

**SEP**

SECRETARÍA DE  
EDUCACIÓN PÚBLICA

**UNIVERSIDAD PEDAGÓGICA NACIONAL**



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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“Sorry, I’m late!!!”**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTA:**

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**México, DF. a 21 DE JUNIO DE 2020**



Universidad Pedagógica Nacional

Propuesta de Intervención Educativa

"Sorry, I'm late!!!"

Presenta: Jesús Alejandro Aquiles Carr

Asesor: Gabriela Ruiz de la Rosa.



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## Introduction

Learning a language is learning the culture of the place where it comes from, and with it, it comes the responsibility to be able to accept some of them. There are some resources that have shown that the brain changes when learning a second language, and with the help of competences students can develop more than knowledge.

In this work we can find different elements that promote learning a language and culture at the same time, which can be helpful for their competences.

At the same time, it is important to develop the different and main skills that are necessary to have, may be not at the same level all of them, but yes with more or less attitude.

We will use too, the use of technology at least with some basic tools, for example the computer, the projector and an iPod for the different classes.



# Chapter 1: Philosophy and theory.

## 1.01 Teaching philosophy

Talking about any teaching philosophy is very difficult for that people who don't know themselves, because following a single line is not always the best part when teaching a second language since it involves values, traditions, strategies, different thoughts, etc., elements that conform and take part of the language.

In my experience teaching English is not only checking and seeing only grammar, it goes from a game, a funny reading, selling interesting products, singing a song or to read a poem, activities that reflects what students can do with the language, unfortunately when students cannot see further from only working with a book and a final exam and their behavior doesn't allow the teacher to move forward with the different contents, the class tends to be boring and routinely.

Part of my teaching philosophy is as the group behave, the teacher acts all the semester, because most of the time they don't want to be evaluated with hard work and a little exam with listening. I consider listening one of the skills the students need to develop more, and having exercises with American and British English accent, make them to be under a little pressure, because they don't like to be put under that pressure, but it is magnificent when students go to college and they make some comments or send you a text telling you that thanks to you they are not as lost as many of their classmates are, and even it was difficult at the beginning, now is easier and they are able to see the results of hard work.

Teaching English started long time ago when I was in secondary school. At the beginning it was difficult for me to understand what the teacher was saying, because it was the first year and I had never had English classes in my life, so it was frustrating and made me cried a lot, because the teacher told me that if I didn't increase my level or pass the exam I might go directly to an extraordinary exam. My mom started to being worried about it and investigated how she could help me with the problem that I was facing, so as a result I started to study English at IPN, where my teachers made us cry and suffer with grammar, listening,

speaking and all the things we use nowadays, and thanks to those teardrops I was able to succeed in the future.

Those teachers made me feel that in the future I wanted to be an English teacher and wanted my students to face challenges with the language and with their life, so after a long time I studied pedagogy at UNAM and continue studying English there from Monday to Friday and at IPN on Saturday, and it helped me to increase my level for the certifications.

All those experiences helped me to create a teaching philosophy about what was teaching English to adults and probably with teenagers , but I had never imagined to work with little children, but it was missing an important piece, the experience with a group, and not with any group, but with groups of 50 students from 6 to 12 years old. It was the case in the first school I worked in, it was named “Estado de Nayarit” where I learnt a lot and made me changed some aspects about my philosophy. I used to have a thought about the way it was teaching, but those students and parents were totally different from the place I live and form what I have learnt, not that long. They were aggressive if we as teachers didn’t cover their expectations about grades and things like that, so when we were having meetings, we needed to have all the elements to show why was that grade.

At the beginning I thought it was only leaving work and homework and let them finish without any evaluation or follow-up what they were doing, so my principal taught me how to work in a public school, and it was the beginning of what I am in this moment, plus all the courses and new elements that were added while the time was passing by.

As part of my teaching philosophy I give a lot of emphasis to the work in class, because it is more important to follow what the students do during the classes, rather than at the end, but I try to have a balance between a final exam, work in class, self-evaluation and listening, since all my students sometimes tend to avoid the exam because they always say that they don’t know anything and that is the excuse they know and love more, when falling the course, plus the ones mention before.

After four years of working there and finished college y decided that it was time to move for more challenging things, so I moved to Estado de Mexico to teach Civics and English again, in a secondary and preparatory.

It is important to comment that I work in two different schools and in each of them I teach different subjects, like I said before in the first one I teach Civics at secondary school and in the other I teach English at preparatory, so the levels and contexts are totally different. Before I continue talking, I want to mention that the place that gave me more elements about how to work in preparatory was CECyTEM (Centro de Estudios Científicos y Tecnológicos del Estado de México)

The place where I work is named Preparatoria Oficial Anexa a la Normal 4 de Nezahualcoyotl, it is placed in Av. Morelos y Crisantemos S/N, in Nezahualcóyotl, Estado de México; we have a semi-urban place, so many of our students are from different parts of the state, for example Ixtapaluca, Chimalhuacan, Los Reyes La Paz, and places like that, sometimes even we have students from Mexico City. .

Some of our students have professional parents, but at the same time some others are traders, that work on different street markets, at the same time some students are 18 years old or over, so they need to work too and in some cases to take care of their family, and a new one when they get pregnant.

The school is not that big from other schools, we share our space with a Normal, so it is difficult to avoid students getting into their space. The school has a 9 groups in the morning and in the afternoon, we have a computer laboratory, the principals' offices and a teachers' room, the biggest element here is the yard but since we share it, students are not allow to practice some activities there, unless there is a teacher coordinating it. As I mentioned before the school is small and the parking is not enough for the teachers' cars and we need to use the yard, but the problem here is that some students have injured cars with the ball and that is something they cannot pay.

