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UNIVERSIDAD PEDAGÓGICA NACIONAL

# UNIVERSIDAD PEDAGÓGICA NACIONAL

## UNIDAD AJUSCO

# PROPUESTA DE INTERVENCIÓN EDUCATIVA

# “INTERCULTURAL SUPERHEROES”

# EN EL C.B.T.a No.152 APAN, HGO.

# 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 19 de junio 2022.**

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**Abstract**

The teaching and learning of the English language in a context that resists acquiring it as a result of the uses and customs acquired throughout an academic preparation that has not developed fundamental skills, attitudes, and knowledge for the comprehensive education of high school students. of our country, and specifically in the Agricultural Technological Baccalaureate Center No. 152. An educational institution of the upper-middle level that offers the careers of agricultural technician, administration technician, and office automation technician to young people between 14 - 18 years of age, mostly from the lower middle socioeconomic level belonging to communities near the municipal seat (Apan, Hidalgo) and where the main economic activity is agriculture, active and restless boys by nature, who put entertainment and fun before academics, lacking commitment and with no study habits, values; situations that affect both their academic and personal development. The foregoing forces the teacher of the English subject to identify in the English subject program the selection of the expected learning and based on this, design the planning of activities under an approach, supported by methodologies, techniques, content, and evidence. that promote the development of skills and competencies that students currently require to perform at a higher educational level or in the workplace.

The English language has become the lingua franca where global intercultural issues force us to become and recognize ourselves as citizens of the world, to perceive and identify that in our differences we can find things that unite us and make us transcend as a global community. In addition, the English language has relevant importance because it is the third most spoken language in the world, and more than 350 million people speak it as a second language. It is currently the preferred language in science in general, and more than 80% of the information on the Internet is found in English. Learning this language should contribute to the intellectual development of our students. Knowledge always implies culture, and in this context, it is expected to foster in the student a more open and adaptable way of thinking. The study of English would offer real possibilities to the students during the five semesters of the subject; Through the application of an appropriate approach and methodology that allows the student to identify through real situations in different fields, such as learning, appropriation, and the development of the skills of the second language, they will allow them to face and overcome challenges. inside and outside the classroom. It is expected that the interest in learning the language will gradually awaken in the student, by developing activities that are novel and innovative, supported by diverse content and materials, where the student is at the center of the teaching-learning process. This project visualizes the student as a subject capable of thinking, acting, and feeling; that is, an integral subject. The teacher, also an integral subject, ceases to be the owner of the information and becomes the mediator to build knowledge. It is evident that for an educational change to be evident, the involvement and willingness of teachers is necessary.

The preparation and enthusiasm that the teacher puts into this pedagogical experience is essential to enhance the academic value of the program, perfecting it

and transmitting it to the students requires great commitment and great skills. The greatest skill of the teacher in these times is knowing how to adapt to the circumstances and the times that education lives. From the face-to-face modality to the virtual one and the hybrid model, they have led the teacher to become an expert selector of the elements of his educational practice. Technology must be at your service and must support you inside and outside the classroom for the sole and simple reason that you live in a time of communication, and it is your students who belong to this generation, and you cannot separate them from it, but more or use it in your favor to reach, promote and generate knowledge, experiences, and skills related to technology as educational support. It is and will be the teacher's commitment to seek continuous preparation, challenges, learning, and the implementation of new techniques and strategies so that students can recognize and train as individuals committed to their environment, with sufficient skills and competencies to achieve their goal. goals and objectives throughout your life.

## INTRODUCTION

Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language." (Smith, 2021)

Evolution is defined as the gradual development of something, especially from a simple to a complex form. It is here, where Stephen Krashen´s SLA Acquisition Theory helps us to understand the roll, and commitment that ESL teachers have. Nowadays, teachers need to be competent in different fields, like language domain, a second language pedagogy, class management, human relationships, and more recently and as a COVID19 pandemic, teachers have been forced to be competent in related to the use of digital technologies to learning. As a consequence of this constant evolution and this pandemic, SLA teachers need to reinforce the affective factors like attitude and motivation to develop the linguistic competencies through providing multiple experiences that expose the learner to acquisition from the perspective of formal teaching. On the other hand, the roll of the student has suffered an evolution too. 21st. century society is constantly evolving, as a result students need to have the ability to become lifelong learners in order to adapt to changes and succeed in modern society (Mauch, et. Al., 2001) (Jones, s.f.). Is in here, where teachers need to expose students to a proper "input" and try to involve them in a genuine and meaningful communication in the classroom. Teachers need to recognize the fact that the most important thing when students try to learn a second language is to understand, and domain their mother tongue first to then project a message (input) that the students can be able to reproduce by the use of correct stimulus whatever it is. The teacher needs to base the practice on cognitive and attitudinal grounds, supported by previous planning of all the content, activities, and evidence, and mandatorily supported by approaches, methodologies, and techniques that allow students to change how they perceive the learning of ESL, performing and promoting the assessment and the testing of students and their products or evidence.

Considering the extent of their possibilities the use and implementation of technology to get involved in the teaching-learning process to give support to

different goals, like teaching, assessment, and evaluation, lead the teachers to use the native skills of our students that belong to the digital generation, and as a consequence, the teaching-learning process could be more interesting, practice, less stressed either the teacher or the student.

However, the times and what happens in the world demand from teachers of ESL the continuous preparation to be able to move from face to face to virtual or hybrid education and back. To look for the permanent development of the English skills in and out of the classroom behave the students we know is a titanic enterprise, but we do not need to feel unmotivated by the circumstances or the lack of some attitude, knowledge, or ability, we always need remember is that our strongest virtue is and always will be the commitment and the pleasure of being teachers.

## 1. Identity and teaching phylosophy

### 1.2 THEORETICAL FOUNDATIONS

Learning is given from inside to outside, in pandemic times teachers need to apply the affective filter, is this filter the one who teachers put more attention. A more motivated student will get better results and will generate more encounters with the language. The formal teaching has as objective the development of “learning”, this teaching is based on linguistics descriptions, whether structural or functional, that are shown neatly to the students. While informal teaching has as objective the development of the “acquisition”. With this purpose the tongue is used as a simple media to do the task and the teacher is not the expert on the language anymore whether the activity organizer (Ellis Ormrod, 2004).

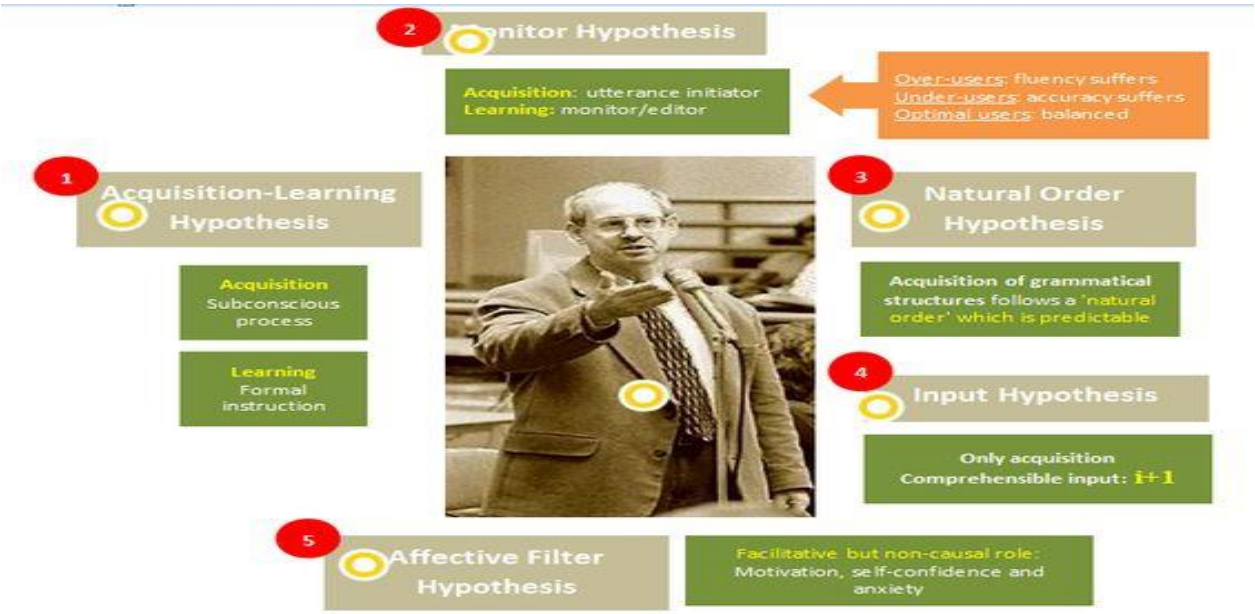
Try that the students could develop communication trough the design of pedagogical sequences that promote both “acquisition” and “learning” could complement each other in the process of domain of English as a second language or another language.

