXBo_pT2hFoC8AdmoSn2/view?usp=sharing

CHAPTER 3: EXPERIENCE REPORT

It is considered that the activities were carried out without real problems, despite of having to adapt to live under special conditions derived from the unexpected event of a pandemic.

Fortunately, there was the chance to work with students the part of the grammar revision in class before living the pandemic. There was also the chance to organize teams and to talk about the products students would work with.

When classes stop due to the pandemic, it was created a virtual classroom in Google Classroom to continue working with students. At the beginning it was difficult to work with this tool as nobody knew in detail how it worked, in order to take advantage of the different resources it offers; however, through the time it was learned to be used.

Another aspect that was necessary to face was the aspect of time all along the work done to attend students, to organize the information, as well as to adapt and to upload it and later to have a really personalized revision of students' activities in order to make them know about their progress.

Students were provided with all the criteria they needed to know to create their leaflets and to produce their videos; however, the "practical" part of preparing a leaflet, a video and the reading and listening practice were carried out by students at home via electronic communication.

Although students had been provided with all the criteria to create their products, communication by e-mail and WhatsApp, was stablished to answer their questions. It is important to mention that at the end students asked to be given more time to finish their products, as the new working conditions had been also a difficult process of adaptation for them.

Students showed a positive attitude towards collaborative online work, despite the conditions and at the end there was evidence that they really made a big effort to accomplish their tasks, as really good products were received.

Talking about the outcomes, first I will mention that students reinforced their technological and social skills to solve their tasks, because they created quite good leaflets as well as catching and interesting videos, which has generated ideas to add in the criteria to be used in the near future.

Through these products, students showed what they had learnt in previous semesters, as well as the knowledge acquired in the course, that in this case was the use of three types of conditional sentences: zero, first and second; they used the structures correctly to fulfil the communicative purpose of making offers about a product or service, taking into account the cultural elements of an English speaking country.

Referring to the productive skills, it is considered that at the end students reached the purpose of communicating effectively in English both in written and oral form. It is important to highlight that they demonstrated a clear understanding of the culture of the main speaking countries through all their products.

Talking about the receptive skills, it can be said that students were able to comprehend spoken language from an audio in which a tour to London was described, as well to comprehend the language in a written form, in which the grammar structure previously studied was recycled, so they had the opportunity to identify the communicative purpose of the structure in a different context.

Regarding the part of reading, it is necessary to say that for some students it was not easy to work the part of the use of reading strategies, even though they were explained and guided in each strategy, they couldn't catch at a first sight how to deal with it themselves, so it was necessary to provide them extra support by the teacher or by a more experienced peer.

At the end, for those students who could don't deal with this, it was solved by allowing them to do as they normally do when reading a text, using their own strategies, even the ones they use when they read in Spanish, to get the right answers. At the end they were asked to try to find similarities with the strategies previously provided.

It is worth to mention that thanks to students' attitudes and willingness to continue working, everything went well.

In general, students were satisfied with their feedback and some of them expressed that despite being challenging activities to be done under special conditions, they were happy to see that they had could face these challenges successfully.

Even though it is more difficult to work in this way, perhaps as it is not the common way to do it and there is not enough knowledge, practice or ability to use technological resources, at the end the experience was satisfactory as it has been possible to reach the goals both at work and in the specialization.

CHAPTER 4: CONCLUSIONS

The rewarding activity of planning formally has reminded me the impact that a well-structured lesson can have in our students and that is necessary to work with them, either the productive and the receptive skills, to help them to achieve mastery of the language in a full way.

The piece of work presented here is really good in the sense that has been useful for students to develop the four skills in their English language learning and this product is the result of all what has been learnt, reviewed and reinforced throughout all the specialisation.

One of the points that had not been considered formally in the ordinal lessons before, was the part of culture, as its relevance had not been seen before, not only when learning a second language, but also in everyday life, as it gives people the chance to have a better communication and to be more understanding and sensible with people from other places, which can promote to build better social relationships.

Once more, the idea that how important and necessary is for teachers to bring themselves up to date is reinforced.

Through the time, a teacher gains experience in teaching a second language; however, sometimes not all the important elements are considered when planning or simply, it is not considered that the generations of students are in a constant change and that it is necessary to adapt to those changes and offer students activities, strategies, instruments or materials according to the context they are living and that cover their necessities to face real situations.

Another aspect that has been seen as really useful to continue improving teaching, is the one of designing assessment instruments in advance to have them ready in a formal format and share in this way with students. Even though the evaluation criteria are always informed and checked in detail with students and then those elements are placed in a format, it is important to provide them with the formal instrument in advance, as it will facilitate them the development of the task assigned.

In this piece of work one important personal goal was to lead learners towards autonomous learning, which refers to the students' ability to be in charge of their own learning and it is considered that this goal has been reached when observing students' outcomes, so I am really happy for them.

For me, it has been a valuable experience to make students reflect about how much they have learned up to this moment and how useful this could be for them in real contexts. The final point was to make them think positively towards the benefits they can have when learning a second language, specifically English, and just to try hard in case they think they are not skilful enough as they would like to be.

It is important to mention that I feel really satisfied with my performance in this specialisation, but also I am aware that I need to continue working to improve some aspects of my teaching practice, like the part of designing meaningful activities including technology.

Finally, I want to say that I am extremely grateful with the UPN for giving me this opportunity to improve not only as a teacher, but also as a person and even more grateful with my assessor Alma Delia García Salazar for guiding, supporting and encouraging me all the time to go further in my teacher performance.

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