Some of the most typical problems that we face are parents losing their authority with their children and let them do whatever they want, always excusing them for their mistakes and problems; another situation is that grandparents take care of them and since they don't have neither the time nor the energy students do whatever they want, and only make they grandparents suffer, lies to the teachers, parents and the authority at school, because they say whatever they consider more important for their benefit, finally another aspect that can be the worst is the one about selling drugs inside and outside the school, but sometimes we cannot

do too much, because we may get in danger and, it is better to do things but not getting a lot into them.

It is important to mention that most of our students want to be teachers when finishing preparatory, because some of their parents are teachers too, or because they think that as teachers can make a lot of money, without stressing a lot.

Finally, this lesson plan was different from the things I have done before, because I had to think about something new and challenging for everybody even for me, because interculturality can be everywhere, but write it down in a lesson plan is not that easy as it seems, since it is a topic that can hurt people if not worked with the importance it needs to have.

Vocabulary was fundamental for this lesson plan because it is always relevant for anything new, and maybe is something we have seen but the fact that they as students can remember the verbs in present, past or past participle is always challenging, let's remember that they forget all the times the verbs and with the big groups that we have about 50-60 students is not always easy to have a verb exam and then grade 5 groups of 50-60 students each for one day to another. This vocabulary is not exclusive for this topic but provides the best context to learn them.

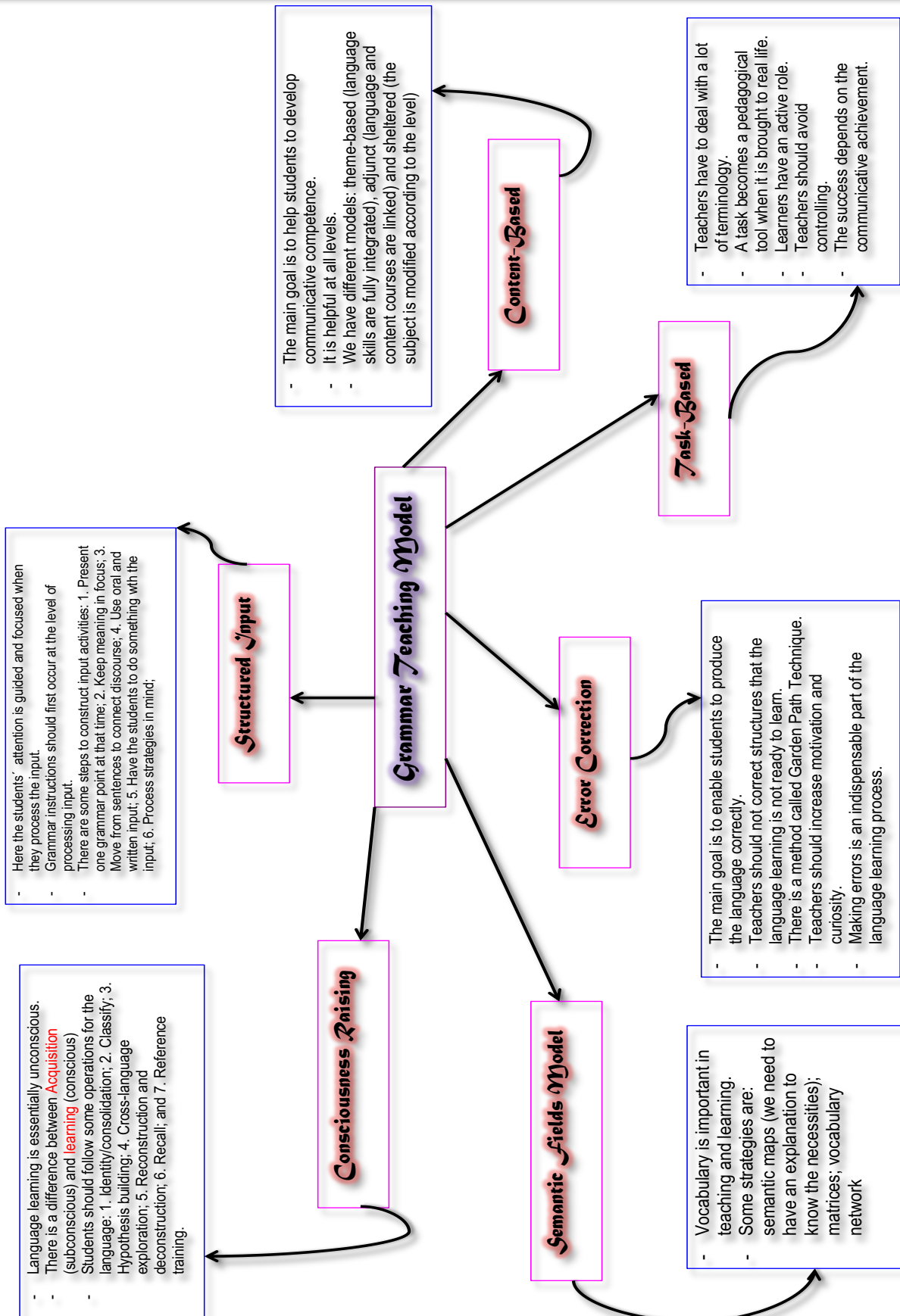
Finally, Interculturality goes more deep than food or manners, but has a big impact on values like punctuality, being punctual is not something Mexicans are known for, but there are some exceptions and some people always arrive even earlier than it was supposed to be, so checking how is being punctual in other countries can be challenging and interesting. We might have in mind that culture makes the difference when learning a language, and when we learn a language, we learn culture through it.

## 1.02 Theory underlying my teaching practice

Theories around teaching English have been taken from psychology as many others that have been applied into education, since many of them were used with patients and later with the results obtained seen what could be with children.

Theories like conductism, constructivism, New School and many others have helped to build the bases of many of the things we do.

As psychology was developing new things, new grammar teaching models appeared base on the researches made, as we could see in the following grammar teaching models diagram, one and other based in the new things to grow up.