#### a. According with Krashen:

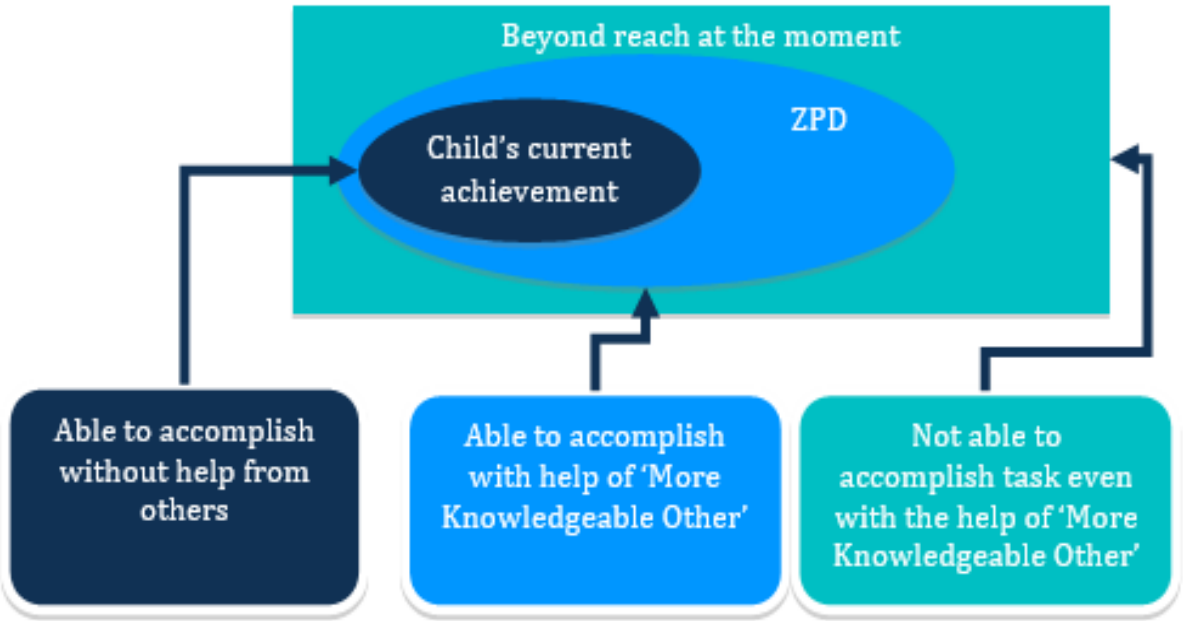
- According with The Acquisition-Learning Hypothesis, second language acquires have two distinct ways of developing ability in second languages.
- The monitor Hypothesis stated that two separate processes for the development of the second language development exist, the monitor hypothesis states the relationship between acquisition and learning. It is responsible for our fluency in a second language, our ability to use easily and comfortably.
- Krashen says that the Natural Order Hypothesis states that students acquire (not learn) grammatical structures in a predictable order; that is, certain grammatical structures tend to be acquired early than others, late.
- The Input Hypothesis postulates that we acquire by understanding input contain i + 1; that is, by understanding language that contains input containing structures that are a bit beyond the acquire´s current level.

- The Affective Filter Hypothesis deals with the role of “affect,” that is, the effect of personality, motivation, and other “affective variables” on SLA. The research tells us that that variables like Anxiety and Motivation are related with success in second language acquisition.

### a. Stephen Krashen´s Hypothesis




### b. The Vygotsky Zone of Proximal Development



Teachers have to be able recognizing and identifying that students require accompaniment and guidance, especially those students who have not developed their higher order thinking skills yet as a consequence of a low educational instruction, the context, the academical background, the motivation, etc.. HOTS (Higher-Order Thinking Skills) include synthetizing, analyzing, reasoning, comprehending, application, and evaluation (Watson, 2019). Therefore, teachers need to improve stimulate their students to keep moving forward and convince them that working as community, highlighting the importance of social interaction and cooperative learning. For those teachers who attend groups with 30 or even 40+ students particularly on public education the presence to the teacher as the expert makes us question our selves if they could accomplish with the task and their roll into ZPD, maybe not, but teachers need to evolve if they want to change the meaning and the conceptions that sometimes students create among the learning of a second language.

## I. Analysis and Observation of processes

Along this part, who writes will try to be the most honest possible, trying to stablish a particular point of view related with all the experiences, actions, activities, strategies, and observations applied in the praxis (face to face) and out the classroom (online). The searching of continuous preparation on behaves the teachers, will allow us to increase in skills, instruction, teaching techniques, methodology but most significant way, in knowledge. Particularly, my teaching experience began with a lot of motivation, I just to be committed with the purpose all the time, being proactive, enthusiastic, being consider as a cool teacher, friendly, punctual, intrinsically, and extrinsically motivated all the time. On the other hand, with a low level of instruction related with class management, methodology, approaches, theories, etc… So, this lack of instruction always pushed me to keep learning and makes me think that all people can learn as long as they are motivated. Today, and specifically talking about the specialization I can identify and know that most of the actions that I perform into the classroom and all the activities, and all the evidence, actually have a proper name, like input, interaction, output, feedback, motivation and

many more. The following are some of the examples that I can identify into my teaching practice.

The next it is an example about an activity where a poll was applied to students of the institution where I work to identify the level of intrinsic and extrinsic motivation between girls and boys in a sample of 5 students.

QUEVEDO-BLASCO et al. *Índice EMPA*

**ANEXO 1**

**Cuestionario de evaluación motivacional del proceso de aprendizaje (índice EMPA)**

NOMBRE Y APELLIDOS: Olvera Mondragón Stephany Johana.
EDAD: 16 CURSO: 3-A

SEXO: MÁSCULINO ☐ FEMENINO ☒

NOMBRE DEL CENTO DE ESTUDIO CBTa No. 152 San Juan Ixtilmaco.

LOCALIDAD: Apan Hidalgo PROVICIA: Apan Hidalgo

INSTRUCCIONES

A continuación, se te van a presentar unas preguntas para evaluar tu nivel de motivación. Señala con una "x" la casilla que mejor corresponda con tu situación y recuerda que solo debes marcar una sola respuesta en cada una de las preguntas. Por favor responde con sinceridad.

*Muchas gracias por tu colaboración*

| | Casi nada | Un poco | Algunas veces | Casi siempre | Siempre |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Intento ser buen estudiante porque así mis padres hablan bien de mí. | | | | ✓ | |
| 2. Me preocupa lo que piensan de mí los compañeros(as) de clase cuando saco malas notas. | | | | ✓ | |
| 3. Estudio y estoy atento en clase para mejorar mis notas. | | | | ✓ | |
| 4. Cuando llego a casa, lo primero que hago son los deberes para luego tener más tiempo libre. | | ✓ | | | |
| 5. Cuando el profesor(a) me pregunta en clase, me preocupa que mis compañeros(as) se rían de mí por no saber la respuesta. | ✓ | | | | |
| 6. Cuando saco buenas notas me sigo esforzando y estudio igual o más. | | | | | ✓ |
| 7. Estudio y hago las tareas porque me gusta cómo el profesor(a) da las clases. | | | ✓ | | |
| 8. Me siento bien conmigo mismo cuando saco buenas notas. | | | | | ✓ |
| 9. Estudio y hago las tareas porque me gusta aprender a resolver los problemas que el profesor(a) me manda en clase. | | | | ✓ | |
| 10. Me gusta que los compañeros(as) de clase me feliciten por sacar buenas notas. | | | | ✓ | |
| 11. Estudio y hago las tareas porque así el profesor(a) se lleva mejor conmigo. | | | | | ✓ |

| | | | | | |
|---|---|---|---|---|---|
| 12. Me gusta que el profesor(a) me felicite por ser buen estudiante. | | | | | ✓ |
| 13. Estudio y hago las tareas de clase para aprender a ser mejor persona en la vida. | | | | | ✓ |
| 14. Me preocupa lo que el profesor(a) piensa de mí cuando me comporto mal en clase y no estudio. | | | | ✓ | |
| 15. Estudio e intento sacar buenas notas para aprender a tomar decisiones correctas sin ayuda de nadie. | | | | | ✓ |
| 16. Estudio para tener más aciertos y cometer menos errores en la vida. | | | | | ✓ |
| 17. Estudio porque me gusta y me divierte aprender. | | | | ✓ | |
| 18. Estudio e intento sacar buenas notas para poder tener un buen futuro cuando sea mayor. | | | | | ✓ |
| 19. Estudio y hago las tareas porque me gusta ser responsable. | | | | ✓ | |
| 20. Me gusta que el profesor(a) me mande tareas difíciles para aprender más. | | | | | ✓ |
| 21. Estudio y hago las tareas para que mi profesor(a) me considere un buen alumno(a). | | | | | ✓ |
| 22. Estudio más cuando el profesor(a) utiliza materiales variados y divertidos para explicar la clase. | | | | | ✓ |
| 23. Estudio e intento sacar buenas notas porque me gusta superar obstáculos y mejorar día a día. | | | | ✓ | |

| | No | Depende | Sí |
|---|---|---|---|
| 24. Si pudieras escoger entre estudiar o no estudiar, ¿estudiarías? | | | ✓ |

| | Casi nada | Un poco | Algunas veces | Casi siempre | Siempre |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 25. Estudio y hago las tareas para poder resolver, por mí mismo, los problemas que me surjan en la vida. | | | | ✓ | |
| 26. Me siento mal cuando hago bien un examen y el resultado es peor del que esperaba. | | | | | |

| | No | Depende | Sí |
|---|---|---|---|
| 27. ¿Te gustaría, ahora mismo, estar haciendo otras cosas en lugar de estar en clase? | ✓ | | |

QUEVEDO-BLASCO et al. *Índice EMPA*

| | Casi nada | Un poco | Algunas veces | Casi siempre | Siempre |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 28. Estudio para aprender a cambiar cosas de mi vida que no me gustan y quiero mejorar. | | | | | ✓ |
| 29. Estudio para comprender mejor el mundo que me rodea y así, poder actuar mejor en él. | | | ✓ | | |
| 30. Me animo a estudiar más cuando saco buenas notas en algún examen. | | | | | ✓ |
| 31. Cuando las tareas de clase me salen mal, las repito hasta que me salgan bien. | ✓ | | | | |
| 32. Estudio más y mejor en clase cuando me gusta lo que el profesor(a) está explicando. | | | | | ✓ |

33. ¿Te gusta estudiar?

5

| No sé qué decir | Nada | Me gusta muy poco | Me da lo mismo | Me gusta bastante | Me gusta mucho |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

OBSERVACIONES: Me gustaría que hicieran más videollamadas para hacer más interesante y ver más interés de parte de los profesores y alumnos.

Fecha: 21-Octubre-2021

The results of the poll exposed that between the five students all men showed a low level of intrinsic motivation, however all the girls showed a high level of intrinsic motivation. Additionally, behave the extrinsic motivation all the five students have high levels of motivation. So, as teachers we need to know that cognitive processes can be influenced by emotions, we can say that learning comes from inside to the outside. Is in pandemic moments like this that the

virtual and online teaching worried us as teachers the affective part to design activities that help reducing the anxiety in the students.

It is important to know deeply about the experiences that the students could have had at the moment to try learning English to understand their attitudes and motivations. Understand the relationship between the second language with the social context of the students, beside their particular goals and aspirations as English speakers in the present and in the future. To create and maintain an environment socio – emotional that reduce the anxiety and promotes the participation in the classroom.

Something to take in care is the need behave the student related with their likes or motivation, if the teacher keeps avoiding the use of the video sessions the students level motivations undoubtedly will go decreasing until the student rejects all the information related with the second language learning. (As we can observe on image 6).

Into my practice, this is an example about how I have designed an online class into the present course, with a fifth semester group which has five hours per week and an attendance between 15 to 35 students approximately. I have designed the class into three different stages:

1. Introduction - Having a weekly session using Zoom as a media to communication, is in here where I try to use the most comprehensible input using English language and sometimes using our mother tongue to promote the accomplish of the target language. Sometimes by the use of an oral input, other by the use of icons, images, realia, mimic, sound, and any other stimuli to catch their attention and to develop their motivation. In this part of the activity, I try to illustrate concepts like INPUT, INTERACTION AND OUTPUT

| Lesson Planning Template | | | |
|---|---|---|---|
| Teacher´s name: M.E Eduardo García Jiménez | | | |
| Date:<br>31/09/21 | Class:<br>Tech & Social Media | Skill Area(s):<br>Listening<br>Reading<br>Writing | Length:<br>250 min. |

Lesson Objective(s)
By the end of the class, S.W.B.A.T:
Discuss social network interactions.
Express the idea that an action occurred and ends in a specific time in the past.
Using technology to create information.
Create Acronyms
Organization of ideas.
Using old concepts to create new ideas.

**Setting Objectives**

Language of Learning:

*(Key Vocabulary)*
Social network
Acronym
Communication
Chat
Socialize
Myspace, Facebook, Instagram, Snapchat, Instagram, WhatsApp, etc…
Purpose
Launch
Pop up
Fizzle out
Conversation

**Key Vocabulary**

Materials:
Computer.
ZOOM
Youtube Video “The Evolution of Social Media”
https://www.youtube.com/watch?v=UrFHacGk4FM
Youtube Video “ABC Rock”
Youtube Video “Use your Words: Acronyms”
https://www.youtube.com/watch?v=2tFFZDEEpoM
PowerPoint digital presentation “Simple Present”
PowerPoint digital presentation “Simple Past”
KWL & CLIL “Social Networks”
Audio “Bring us together or set us apart?”
Tik Tok Video “Acronyms”

**Material and Contents**

| Teaching/ Learning Activities: | | |
|---|---|---|
| Time | Interaction | Procedure |
| | One or two previous days before the class. | The teacher gives the Ss. the codes to carry out the virtual session trough ZOOM, to socialize the activities related with the subject into the present week using to do this the WhatsApp group that the teacher previously created. |
| 5 mins | Whole class virtual session | Along the first minutes of the virtual session, the teacher sets the goals and the learning outcomes. |
| 10 mins | Whole Class virtual session | The teacher introduces the video "The Evolution of Social Media" to the class. After the video the teacher asks the students, what is their favorite Social Network and why? |
| 15 mins | Whole class virtual session<br>**INPUT** | The teacher shows the Ss. The Digital Presentations "The Simple Present" and "Simple Past", to show the Ss. how they can use them when they want to express habitual actions and facts in the present and to express the idea that an action started and finished at a specific time in the past. The teacher asks the Ss. to share their ideas with the class and gives feedback relate with grammar. |
| 5 mins | Whole class virtual session | The teacher introduces the video "The ABC Rock" to the class, with the porpoise to practice and improve the speaking skill, this skill is going to be used into the CLIL activity. |
| 10 mins | Whole class virtual session | The teacher introduces the video "Use your words: Acronyms" to the class, with the porpoise to recognize the use of this elements into our daily live, how they are created and practice creating some of them. The Ss. will use this information into the CLIL activity. |
| 5 mins | Whole class virtual session | The Teacher shows and explains the Ss. the KWL organizer structure, which will give support the Ss. by giving them a realistic idea about their development into the activity. |
| 30 mins | Individual at home<br>**INTERACTION AND INTAKE** | Once the contents have been socialized by the teacher, the Ss. will have to fill out part of the KWL (Know, Want and Learned) organizer called "The Social Networks". To be more specific, only the Know and Want columns with previous information that the Ss. had recovered or knowledge that they already have about the topic. |

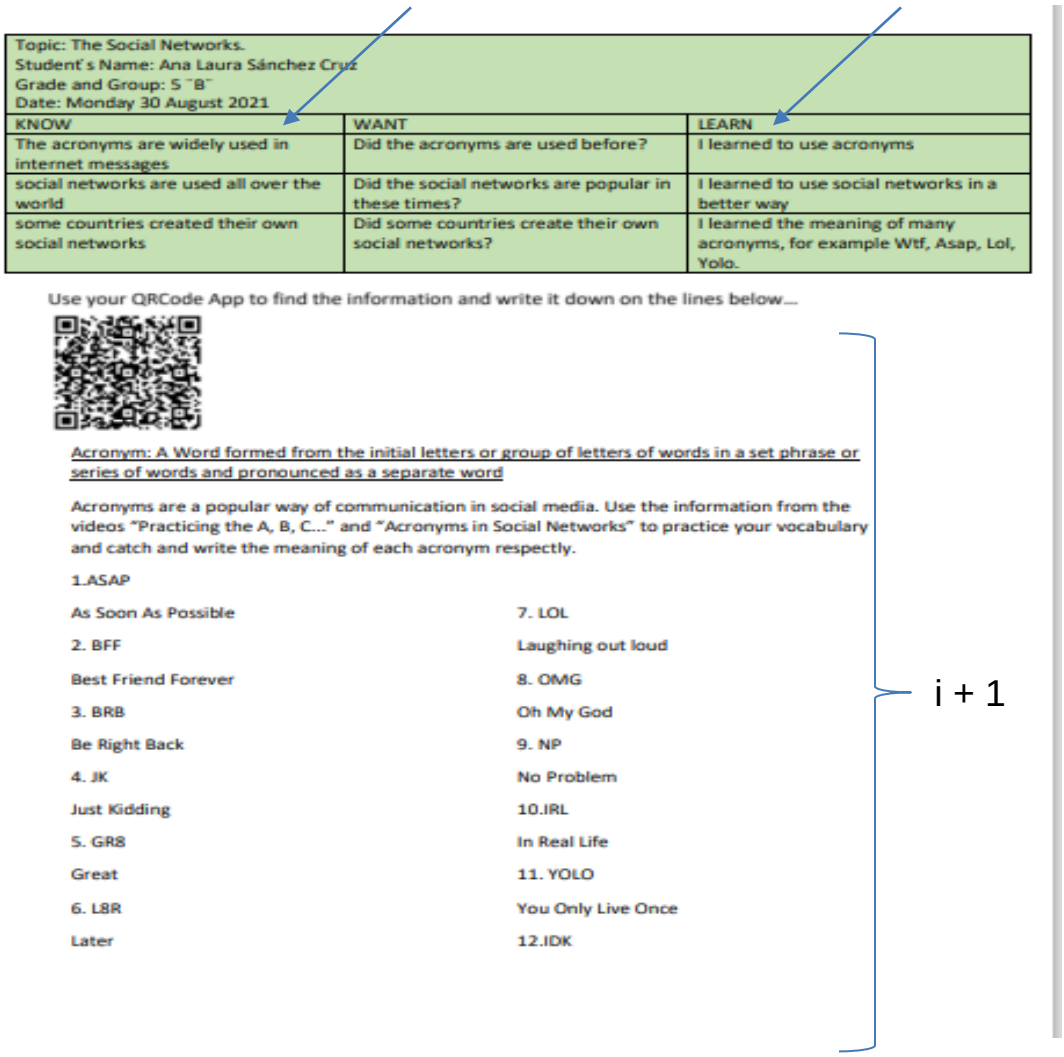
| | | |
|---|---|---|
| 30 mins | Whole Class virtual session | The Teacher shows the Ss. the CLIL activity structure called “The Social Networks” that was previously upload it into the LMS Classroom by him, explain the content of it and give instructions. |
| 120 mins | Individual at home | The Ss. have to use what they have learned in the first part of the video session to work with the CLIL activity. (CLIL contains activities about reading, listening and writing skills). Besides using different contents to achieve specific goals into the CLIL like videos and audios. |
| 5 mins | Individual at home | Once the Ss. have finished working with their CLIL activity, they have to fill out the rest of KWL grid (The Learned column to be more specific), with statements about what they have learned from the whole activity. |
| | Individual homework at home | The teacher asks the Ss. to use their Smartphones to create as homework a Wordcloud called “The social networks” using the selected app to achieve this goal. Previous review of the evaluation instruments. |
| | **OUTPUT** | |
| 5 mins | Pair or trio homework at home | The teacher asks the Ss. to use their smartphones and create a conversation with some friends using any social network and applying what they learned into the class. Previous review of the evaluation instruments. |
| | | The teacher checks the roll |
| | Whole class virtual session | End of the class. |