## 2. Chapter 2: Methodology and practice.

### 2.01 Lesson plan

This lesson plan is going to be worked with 4<sup>th</sup> semester students, because is the only semester in which we can have the opportunity to be a little bit flexible with the topics, since with 2<sup>nd</sup> semester students haven't seen at all neither past simple nor present perfect and 6<sup>th</sup> semester we need to cover reading comprehension.

The Nuevo Modelo Educativo designed by Secretaria de Educaciòn Pùblica (SEP) allows us to have certain flexibility and transversely with some topics and subjects, since we live in a hyper globalization world and we are not isolated in our school or place.

In the lesson plan suggested there will be a comparison between being punctual in Mexico, Canada and The United States, the experiences we might have around punctuality and how people deal with it, because experiences are different everywhere, we can go leaving experiences to remember all our lives.



## 2. Lesson development

1. Lesson plan identification cell.	
Author	Jesús Alejandro Aquiles Caro
Educational stage	4 <sup>th</sup> semester of high school based on the New Teaching Model. Intermediate level.
Title of your Lesson plan	Sorry, I'm late!
Learning Objective of the plan	Language outcome: C11: To communicate in a second language, according to the communicative situation. Intercultural-formative outcome: To promote cultural values about some manners, like punctuality in our country and some other places.
Communicative skill considered	Reading, listening, writing and speaking.
State of the following options	Recycling topic.
Functions	- To talk about past experiences with repercussions on the present. - To express his/her ideas about the repercussions of being late to a place.
Main Grammar structure	Present Perfect in Affirmative, Negative and Interrogative (Yes / No Questions) Past Simple in Affirmative, Negative and Interrogative (Yes / No Questions)
Other Grammar structures	If necessary, Present Simple.
Brief description of the plan	The students are going to explain their experiences in the past with effects in the present and actions that were done. It will be worked with communicative abilities in an empathic and assertive way. They will emphasise the consequences of being a social person.
Hours of the plan implementation	8 hours.
Number of sessions	4 sessions of 50 minutes each one.
Contents required for the lesson	Cultural situation about punctuality in other countries.
Link of the content	
EEAILE tutor online	Gabriela Ruiz de la Rosa

Step of the lesson	Teacher activities	Students activities	Session number
<p style="text-align: center;">Activation Before the lesson</p>	<ul style="list-style-type: none"> <li>- The teacher asks students to bring some information about present perfect in its three different forms.</li> <li>- The teacher asks them to bring the materials (photocopies) that will be used for the following sessions.</li> <li>- The first day of the topic the teacher will write on the board the date, the topic, and the outcome of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students bring to the following session the information asked for the teacher about present perfect and the material for the classes.</li> </ul>	<p><b>00</b></p>
<p style="text-align: center;">During the lesson</p>	<ul style="list-style-type: none"> <li>- The teacher arrives to the classroom and greetings the class.</li> <li>- The teacher asks to them if they have brought the information asked before and the photocopies.</li> <li>- To begin the first class, we will remember some verbs by a game.</li> <li>- The teacher is going to divide the group in two parts and every team is going to have a name, after that the teacher is going to show some flashcards with verbs on it, and the first team that writes the verb correctly gets the point, the team that gets more wins the game. Only 15 verbs will be shown.</li> <li>- The verbs that can be used are or any other form the <a href="#">Appendix 1:</a> Be Beat Become Blow Choose</li> </ul>	<ul style="list-style-type: none"> <li>- The students say hi to the teacher.</li> <li>- Students participate on the game and help the person that is in front of the board.</li> <li>- Students participate during the brainstorming, just three or four people no more.</li> </ul>	<p><b>1</b></p>

	<p>Catch Light Let Sell Sit Lose Burn Dream Drink Sleep</p> <p>- After the game the teacher is going to have a brainstorming about the topic present perfect and then start working with the new activities and topics.</p>		
<p>Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]</p>	<p>- The teacher writes the outcome: "To promote cultural values about some manners, like punctuality in our country and some other places," of the lesson and talk about it with the students, he mentions if there is any doubt.</p>	<p>- The students read and write the outcome, and say if their doubts.</p>	<p><b>1</b></p>

3. Communicative skills development:

Writing					
Step of the lesson	Teacher activities	Students activities	Material	Session number	Evaluation
Vocabulary introduction	<ul style="list-style-type: none"> <li>- The teacher divides the group into two teams and makes one person from each team to go to the front.</li> <li>- The teacher shows some flashcards with the image's verb, and as an example he is going to write the verb in past and past participle.</li> <li>- The first team that gets more points wins.</li> </ul>	<ul style="list-style-type: none"> <li>- The students go to the front and write correctly the verb shown by the teacher in past and past participle.</li> <li>- The first team that gets more points will win extra participations.</li> </ul>	Verb Flashcards	01	How the verbs are written correctly.
Grammar Focus	<ul style="list-style-type: none"> <li>- The teacher is going to ask the students about what they have investigated previously (past simple and present perfect if necessary, in affirmative, negative and interrogative)</li> <li>- After that, the teacher will show a Prezi presentation with the topic Past Simple and Present Perfect.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are going to participate mentioning some of the information found about past simple and present perfect.</li> <li>- They need to take some notes about the presentation and interact when the teacher asks to them.</li> </ul>	<p>Prezi presentation for Past Simple and Regular and Irregular verbs:  <a href="https://prezi.com/view/x8o2eu0b5G8AmufXrtG2/">https://prezi.com/view/x8o2eu0b5G8AmufXrtG2/</a></p> <p>Prezi presentation for Present Perfect:  <a href="https://prezi.com/view/ylcr634dDF2eFDqrHvEI/">https://prezi.com/view/ylcr634dDF2eFDqrHvEI/</a></p>	01	<p>Notes taken during the class.</p> <p>Students participation</p>