## II. Trying out procedures

Along the daily practice that is perform in and out the classroom, this kind of activities pretend to help students to develop learning of a second language, to be honest, this specialization has allowed me growing in knowledge related with the learning. How I said previously, the increasing knowledge has been consequence of the constant preparation. In this opportunity, I can identify different aspects related with Krashen´s and Vygotsky´s theories and approaches. The activity was performed by a student who has a lower affective filter, in fact, this student is high motivated and most of the time the student participates in learning activities.

**PRIORKNOWLEDGE**

**OUTPUT**



Topic: The Social Networks.
Student´s Name: Ana Laura Sánchez Cruz
Grade and Group: 5 ¨B¨
Date: Monday 30 August 2021

| KNOW | WANT | LEARN |
|---|---|---|
| The acronyms are widely used in internet messages | Did the acronyms are used before? | I learned to use acronyms |
| social networks are used all over the world | Did the social networks are popular in these times? | I learned to use social networks in a better way |
| some countries created their own social networks | Did some countries create their own social networks? | I learned the meaning of many acronyms, for example Wtf, Asap, Lol, Yolo. |

Use your QRCode App to find the information and write it down on the lines below....

Acronym: A Word formed from the initial letters or group of letters of words in a set phrase or series of words and pronounced as a separate word

Acronyms are a popular way of communication in social media. Use the information from the videos "Practicing the A, B, C..." and "Acronyms in Social Networks" to practice your vocabulary and catch and write the meaning of each acronym respectly.

1.ASAP

As Soon As Possible

2. BFF

Best Friend Forever

3. BRB

Be Right Back

4. JK

Just Kidding

5. GR8

Great

6. L8R

Later

7. LOL

Laughing out loud

8. OMG

Oh My God

9. NP

No Problem

10.IRL

In Real Life

11. YOLO

You Only Live Once

12.IDK

i + 1

I Don´t Know

Activity 2 Listen to Mr. Nigel and Leonora and answer the questions below.

Brings Us Together or Set Us apart?

Leonora: I was always wondering how the different social networks came into existence.

Mr. Nigel: Well, it wasn´t like the Big Bang. You might think Facebook or Twitter were always being around, but that´s not true. In 1997, a social network site sixdegrees.com came on the scene. It ran its course fast and fizzled out. Then, other social networking began popping up.

Leonora: Like what?

Mr. Nigel: In 2002, Friendster.com was born. The famous myspace appeared in 2003. Your favorite, Facebook hit the scene in 2004 and Twitter launched in 2006. Of course, these are not the only social networking sites. There are hundreds of others and new ones appear almost every week.

Leonora: Why are they so popular?

Mr. Nigel: The idea behind any social is to help people to connect with each other. For example, my family lives in another country and I can be in touch with them every day.

Leonora: My mother thinks social networks set us apart because we spend too much time online instead of interacting personally.

Mr. Nigel: I understand your mother´s point of view, but I don´t agree with her. A social networking site is social media which is a form of communication. I think it brings people together. Communicating became easier and faster without any obstacles. But certainly it cannot replace personal interaction.

1. What is a social networking site? The social networks are a place to post, talk and live with other people through an electronic device

2. When did the first social network site appear?

the first social network appeared in 1997 and was called sixdegrees.com

3. When did Twitter launch?

twitter was launched in 2006

4. Why are social networking sites popular?

because you can communicate with people from other parts of the world, and you can learn about their culture or traditions

5. Did social networking sites make communicating easier and faster?

The social networks made communication easier and more agile for people who use them

Activity 3. Using your creativity and the information from the reading part (activity 2) draw a

Activities that promote

Timeline called "Social Networks History"

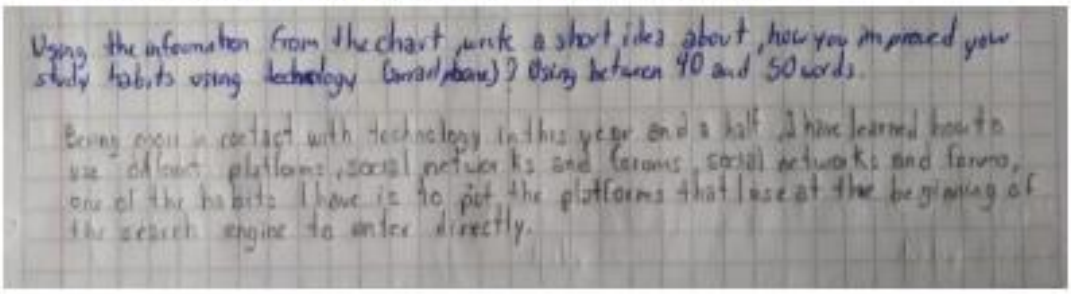
OUTPUT

Activity 3: Working by yourself choose the acronym, If You Use (IU) or if You Don't Use (IDU) the following apps in your cellphone.

Applying low order thinking skills

| | | | | | |
|---|---|---|---|---|---|
| 1 | Make phone calls | IDU | 9 | Download information | IU |
| 2 | Send text messages | IDU | 10 | Locate places | IU |
| 3 | Take photographs | IU | 11 | Use calculator | IU |
| 4 | Chat | IU | 12 | Write my agenda | IU |
| 5 | Record or watch videos | IU | 13 | Buy things | IU |
| 6 | Listen to music | IU | 14 | Set an alarm to wake up | IU |
| 7 | Log on the internet | IU | 15 | Use social networks | IU |
| 8 | Play games | IDU | 16 | Get in Social networks | IU |

Activity 4 Using the information from the chart, write a short idea about, how you improved your study habits using technology (smartphone)? Using between 40 and 50 words.

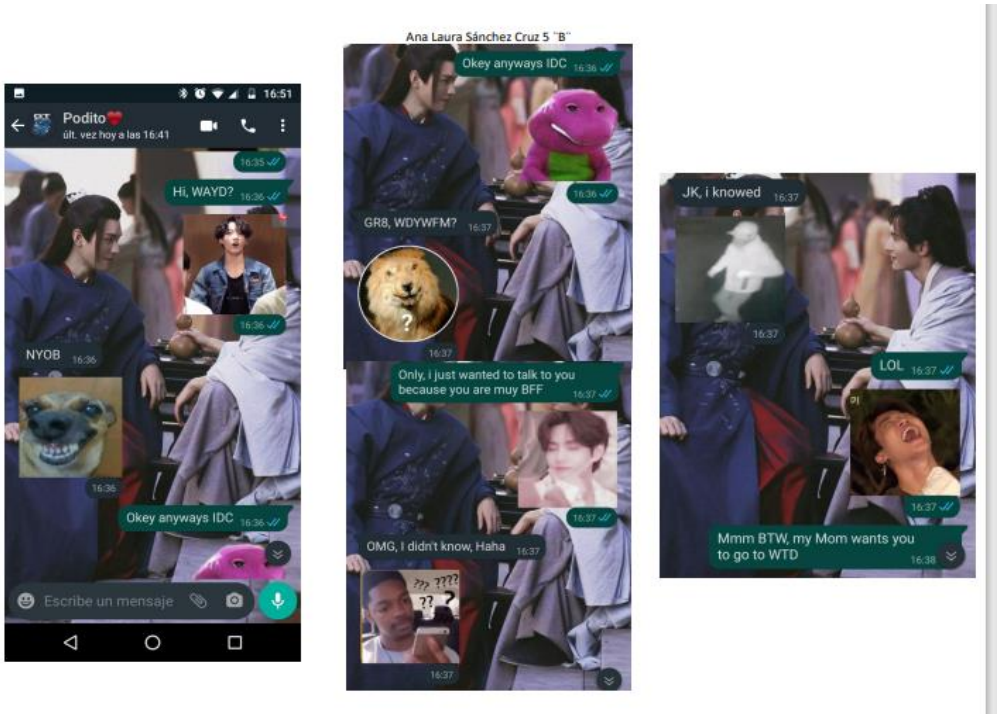


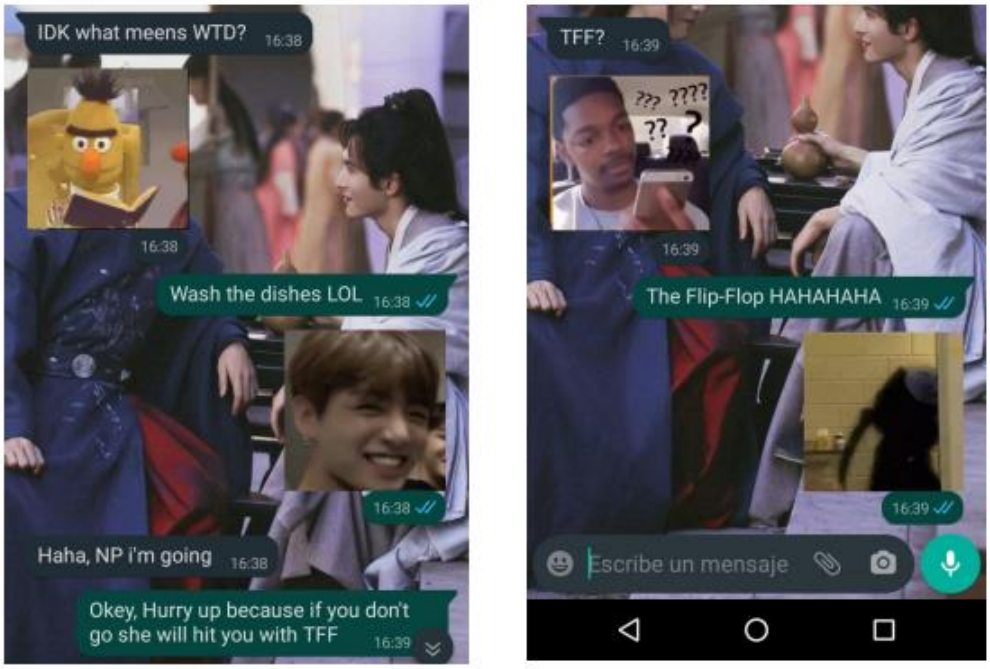

OUTPUT

Part of the evidence that the students need to create as homework, related with Krashen this is a kind of OUTPUT supported in the use of ICTs, the student need

to use a digital app called WordCloud Creator. The idea is pushed the students to apply the Krashen´s comprehensive input.

Some of the Collaborative work between students in this activity was to work in pairs or trios and create a chat conversation trough the use of social network, one thing that I did not consider into the activity was that the students could choose their own team.




Learning a language does not follow a linear pattern, teachers sometimes have the idea about the order, the easier first and the harder after. Teachers need to have the ability to mix the formal situation (grammar teaching) in an explicit way and combine it with other elements (language functions) to find the balance regarding the student's needs. Education is a process of continuous evolution where

research gives important aspects. Krashen´s research impacted pedagogy, and the pandemic has made us evolve continuously. So, the student needs to evolve in the sense that they need to be able to create their own learning process and be able to identify what is easier and harder to develop for them. The evolution of the teacher needs to help them to create activities not too difficult but not too harder too, with the porpoise not to detonate among the student's hate and aversion towards the second language. Teachers can promote the creation of the conditions for the acquisition of the second that the formal learning. Students can be encouraged to acquire the language if they are exposed to original material, written, or spoken, or real communicative activities like summarizing information gotten from a documentary or an article showing what they have understood instead d focusing on the tongue analysis. As was mentioned early in the document, if we want to evolve into the process of acquisition of a second language, in our specific field, education. Teachers and students need to change their particular way that actually performing the teaching-learning process. Each one from their particular side, behave the teachers get involved and use approaches like Vygotsky´s and theories like Krashen´s could make us evolve and become better into the praxis.

### 1.3 Theorical basis about language, language learning language teaching Communicative approach, the task based approach, the Top-bottom approach, Schema Theory.

At present, the teaching of the English language is a fundamental aspect of the comprehensive preparation of high school students in our country. The foregoing leads to focusing the English subject program under competent training, where it is intended that students develop skills and competencies that are currently required to perform at a higher educational level or in the workplace. The English language is of relevant importance as it is the third most widely spoken language in the world, and more than 350 million people speak it as a second language. It is currently the preferred language in science in general, and more than 80% of the information on the Internet is found in English. Learning this language should contribute to the intellectual development of the student, that is,

knowing a foreign language provides the individual with advantages and tools for efficient personal, professional, and academic development. As English teachers we need to make the effort for apply different approaches that have been developed to focus on real - world communication, and meaningful tasks. Is in here where our students need to acquire meanings and linguistic forms to know to perform a function (Cook).

Communicative properties of language imply culture, and in this context is expected to promote in the student a more open and adaptable way of thinking, might the students not feel represented in activities, so, the students need to find that relationship between their context and their skills. What students have to learn in terms of communicative competence rather than linguistic competence. The study of English under the CLT method could offer students' real possibilities to redefine their purpose during the five semesters of the subject; Firstly, to develop truly autonomy and strategic involvement through the recognition of their strengths, weaknesses, and preferences with their own learning style. Secondly, If teachers could develop this autonomy among students´ the sequence learning process such the Task based approach would be perform and follow in their three different steps by the students without not too much effort behave the teacher as a result of the students´ commitment, and finally by the use of Kolb´s experiential learning model where affective motivation is crucial for the students´ about change the way teachers can make that information more memorable for student´s. Into my practice I have used another concrete experiences like music, puzzles, and realia is my favorite, because students´ can identify and give meaning to their learning process.

As it was mentioned before, into my practice I recognize these actions performed as a strategy to raise the attention, a continuous motivation, a logical and critical thinking, the personal autonomy among experiences and mainly the auto regulation necessary in these times of confinement. Now, with all the information into the specialization a now more about and I can give more significance to my practice in and out the classroom.

Explain to the students how they can help them when they read, listen, or write. Giving some clues related to the importance to identify cognates, prefixes,

and suffixes, and trying to use their high-level skills, it is so important to take and dedicate time to teach this that helps us to build a set of effective reading, listening, writing, and speaking activities. Is her when the Top-bottom approach gives results in my practice because Top-down decoding, on the other hand, consists essentially of moving from overall general meaning down to examining the written code. Top-down reading models suggest that the processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text. In other words, before interacting directly with the text, the reader activates what they already know about the topic (as a result of previous experiences) to facilitate the process. One approach to teaching reading which is based on top-down decoding is the whole language approach. The whole language approach emphasizes or highlights what the reader brings to the text (6). Teachers who use a top-down approach must work with the learners to activate their background knowledge about the topic. Using the same figure used to describe the bottom-up approach, we have reconstructed the processes which start with the whole meaning and then the reader breaks down the information into smaller pieces of meaning. (McCormick, T.W (1998). So, I can identify that CLIL is based on the Top-down approach and the whole language approach too, about the opportunity to integrate activities related to any of the four skills supported in this opportunity by technology into the CLIL, by adding links to specific contents that were previously chosen to work with along the CLIL. In that sense, Schema Theory gives support and significance to CLIL because content schema refers to previous general knowledge we have about a particular topic. We use the knowledge we have about past experiences to make connections to new information in the text. Using content schema can connect old and new information, which can help us understand the message of a text more clearly. The background knowledge that readers bring to the task can include information, ideas, beliefs, and values that a reader has. This type of schema is conceptually-driven and resolves ambiguities between alternative possible interpretations, formal schema or rhetorical patterns refer to the knowledge we have about the different organizations of text (8)Meyer 1975). For instance, letters, essays, newspaper articles, and postcards all have different organizations. Let’s consider an example. When you give your students a

newspaper article and they look at it, provided they have been exposed to newspaper articles in Spanish before, they will know that it is organized in paragraphs, that it has a headline, and that it can also have subheadings (if it is long). And linguistic schema refers to the linguistic information we have stored in our minds in order to decode words and their meanings (9). Examples of the linguistic schema are the following: a) verbs are converted into past by using -ed, b) the progressive is formed by using “be” plus the ending -ing, c) the prefix un- is used to make the opposite of some words like “unhappy,” and so on. This type of linguistic schema is also considered data-driven, or bottom-up. Readers can understand the meaning by using linguistic information. Suppose students can use their knowledge of newspaper articles for the reading task in English. In that case, they should know that the headline gives the topic of the piece of news and that each paragraph has information introduced by the subheadings. linguistic and formal schema refers to previous general knowledge that students have about a particular topic.