2nd practice or Social interaction  • VIII. Use of language.	- The teacher asks to the students to take out their material (copies), with some exercises about present perfect and past simple on its different forms, and with a mixed exercise to distinguish those two forms. <a href="#">Appendix 2.</a>	- Students are going to complete the exercises about past simple and present perfect, and color each part of the sentence with a different color, for these two different exercises. For the third activity they need to complete with present perfect or past, where necessary.	- Copies with the exercises provided by the teacher.	01	Exercises made.
Listening					
Step of the lesson	Teacher activities	Students activities	Material	Session number	Evaluation
Introduction	- The teacher is going to give and show to the students a little text about being late in The United States and Canada, named "Sorry I'm late!" <a href="#">Appendix 3.</a>  - After that, he is going to ask some questions: Are people usually on time for appointment in your	- Students read the text given and answer the questions provided by the teacher.  - Students participate about the questions and vocabulary doubts, related to the text.	Copies  Prezi with the reading: <a href="https://prezi.com/i/jlbv8fn8-yv4/">https://prezi.com/i/jlbv8fn8-yv4/</a>	02	Students participations.

	<p>country?, Is it ok to arrive late when you meet a friend for dinner? And When you go to an informal party?</p> <p>- The teacher is going to ask to the students possible doubts about the vocabulary's text and check the answers got.</p> <p>- The teacher is going to have choral repetition with the group, to see if there were any problem with some pronunciation words.</p>	<p>- Students read loud the text, listening first the teacher and after that them.</p>			
2nd practice or Social interaction	<p>-The teacher is going to put a video but only the first minute and with the sound off.</p> <p>- The teacher is going to put on the board the following questions: What do you think happened?, What was the problem with Tom's car?, What was the problem with Tom's wallet? And Who paid for dinner?</p>	<p>- Students participate watching and answering the questions asked.</p> <p>- Students complete the conversation provided in pairs and after listened it three time all together check the answers. Some students are going to go to the front and write their answers.</p>	<p>- Video <a href="https://www.youtube.com/watch?v=4wdG6ZX8rOs&amp;feature=share">https://www.youtube.com/watch?v=4wdG6ZX8rOs&amp;feature=share</a></p> <p>- Printed conversation.</p> <p>Prezi with the listening exercise: <a href="https://prezi.com/i/su3qlkw53aub/">https://prezi.com/i/su3qlkw53aub/</a></p>	02	Students participations. Conversation completed.

	- The Teacher gives students a conversation to be completed in pairs and after three times or if it is considered one more, they check the correct answers, by making the students come to the front with their answers. <a href="#">Appendix 4.</a>				
Speaking					
Step of the lesson	Teacher activities	Students activities	Material	Session number	Evaluation
Introduction	- The teacher is going to show some vocabulary related to some activities like: climb, drink, drive, lose, miss, ride; and vocabulary with a phrase: an appointment, a bicycle, a camel, a class, herbal tea, a hill, iced coffee, a mountain, a sports car, a truck, your cell phone and your keys. Once they have checked them, the students need to complete a chart matching verbs with activities. This vocabulary will be need for the next activity. <a href="#">Appendix 5.</a>	- Students are going to match some verbs with some expressions, which will be used during the next activity describing experiences.	Printed Vocabulary.	03	Students participation s and pronunciati on.



	<ul style="list-style-type: none"> <li>- After that using the previous vocabulary, the teacher is going to ask them to talk about the things they have done previously and talk about their experiences for a minute.</li> <li>- When they have finished talking about it, they are going to share their ideas with the group.</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs they are going to talk about previous experiences and how they were for a minute without stopping, once the first one finishes, the second student will do the same and then they will share what they understood of his / her classmate.</li> </ul>			Students participation s and pronunciati on.
2nd practice or Social interaction	<ul style="list-style-type: none"> <li>- Once the previous activity has finished the teacher is going to organize a debate about being late in different occasions, and in different countries.</li> <li>There will be one team in favor of being late and another of being punctual.</li> </ul>	<ul style="list-style-type: none"> <li>- The students are going to participate in a debate, one team in favor and other against, they are going to express their ideas, pros and cons, personal experiences good and bad, and what they have learnt from that experience.</li> </ul>		03	Students participation s, pronunciati on, ideas and how to support them.
Reading					
Step of the lesson	Teacher activities	Students activities	Material	Session number	Evaluation
Introduction				04	

	<ul style="list-style-type: none"> <li>- The teacher is going to set up the situation in which the students need to mention about terrible days.</li> </ul>	<ul style="list-style-type: none"> <li>- Students say their terrible days, how they were and if they learnt something out of that.</li> </ul>			Students participations.
2nd practice or Social interaction	<ul style="list-style-type: none"> <li>- The teacher is going to read the title of some texts talk about terrible days, the first one says, "No way up!" and the second "No way out!" <a href="#">Appendix 6.</a></li> <li>- After reading, the teacher is going to give some questions to the students about the text before.</li> <li>- Finally, they are going to write a paragraph about a terrible day they have had.</li> </ul>	<ul style="list-style-type: none"> <li>- The students are going to read some text and underline key words.</li> <li>- They are going to answer some exercises about ordering the sentences.</li> <li>- Finally, they need to write a text in which they express a bad day, mentioning what happened and what went wrong.</li> </ul>	<ul style="list-style-type: none"> <li>- Printed Texts and questions.</li> </ul>	04	<ul style="list-style-type: none"> <li>Students participations and questions answered.</li> <li>Text about bad experience.</li> </ul>

## 2.02 Assessment instruments

Assessment has turned into one of the most controversial situations around education, because for a long time teachers and institutions have always thought that a final grade in a course or a subject is more than enough to show the evidence on how people are progressing, but the change in paradigms and with the appearance of competences in education needed to change drastically to turn final numbers into a process of performance, compilations and abilities that can include values and attitudes on how well a student can be.