## 2. LESSON PLAN

### 2.1 Applications

What are you going to observe is the planning for this semester Feb-Jul 2022 about two different sessions to be applied in different moments or partials. The first CLIL activity is called “The best place to manufacture products”, is along with the activity where the use of the KWL grid will help the student to track their performance along with the activity, from using their previous knowledge and experiences until reflected in a personal way how they conclude the activity. As the evidence will be shared print screens of the homework that were created by some students show the different levels of proficiency achieved by them in the same activity, both activities were designed to improve listening, reading, writing, and speaking skills in a different order or by different strategies., some in the CLIL and some using the pieces of evidence (Homeworks).

As the part of the quotation at the very beginning of this work said, “… if you want to master something, teaching”.

SEP
SECRETARÍA DE EDUCACIÓN PÚBLICA

**SUBSECRETARÍA DE EDUCACIÓN MEDIA SUPERIOR**
Unidad de Educación Media Superior Tecnológica Agropecuaria y Ciencas del Mar

# LESSON PLAN No. 1
# Scholar Cycle: February – July 2022

| **A) GENERAL ID DATA** | | | |
|---|---|---|---|
| **Institution: Unidad de Educación Media Superior Tecnológica Agropecuaria y Ciencias del Mar** | | | |
| **School Name: C.B.T.a No. 152 "Lauro L. Méndez"** | | **Teacher: M.E Eduardo García Jiménez** | |
| **Subject: English IV** | **Semester: Fourth** | **Career: All** | **Shift: Matutinal** |
| **Disciplinary Field: English** | | **Approximated time to develop de learning outcomes (hours): 15** | |
| **Period: From February 28th until March 25th, 2022** | | **Date: February 28th, 2022** | |
| **Component: Basic** | | | |

| **B) FORMATIVE PROPOSALS** | |
|---|---|
| **Subject purpose:**<br><br>That the student will be able to communicate using English language the history and culture from their communities, besides understand, to estimate and to propose solutions that shows into society. | |
| **Tematic Axis:**<br><br>Improvement and preservation of resources. | **Component**:<br><br>Basic. |
| **Content:**<br>• The Student develops the socialization as an element of the communication, promoting respect to the diversity of ideas. | |

- The Student develops the sense of responsibility to distinguish actions that damage the environment and takes commitment to propose actions which contribute to improve and preserve the environment.

**Específic Content:**

- Passive voice present tense.
- Passive voice (Prepositions).
- Passive vioce past tense.
- Passive voice (Future tense with Modals).
- Adverbs of manner.
- Adjectives.

**Expected learning outcome:**

- Ask and give information about the making of different products.
- Ask and give information about relevant facts about the improvement and keeping of resources.
- Talking about causes and effects.
- Use adverbs of manner to describe different detailed situations.
- Emphasizing how things are done.

**Didactical Technic:**

CLIL (Content Learning Integrate Language)

**Competencies related to the expected learnings**

| **Generic Competencies and atributes:** | **Disciplinary Competency:** |
|---|---|
| CG4. The student listens, interprets and communicates relevant messages in different contexts through the use of media, codes and proper tools.<br>Atribute:<br>• The students express ideas and concepts through linguistic, math or graphic representations. | CD1. The student identifies, order and translate the ideas, data and explicit and implicit concepts in a text considering the context where it was generated and where it is received.<br><br>CD11. The student communicates using a foreign language through a logical oral or written speech, according with the communicative situation. |

| | |
|---|---|
| • The students use the ICT´s to obtain information and to express ideas. | CD12. The Ss. use the ICTs to search, solve problems, produce materials and transmit information. |
| **Reinforcement activities:**<br><br>• Evidence (Homework).<br>• Online searches.<br>• Teamwork.<br>• Digital Skills (different app application) | |

| **Socio-emotional Skills (Construye-T Program):** | | | |
|---|---|---|---|
| **Dimension:**<br><br>RelacionaT | **Name / Lesson Number:** | **Objective:**<br><br>To stablish constructive relationships with other people. | **Significance:** |

| **Interdisciplinary work of the learning outcomes (integrator project):** | | | | | | |
|---|---|---|---|---|---|---|
| **Disciplinar Field** | **Maths** | **Experimental Sciences** | **Social Sciences** | **Humanities** | **Comunication** | **Profesional Component** |
| **Subject/ Module o submodule** | | Ecology | | | | |
| **Expected learning outcome** | | Discuss environmental issues and make predictions. | | | | |
| **Main content** | | Passive Voice | | | | |
| **Specífic Content** | | Present Perfect tense. | | | | |
| **Product** | | Create an infographic about | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | the 5 most important problems that the world is facing today. | | | | |
| **Learning outcomes schedule (Sequence No. and date)** | | It´s going to be applied on the 2nd. Sequence. | | | | |

| **C) DIDÁCTICAL MOMENT** | | | | | | |
|---|---|---|---|---|---|---|
| **OPPENING ( HOURS)** | | | | | | |
| **LEARNING OUTCOMES** | **ACTIVITIES** | | **PRODUCT** | **EVALUATION** | | **TIME** |
| | **TEACHER ACTITIVITIES** (teacher, interaction, applied technic) | **STUDENT ACTIVITIES** (Student interaction) | | **TYPE AND MOMENT** (diagnostic, formative o summative/ hetero-evaluation, co-evaluation o self-evaluation) | **INSTRUMENT AND WEIGHTING (%)** | **FOR EACH AND EVERY ACTIVITY (MINUTES)** |
| At the opening part of the class, the Teacher socializes the different activities that will be realized into the first partial. For example, themes, competencies to be developed, evaluation dates, evaluation standards, delivery of the first partial planning, and the evaluation tools.<br><br>There will apply a diagnostic test to the Ss. To obtain information about their previous knowledge with the purpose to create a realistic idea in the Ss about the importance of prior knowledge in the subject (self- | The teacher using the LMS Google Classroom shares the link related with the diagnostic test to be answered by the Ss. the diagnostic test is integrated by 10 questions related with the learning outcomes that the Ss must have learned in the third semester.<br><br>The teacher explains to the Ss. that they will have only a period of time to complete the assignment.<br><br>Once the test comes to the end the teacher will ask the | The Ss. Using their previous knowledge resolve the test.<br><br>Once they have finished, they will change their tests to check them out. | Diagnostic Test. | Diagnostic / Co-evaluation | 0% | 20 min. |

| | | | | | | |
|---|---|---|---|---|---|---|
| evaluation).<br><br>**Social-emotional development activities:** Using the first 20 minutes of each session the Ss. will work a Construye-T activity. The activities have the objective of developing the socio-emotional abilities of the Ss. This belongs to the Construye-T national program, implemented by the federal government in secondary school.<br><br>**Sensitization Activities:**<br><br>The whole group will watch the video "The world´s English mania". | Ss. Support to verify and socialize the results.<br><br>The teacher asks the Ss. to take their Construye-T activity to work with. The teacher socializes and guides the activity until its finished. The Ss will make a reflection and an analysis about the situations viewed in the activity. Each and every activity will be sent by the social network what´sApp.<br><br>The teacher shows to the class the video "The world´s English mania". And ask the Ss. to give their points of view about what they have perceived from the video using English language. The teacher asks the Ss. to write a pledge about how will be their performance into the class this semester. The Ss. will write it using the first page of their notebooks. | The Ss. Download from the LMS Classroom or Whatsapp each and every one of the Construye-T activities per week. The activities have been uploaded by the teacher.<br><br>The Ss. Share different points of view using their oral English skills and they write their own pledge into their notebooks. | Construye-T printed activity.<br><br>Pledge was written in the English language into their notebooks. | Formative / Self-evaluation.<br><br>Formative / Self-evaluation. | 10%<br><br>0% | 20 min.<br><br>20 min. |

| DEVELOPMENT (HOURS) | | | | | | |
|---|---|---|---|---|---|---|
| **LEARNING OUTCOMES** | **ACTIVITIES** | | **PRODUCT** | **EVALUATION** | | **TIME** |
| | **TEACHER ACTIVITIES** (teacher, interaction, applied technic) | **STUDENT ACTIVITIES** (student interaction) | | **TYPE AND MOMENT** (diagnostic, formative o summative/ hetero-evaluation, co-evaluation o self-evaluation) | **INSTRUMENT AND WEIGHTING (%)** | **FOR EACH AND EVERY ACTIVITY (MINUTS)** |
| • The Ss. will develop the skills of reading, writing, and listening about the making of different products manufactured overseas or locally.<br>• The Ss. will be able to speak about the different materials used to make different products.<br>• The Ss. will be able to speak about products, objects inventions and inventors.<br>• The Ss. will be able to speak about recycled materials and how they function.<br>• The Ss. will be able to write and to speak about environmental issues.<br>• The Ss. will be able to describe in detail different situations as well as emphasize similar characteristics and contrasts. | The Teacher asks the Ss. to add into the LMS Google Classroom and its specific English IV class by shearing a specific code generated previously and sending it through the social network WhatsApp. The LMS is structured in three different sections, the first one dedicated to the supporting contents (each and every content used to detonate the Ss. schemata), the second dedicated to the KWL & CLIL (methodology), and the third one dedicated to the evidence portfolio (Homework).<br><br>The teacher will use the Video session platform ZOOM to perform the video socialization of the activities to be performed by the Ss. each week. The teacher will lead the video session using the 40 minutes that the free plan allows and will be here where each and every part of the activity will be explained to the Ss. | Along the Ss. assistance into the video session the Ss. must take notes about any topic, interesting aspect, doubts, or relevant information that the Ss. consider necessary to acquire and achieve the goal to work without problems into their different activities.<br><br>The Ss. write the information on their notebooks to use it in the next moment of the class. | Information written by the Ss. in their notebooks related to the grammatical aspects, vocabulary, important and useful information in every lesson of this partial. | Formative / Hetero-evaluation. | Observation Guide / 10 % | 30 min |

| | | | | | | |
|---|---|---|---|---|---|---|
| | The teacher will show the different content, like videos, podcasts, images, infographics, digital presentations, songs or any other material even realia, specifically related to the topic that will be used and will be learned by the Ss. having as an objective to involve the Ss. using their prior knowledge and their previous experiences related to the context using a specific situation.<br><br>This semester the sessions will be into the hybrid modality (virtual and some face-to-face sessions, Wednesday to be more specific). | | | | | |

| CLOSE (HOURS) | | | | | | |
|---|---|---|---|---|---|---|
| **LEARNING OUTCOMES** | **ACTIVITIES** | | **PRODUCT** | **EVALUATION** | | **TIME** |
| | **TEACHER ACTIVITIES** (teacher, interaction, applied technic) | **STUDENT ACTIVITIES** (student interaction) | | **TYPE AND MOMENT** (diagnostic, formative o summative/ hetero-evaluation, co-evaluation o self-evaluation) | **INSTRUMENT AND WEIGHTING (%)** | **FOR EACH AND EVERY ACTIVITY (MINUTS)** |
| • Ask and give information about the making of different products.<br>• Ask and give information about relevant facts about the improvement and keeping of resources.<br>• Talking about causes and effects.<br>• Use adverbs of manner to describe different detailed situations.<br>• Emphasize similar or contrasting characteristics. | By applying the KWL (Know, Want and Learned) Grid as a self-evaluation instrument and CLIL (Content Language and Integrated Learning) as a didactical technic, the teacher leads each and every activity into the asks the Ss. to begin working with the activity, it was uploaded into the Goggle Classroom platform by the teacher a few days before the present week. The teacher will be guiding the activity by being able to clear any doubt on the side of the Ss.<br><br>Session 1.<br>• CLIL 1 "The best place to manufacture products". (Activities related to reading, writing, and listening). | Using their previous knowledge and what they have learned in the development stage, the Ss. will work by their self or cooperative using their listening, reading, writing, and speaking skills to work with CLIL activities. This method promotes an approach to develop the four skills of English language. Each CLIL involves activity feedback like online research, writing practices, projects and use of different digital apps and technology to build contents.<br><br>CLIL 1 "The best place to manufacture products".<br>• Using their previous knowledge and what they have learned in the development stage the Ss. Will work by their | Different products will be used by the teacher and used by the Ss.<br><br>KWL & CLIL "The best place to manufacture products". | Diagnostic/ Formative/ Summative.<br><br>Auto evaluation/ Hetero evaluation/ Co evaluation.<br><br>Formative / Hetero evaluation | Comparison list Rubric<br><br>Comparison List "KWL & CLIL" | 80 min. approximately. (it will depend about the difficulty grade). |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | self or cooperative using their listening, reading, writing and speaking skills to work with CLIL activities.<br>• The Ss. Create a Wordcloud developing the concept of "The best place to manufacture products".<br>• The Ss. perform an online research about: products that are made in their country or region, the Ss. will pick 10 different places and they will point them into a Mexican Republic map. At the end the Ss will write sentences using English language and passive voice present tense structure. | Word cloud: "The best place to manufacture products".<br>Mexican Republic Map "The best place to manufacture products in Mexico and my region". | Summative / Hetero evaluation<br>Summative / Hetero evaluation | Comparison List Wordcloud "The best place to manufacture products".<br>Comparison List "The best place to manufacture in Mexico". | |
| | Session 2.<br>• CLIL 2 "Objects". (Activities related with reading, writing and listening). | CLIL 2 "Objects"<br>• Using their previous knowledge and what they have | KWL & CLIL "Objects". | Formative / Hetero evaluation | Comparison List "KWL & CLIL "Objects". | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Session 3.<br><br>• CLIL 3 “Inventors” (Activities relate with reading, writing and listening). | learned in the development stage the Ss. Will work by their self or cooperative using their listening, reading, writing and speaking skills to work with CLIL activities.<br><br>• The Ss. Create a Wordcloud developing the concept of “The best place to manufacture products”.<br>• The Ss. will chose their favorite object and they´ll write and describe in English using passive voice structure referring where, when, who and what is the object made of.<br><br>CLIL 3 “Inventors”<br>• Using their previous knowledge and what they have learned in the | Word cloud “Materials & Objects”.<br><br>Writing practice: “Describing my favorite Object”<br><br>KWL & CLIL “Inventors” | Summative / Hetero evaluation<br><br>Summative / Hetero evaluation<br><br>Formative / Hetero evaluation | Comparison List Wordcloud “Materials & Objects”.<br><br>Observation Guide “Describing my favorite object”.<br><br>Lista de cotejo “KWL & CLIL “Inventors”. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | development stage the Ss. Will work by their self or cooperative using their listening, reading, writing and speaking skills to work with CLIL activities.<br><br>• The Ss. Create a Wordcloud developing the concept of "Inventors".<br><br>• The Ss. create a chart which content will be integrated by the name of the invention, name and image about the inventor and the year when was invented, created, painted, etc…and finally the Ss. will write as many passive voice past tense sentences as inventors their chart have.<br><br>CLIL 4 "It´s how you do it"<br>• Using their previous | Wordcloud "Inventors"<br><br>Chart of Inventors.<br><br>KWL & CLIL | Summative / Hetero evaluation<br><br>Summative / Hetero evaluation<br><br>Formative / | Comparison List Wordcloud "Inventors",<br><br>Comparison List "Inventors Grid".<br><br>Comparison List | |
| | Session 4.<br><br>• CLIL "It´s how you do it" (Activities relate with Reading, writing and listening). | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Every CLIL activity as well as the materials, videos, digital presentations and all the realia used into the session are stablished into the lesson planning template per week (added to his lesson plan as an attached document). | knowledge and what they have learned in the development stage the Ss. Will work by their self or cooperative using their listening, reading, writing and speaking skills to work with CLIL activities.<br>• The Ss. Create a Wordcloud developing the concept of "How things are done".<br>• The Ss. Perform a detailed description about how different professionals do their activities in different areas. | "It´s how you do it"<br>Wordcloud "It´s how you do it"<br>Writing activity: "This is how I.., Describing Situations emphasizing characteristics". | Hetero evaluation<br>Summative / Hetero evaluation<br>Summative / Etero evalauation | "KWL & CLIL "It´s how you do it".<br>Comparison List Wordcloud "It´s how you do it",<br>Comparison List writing activity: This is how I.., Describing Situations emphasizing characteristics". | |

| D) RESOURCES | | |
|---|---|---|
| **Equipment** | **Material** | **Information sources** |
| • Computer<br>• Speakers<br>• Projector<br>• Smarth pone | • KWL Grid & CLIL Activity<br>• Videos<br>• Digital presentations<br>• Digital apps<br>• Songs<br>• Realia. | Bibliographics: Language in Time 4 by Victoria S. Oliva, Ed. Anglopublishing.<br>Be competent 2 by Angela Llanas, Ed. Macmillan.<br>Electrónics: Different contents extracted from WEB<br>Normative: Agreement 653 and the Common Curricular Framework of Higher Secondary Education for English IV. |

| E) VALIDACIÓN | | | |
|---|---|---|---|
| **MADE BY:**<br><br>M.E Eduardo García Jiménez | **EXAMINED BY:** | **SUPPORTED BY**:<br><br>M.E Eduardo García Jiménez | **RECIVED BY:**<br><br>Biol. Dulce María Vargas Martínez |
| **TEACHER** | **PRESIDENT OF THE ACADEMICHAL COMISION OF ENGLISH** | **PRESIDENT OF THE TECHNICAL ACADEMIC COMMITE** | **CHEAF OF THE ACADEMICAL AND PROFICIENCIES DEPARTAMENT** |

| **Lesson Planning Template "The Best Place to Manufacture Products"** | | | |
|---|---|---|---|
| Teacher´s Name: M.E. Eduardo García Jiménez | | | |
| Date:<br><br>28/02/22 | Class:<br><br>Geography. | Skill Area(s):<br><br>• Listening<br>• Reading<br>• Writing | Length:<br><br>150 min. |

**Lesson Objective(s)**

By the end of the class, students will be able to:

- Talk about products manufactured overseas or locally.
- Identify and talk about different Cities, States, Nations, Countries and Continents in the world.
- Identify and use the Passive voice to talk about products made in different places around the world.
- Learn how a value like **COMMITMENT** can help citizens and countries to achieve goals.