We need to have some questions in mind when talking about competence's evaluations, for example "[...] what is form and what is assess competences?, how to assume competence's evaluation in the formative process of the person?, how to counsel competence's evaluation, not to limit it just in tests?, how to evaluate the being, the knowing and the doing?, and how to change teacher's attitude talking about evaluation?"<sup>1</sup>

Those questions can be taken in mind for changing our point of view about the new things that we need to face when evaluation our students, because that is an internal exercise for the teachers as the first part of every change, once we have done it is time to work and start to evaluate our students with the new challenges.

This new paradigm called competences changes some aspects when evaluating students, now we need to focus in "the development made by them, their integrity, the activities made and the context"<sup>2</sup> rather than into school contents, that's why now we can work with projects, situations, expositions, and things like that, rather than into just exams and tests. As part of those changes made by the teachers, students are aware of them too, and learn at the same time that competences imply more effort, dedication, and compromise, rather than in the traditional way.

Another important aspect that we should have in mind is that evaluation is not always about numbers or letters because they don't say anything about the development of the

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<sup>1</sup> TOBÓN TOBÓN, S. (2010) *Secuencias didácticas: Aprendizaje y evaluación de competencias*. p. 114.

<sup>2</sup> *Ibidem*. p. 119-120.

students, as a result is important to review the qualitative and quantitative aspects of the evaluation, since those two elements will be the perfect combination of better results.

Finally, talking about evaluation we have some important actors that contribute to obtain better results during this process. Those actors are students and teachers, and the interaction they make during and after the classes, because as part of evaluation the interaction turns into one of the fundamental aspects.

As part of the evaluation process there are three things to have in mind according to the actors, those are: self-evaluation, coevaluation and heteroevaluation.

- The self-evaluation “[...] is made by the student with some specifications made by the teacher”<sup>3</sup>
- The coevaluation “[...] is a process between the whole group and the student who made a presentation of his/her work based on some criteria specified previously”<sup>4</sup>
- The heteroevaluation: “[...] is a judgement made about the learning characteristics of the student’s development, emphasizing their good points and the opportunity areas with the enough evidence to support it.”<sup>5</sup>

Now that we have seen some elements to support our work, it is important to say that authors mention that a good way to obtain all that necessary elements for the evaluation, teachers should use some evaluation instruments, and the most common and useful for obtaining good results are evidence portfolio, rubrics, checklists, situations, cases, Learning Based Project, and some others that reflect the work done for the students during a period of time, like a course, level or year.

The instruments chosen for this lesson plan are a self-evaluation questioner that can describe the way students saw the work done, their performance, their learning and what was missing during the different sessions.

This questioner is a good instrument to obtain a feedback of the teacher’s work and how to have better results from the obtain, we need to remember that this kind of instruments cannot

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<sup>3</sup> *Ibidem.* p. 130.

<sup>4</sup> *Ídem.*

<sup>5</sup> *Ibidem.* p. 131.

be used to punish students for the things said, because if so in the future they won't be able to participate and obtain the results.

Here is the instrument used for.

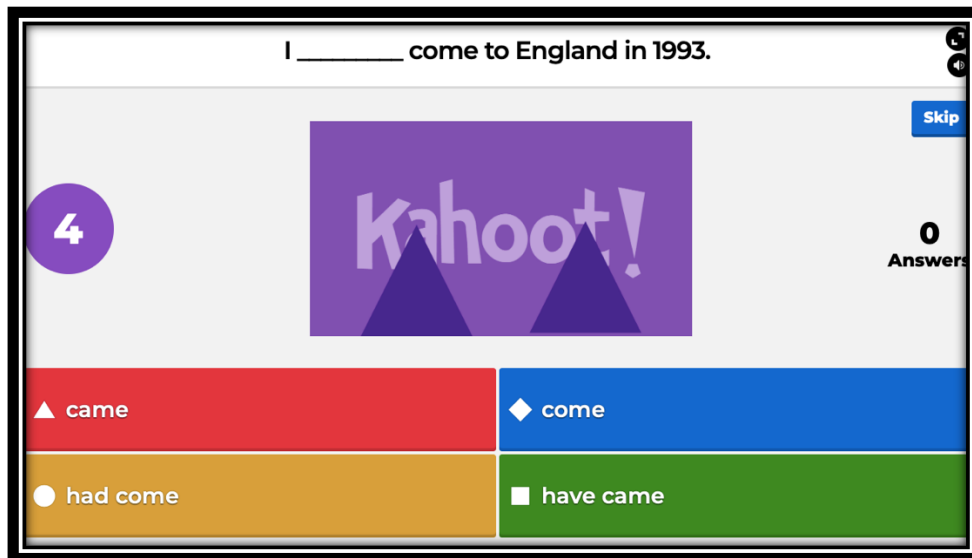
Self-evaluation questionnaire	Name:
1. I found the group work easy / difficult because...	
2. The next time I work in teams I would like to work with ...	
3. What did I learn about punctuality in Mexico and around the world...	
4. What did I learn about having the debate ...	
5. My English improved / didn't improve because ...	
6. What did I learn about expressing past ideas ...	
7. Anything else you want to mention apart from the last questions...	

The second instrument used was a checklist to observe the development made by the students during the debate about being punctual, advantages and disadvantages. We should remember that this kind of instruments are useful when observing and giving more meaningful feedback.

Descriptions	Team Number 1	Team Number 2
<p><b><u>Respect and follow the rules.</u></b></p> <p>Follows the participation order, the topic and the instructions said by the moderator.</p>		
<p><b><u>Respect the participants.</u></b></p> <p>Avoids disqualify other. Avoids using bad language and hurt classmates.</p>		
<p><b><u>Manage the body language</u></b></p> <p>Good and clear voice tone can be listened by the audience. Eye contact with the participants.</p>		
<p><b><u>Manage the verbal language.</u></b></p> <p>Good vocabulary.</p>		
<p><b><u>Arguments preparation.</u></b></p> <p>Gives good examples of evidences and the things they say are based on some authors.</p>		
<p><b><u>Synthesis.</u></b></p> <p>Gives good questions and clear answers.</p>		
<p><b><u>Logic coherence.</u></b></p> <p>The arguments are coherent with the presentation.</p>		
<p><b><u>Gives a good answer.</u></b></p> <p>Shows the weakness parts of the other participant.</p>		
Total		

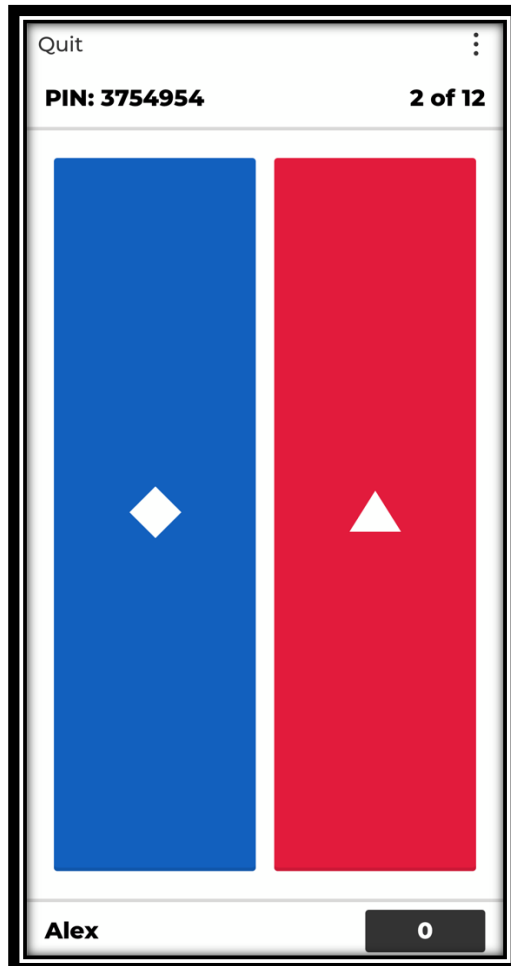
Finally, the last instrument used was a test made in a platform named Kahoot, which is a place where we as teachers can create different test, using our creativity and giving us the results almost immediately after made them, the only problem I can mention is that students need to be online and sometimes they use those excuses when having low results.

Teacher's screen:





Student's screen:



And here is the link where you can check and see the complete test:

<https://create.kahoot.it/share/8962db1a-ebf6-433d-a372-915cff1986df>



This speaking assessment is useful to grade the student's performance for the debate, because it shows not only the ability, of communication, but the ability to stay in public, in front of other students and people.

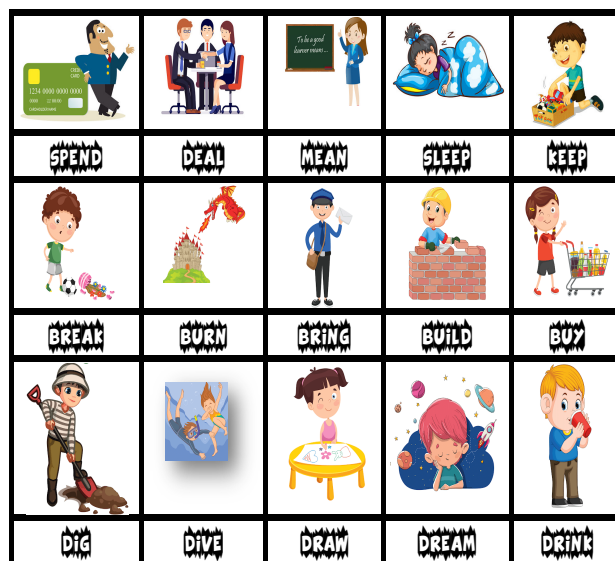
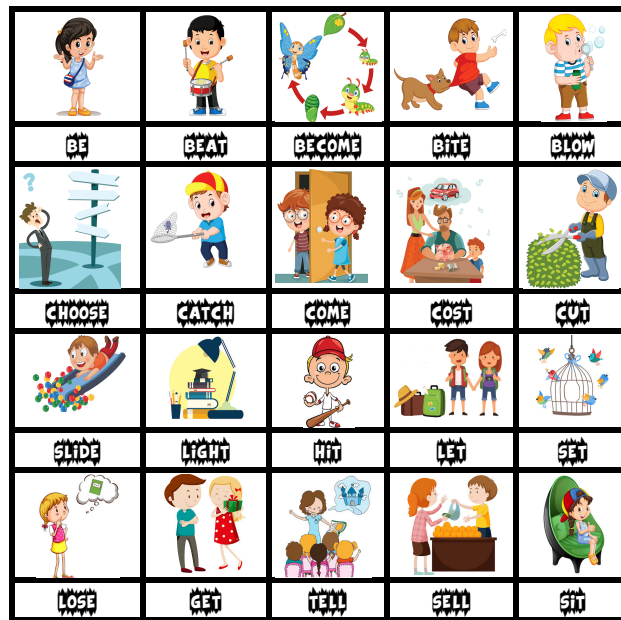
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Speaking assessment criteria		4 Excellent	3 Good	2 Sufficient	1 Insufficient
<b>Knowledge of the content</b>					
1. Knowledge of the content	Has the student shown knowledge of the content?				
2. Preparation	Had the student prepared the presentation?				
3. Answers	Could the student answer the teacher's question?				
4. New information	Did the student give new information not present in the slides?				
<b>Posture, voice and eye contact</b>					
5. Body language	Did the student have a good posture and body language?				
6. Self-confidence	Was the student self-confident?				
7. Eye contact	Did the student keep eye contact with the teacher during the presentation?				
<b>Voice</b>					
8. Pronunciation and intonation	Did errors and pronunciation interfere with the message?				
9. Tone and volume	Did the student have an appropriate voice tone and volume?				
10. Speed	Did the student talk too fast or too slowly?				
11. Fluency	Was the speech fluent?				
12. Silence	Did the student use silences correctly?				
<b>Language, grammar, vocabulary and register</b>					
13. Grammar mistakes	Have the grammar mistakes complicated the comprehension? X3				
14. Vocabulary	Was the language clear and easy to understand? Was the vocabulary appropriate and varied? X2				
<b>Final score</b>					

## 2.03 Evidences of the procedure

Here we have some evidences of the procedure that we are going to follow during the sessions of the lesson plan

- Warm-up:



- Exercises that students need to do to review past simple and present perfect.

**Irregular Verbs Past Simple (Part 1)**

Make the past simple:

- She \_\_\_\_\_ (bring) some chocolates to the party.
- I \_\_\_\_\_ (hear) a new song on the radio.
- I \_\_\_\_\_ (read) three books last week.
- They \_\_\_\_\_ (speak) French to the waitress.
- He \_\_\_\_\_ (understand) during the class, but now he doesn't understand.
- I \_\_\_\_\_ (forget) to buy some milk.
- She \_\_\_\_\_ (have) a baby in June.
- You \_\_\_\_\_ (lose) your keys last week.
- They \_\_\_\_\_ (swim) 500m.
- I \_\_\_\_\_ (give) my mother a CD for Christmas.
- At the age of 23, she \_\_\_\_\_ (become) a doctor.
- I \_\_\_\_\_ (know) the answer yesterday.
- He \_\_\_\_\_ (tell) me that he lived in Toronto.
- We \_\_\_\_\_ (lend) John £200.
- She \_\_\_\_\_ (drink) too much coffee yesterday.
- The children \_\_\_\_\_ (sleep) in the car.
- He \_\_\_\_\_ (keep) his promise.
- I \_\_\_\_\_ (choose) the steak for dinner.
- The film \_\_\_\_\_ (begin) late.
- We \_\_\_\_\_ (fly) to Sydney.
- They \_\_\_\_\_ (drive) to Beijing.
- He \_\_\_\_\_ (teach) English at the University.
- I \_\_\_\_\_ (send) you an e-mail earlier.
- We \_\_\_\_\_ (leave) the house at 7 a.m..
- He \_\_\_\_\_ (feel) terrible after eating the prawns.

Make the present perfect - choose positive, negative or question:

- (I / go / to the library today)  
\_\_\_\_\_
- (you / keep a pet for three years)  
\_\_\_\_\_
- (you / eat Thai food before?)  
\_\_\_\_\_
- (it / rain all day?)  
\_\_\_\_\_
- (who / we / forget to invite?)  
\_\_\_\_\_
- (we / not / hear that song already)  
\_\_\_\_\_
- (he / not / forget his books)  
\_\_\_\_\_
- (she / steal all the chocolate!)  
\_\_\_\_\_
- (I / explain it well?)  
\_\_\_\_\_
- (who / he / meet recently?)  
\_\_\_\_\_

**Past Simple and Present Perfect**

Choose the past simple or the present perfect:

- Last night I \_\_\_\_\_ (lose) my keys – I had to call my flatmate to let me in.
- I \_\_\_\_\_ (lose) my keys – can you help me look for them?
- I \_\_\_\_\_ (visit) Paris three times.
- Last year I \_\_\_\_\_ (visit) Paris.
- I \_\_\_\_\_ (know) my great grandmother for a few years - she died when I was eight.
- I \_\_\_\_\_ (know) Julie for three years – we still meet once a month.
- I \_\_\_\_\_ (play) hockey since I was a child – I'm pretty good!
- She \_\_\_\_\_ (play) hockey at school, but she \_\_\_\_\_ (not / like) it.
- Sorry, I \_\_\_\_\_ (miss) the bus, so I'm going to be late.
- I \_\_\_\_\_ (miss) the bus, and then I \_\_\_\_\_ (miss) the aeroplane as well!
- Last month I \_\_\_\_\_ (go) to Scotland.
- I'm sorry, John isn't here now. He \_\_\_\_\_ (go) to the shops.
- We \_\_\_\_\_ (finish) this room last week.
- I \_\_\_\_\_ (finish) my exams finally – I'm so happy!
- Yesterday, I \_\_\_\_\_ (see) all my friends. It was great.
- I \_\_\_\_\_ (see) Julie three times this week!
- She \_\_\_\_\_ (live) in London since 1994.
- She \_\_\_\_\_ (live) in London when she was a child.
- I \_\_\_\_\_ (drink) three cups of coffee this morning.
- I \_\_\_\_\_ (drink) seven cups of coffee yesterday.

- Reading text about being punctual in The US and Canada.

**Sorry I'm late!**

**WAITING**

In the United States and Canada, people usually like others be on time, but for some occasions it's ok to be a little late.

For class or a business appointment, plan to arrive on time or a little early.

When you meet a friend, on time 5 to 10 minutes late.

When someone invites you to dinner, about 10 to 15 minutes late.

For an informal party, a little late (15 to 30 minutes)

- Listening exercise.

1. Marie: Hi. There will be \_\_\_ of us ... Thank you ...
2. Tom: Marie! I'm really sorry. How \_\_\_ have you been waiting?
3. Marie: It's \_\_\_, Tom. I've only \_\_\_ here for a little while. Is everything all right?
4. Tom: Yes, it's \_\_\_, but you won't \_\_\_ what just happened to \_\_\_.
5. Marie: Well what \_\_\_\_\_?
6. Tom: Well, \_\_\_\_\_ of all, I was a little \_\_\_\_\_ leaving my apartment, and so I was in a \_\_\_\_\_. Then, just after I \_\_\_\_\_ the car, I \_\_\_\_\_ I didn't have any money with me, so I went back to get back my \_\_\_\_\_.
7. Marie: Did you \_\_\_\_\_ it?
8. Tom: Oh, yes! I \_\_\_\_\_ it. That wasn't the problem. The problem \_\_\_\_\_ when I got \_\_\_\_\_ to my \_\_\_\_\_, I couldn't get in.
9. Marie: Do you mean you lock your keys in the car?
10. Tom: That's right. So, guess what I did \_\_\_\_\_ that!

11 Marie I \_\_\_\_\_ guess.

- Vocabulary and exercise.

					
An appointment	A bicycle	A camel	A class	Herbal tea	A hill
					
Aced coffee	A mountain	A sport car	A truck	Your cell phone	Your keys


Climb			
Drink			
Drive			
Lose			
Miss			
Ride			

• Reading exercise.

**A** Read these stories about two terrible days.

**1**

### NO WAY UP!




Have you ever been in a cable car? Well, I have. Last February, I went on a ski trip to Switzerland. What a trip! The first morning, I got into a cable car. I wanted to go to the top of the mountain and ski down. The cable car started up the mountain. I looked down, and it was so beautiful. Then there was a terrible noise. Suddenly the car stopped. It didn't move, and there was quiet everywhere.

It was cold, and it began to get dark and snow. I was alone for one hour, two hours. I thought, "They've forgotten me!" At last the car started back down the mountain. It went very fast. "Sorry," a man said when I climbed out of the car. "We've never had this problem before. Please, try again tomorrow." "He's joking," I thought. "I've had enough of cable cars for a lifetime."

**2**

### NO WAY OUT!



I have always wanted to go fishing. Last summer, I went on a trip to Taiwan. On the last day of my vacation, I went fishing on a beautiful lake. Unfortunately, I didn't catch any fish, and I got bored. I decided to go swimming. When I stood up, my wallet fell out of the boat and into the water. It had all my money, my passport, my plane tickets – everything! I jumped into the lake to look for it, but I didn't find anything.

The next morning, I wasn't able to leave the hotel. I had no money to pay the bill and no plane ticket or passport to go home. So what did I do? I called my parents and asked for some money. I have never had such a terrible experience!

**B** In which story or stories did the writer(s) do these things? Write 1, 2, or 1 and 2.

<p><u>  1  </u> stayed in the mountains</p> <p><u>      </u> lost a wallet</p> <p><u>      </u> enjoyed the view</p> <p><u>      </u> got no exercise</p>	<p><u>      </u> spent time on a boat</p> <p><u>      </u> waited for help</p> <p><u>      </u> went swimming</p> <p><u>      </u> had a terrible day</p>
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**C** Write about a terrible day you have had. What happened? What went wrong?

*2005 I was fishing*

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## 2.04 Evidences of the assessment

This section of the work is one of the most difficult part to describe and express, because as a result of the Covid-19 (coronavirus) and classes suspended, we weren't able to apply the lesson plan with our students. This pandemic situation has been more challenging than we have imagined, because we as teachers and them as students had to face technological problems and new ways of teaching them.

That's why we are not able to post evidences of the work applied.

## 2.05 Video description

The same happens with the video description, we only recorded a video description about the different activities written on paper and waited to be applicated.

In the appendixes it can be found. [Appendix 1.](#)

## 3. Chapter 3:

### 3.01 Reflection and analysis about the results.

Part of this chapter is to explain some of the difficulties that we could have had, but as I mentioned before with the pandemic was impossible to apply it.

Some of the possible problems we might have when applying these activities are for example that we as teachers speak to them all the time in English, because they get frustrated about not understanding anything that I'm saying or about what they have to do, but some chances are that we get some help from the most dedicated students that know more English, so they mention in Spanish some of the instructions.

Other problem that we could face is when students don't get the activities on time or bring their material, because later they want good grades but they don't do the right things to get them, so that we can follow their registrations about what they did during the partial or semester.

Technological problems can be in our side, since we don't have enough projectors to show the video during the lesson or to have a speaker loudly enough to be heard in all the classroom, or that the battery ended before the class finishes.

All those previous aspects are some of the most important that we could face, apart from red tape that we commonly have or parents that arrive without announcing.

## 4. Chapter 4.

### 4.01 Conclusions.

Creating this lesson plan was challenging and interesting; interculturality and transversely are new things that are being adapted to the competences teaching, is impossible to teach without taking into consideration other subjects as Civics, Math, Science, History, etc., since all of them have a little relation when working, for example if we are studying ancient cultures we can use Geography to explain where they used to be, Economy to say what was their money, and finally Math for knowing distances, population, and things like that.

At the beginning I thought that I could work with holidays around the world, but there was something else to make students learn, that's why I chose to work with punctuality, since it is a topic that we can find in all the countries, obviously it is different from Mexico, but that is the important and interesting part, because we can make some interjections in the things we do here, contrasting them in Canada and The US.

With the use of technology interculturality and transversely are getting stronger every day, because in a matter of seconds we can be in touch with people from Japan here in Mexico, and knowing information is a matter of a touch in Google, but we need to be careful with those new technologies, since not many people use it in favor of knowing or in benefit of the knowledge.

Finally, for the students is motivating to know customs and cultures form different parts of the world, since in some cases they won't be able to travel or go anywhere different apart from Mexico, but in some others they might go here and there thanks to their job, so that's why it is important they learn to communicate in a different langue apart from their mother tongue.

## 5. Chapter 5:

### 5.01 Appendixes:

- Appendix 1:
  1. <https://youtu.be/tqOvu4O713M>
  2. <https://youtu.be/cMjhg8f6V-c>

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