Language of Learning:

*(Key Vocabulary)*

- Products
- Launch
- Overseas
- Supply
- Hardware
- Software
- Supplier
- Competitive
- Affordable
- Labor
- Country
- Continents

Materials:

- Computer
- Projector
- Powerpoint slides "Passive voice".
- Podcast "Going Overseas" https://drive.google.com/drive/folders/1wPp1IjI0dfKTYveIdiTXBj49vK6rfrc4?usp=sharing
- Youtube Video Animaniacs "Yakko´s world" https://www.youtube.com/watch?v=V1508wboZXk
- Youtube Video "The top 10 Manufacturer countries" https://www.youtube.com/watch?v=XX_2CDzF9mw

- Prezi “Prepositions”
- Dictionary
- KWL & CLÏL “The best place to manufacture a product”.
- ZOOM Platform, LMS CLASSROOM

Teaching/ Learning Activities:

| Time | Interaction | Procedure |
|---|---|---|
| Previously | Whole Class (on Google Classroom). | The teacher applies to each and every one of the Ss. a diagnostic test integrated by 10 questions related with the learning outcomes learned by the Ss. in third semester. |
| 10 mins | Whole Class | The teacher use the Video “The world´s English mania” http://ed.ted.com/lessons/the-world-s-english-mania-jay-walker To show the Ss how the development and use of the commitment as a value besides the use of English language can help people and countries to achieve different goals and to cheer them to learn it and use it by making a big effort. All this will be made using an oral speech. |
| 10 mins | Whole Class | The teacher uses as an ice break the game “Stop” to introduce the topic in this session. The Ss will identify what a subject and an object is, besides to get fun spending a goodtime. |
| 10 mins | Whole Class | The teacher asks the following questions to the Ss. Do you know where are the most products made in? What products are manufactured in their country? He waits for the Ss answer and creates a brainstorm with their opinions. |
| 15 mins | Whole class | The teacher talks about “The Passive Voice” and explains it, ask if there are any question and give feedback to the Ss. He uses the digital presentation “Passive Voice” |
| 10 mins | Whole-Class | The teacher shows the Ss the digital presentation “Prepositions”. The Ss take notes. |
| 10 mins | Individual | The teacher shows the Ss. the KWL Grid “The best place to manufacture a product (The Know and Want to Know Columns). And ask them to use their prior knowledge and experiences to create affirmations about the topic, and change these ones into questions in the Want column by |

| | | |
|---|---|---|
| 70 mins | Individual | applying the proper grammar to do that.<br><br>The Teacher asks the Ss to work with the CLIL (Content and Language Integrated Learning) “The best place to manufacture a product” which the teacher has uploaded previously in the LMS Classroom and the Ss. start working with it.<br><br>The teacher will use the Podcast “Going overseas” to improve the listening skill of the Ss. https://drive.google.com/file/d/1wPqVdMLpZ-AnTOyjs-3WvIpO98QAVwby/view?usp=sharing<br><br>The Ss use the video Youtube Video “The top 10 Manufacturer countries” https://www.youtube.com/watch?v=XX_2CDzF9mw<br><br>The Ss. Have to use the information from the chart and place in a world map the country where the products are made in. The Ss. use the video “Yakko´s world” https://www.youtube.com/watch?v=V1508wboZXk<br><br>Finally, the Ss. create as many passive voice present tenses as information exists in their charts. To contextualize and work with one of the main elements reviewed in the class. |
| 5 mins | Whole-Class | The Teacher asks the Ss. To fill the last column in the KWL grid what did they learn in the activity.<br><br>The teacher gives feedback to their Ss. Using questions and points of view from them. |
| 5 mins | Homework (Evidence) | The teacher promotes feedback among the students by the use of some statements and making reference to the content and information reviewed in the session.<br><br>The Ss. explains the evidence that needs to be created by the Ss. to do this the teacher explains each and every criteria written in the evaluation instrument, where the Ss. have to identify, point and write about the top 10 most recognized places in Mexico to manufacture products by the |
| 5 mins | Whole Class | |

| | | |
|---|---|---|
| | | use of passive voice present tense structure.<br><br>The Teacher calls the roll-<br><br>End of the Class |

KWL (Know, Want, Learned) Grid

| **Content:** The best place to manufacture products.<br>**Student´s Name: _____**<br>**Grade and Group: _____**<br>**Date: _____.** | | |
|---|---|---|
| **Know** | **Want** | **Learned** |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## CLIL: The best place to manufacture products. (Learning Passive Voice)

Student´s name: _____

Date: _____ Grade and Group: _____

**Activity 1**

Listen to what Andrew Peter´s Robot says about his company, and answer the questions below, to do that click in the following link

https://drive.google.com/drive/folders/1wPp1IjI0dfKTYveIdiTXBj49vK6rfrc4?usp=sharing

Going overseas!!!!

When I launched my company, Eclipse Networks, in 1998, I had no intention of manufacturing overseas. But when my company was taking on larger orders, I began looking for cheaper supply alternatives. That´s when I went to China. By 2001, Chinese manufacturers had become very well equipped and could manufacture the hardware of our high-tech scanners and printers. So, in 2003, my company, which is based in San Antonio, Texas, canceled contracts with domestic suppliers and moved 90 percent of manufacturing to China. My company, like millions of others, made a decision to have more competitive, cost-effective products. I´d like our products to be manufactured locally. Manufacturing locally is becoming more and more affordable. The Technology is improving rapidly, and labor costs are becoming cheaper.

1. When did Andrew launch his company?

_____.

2. Did he have the intention of manufacturing overseas?

_____.

3. When did he begin looking for cheaper supply alternatives?

_____.

4. When did the company cancel contracts with domestic suppliers?

_____.

5. Where is the company based?

_____.

**Activity 2** Use the information from the video "Top 10 manufacturer countries" by clicking on the link https://www.youtube.com/watch?v=XX_2CDzF9mw to complete the chart, put an X in the right cell.

| Country / Product | Mexico | USA | France | India | Japan | China | Canada |
|---|---|---|---|---|---|---|---|
| **Robots** | | | | | | | |
| **Computers** | | | | | | | |
| **Tequila** | | | | | | | |
| **Fuel** | | | | | | | |
| **Plains** | | | | | | | |
| **Cars** | | | | | | | |
| **Smartphones** | | | | | | | |

**Activity 3**

Using the information of the chart above, use your answers and the Animaniacs "Yakko´s world" video by clicking on the link https://www.youtube.com/watch?v=V1508wboZXk, to locate in the world map the country or city where the products are made in.

**Activity 4**

Use the information from the chart on Activity 2 and write as many **Passive Voice Present tense sentences** as you have identified.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

INSTRUMENTOS DE EVALUACIÓN

**LISTA DE COTEJO**
**THE BEST PLACE TO MANUFACTURE PRODUCTS IN MEXICO.**

| | |
|---|---|
| **Nombre del alumno(a):** | |
| **Carrera:** | Técnico en: |
| **Asignatura:** | INGLÉS IV |
| **Producto a evaluar:** | **ACTIVIDADES EN CLASE VALOR** _____ |
| **Competencia a Favorecer:** | **C.G. 4 Atributo: <u>Expresa</u>** ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas. **<u>Identifica</u>** las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. |

**INSTRUCCIONES:** Marca con una ( X ) la casilla que corresponda a la opción SI, si la actividad se realizó de manera correcta; NO si la actividad no cumplió con lo establecido. Utilice la columna de OBSERVACIONES para explicar por qué cumple parcialmente.

| N°. | Critérios a evaluación | Valor | No | Sí | Observaciones |
|---|---|---|---|---|---|
| 1 | El estudiante identifica el propósito de la actividad a través del uso de un título escrito acorde con la actividad. | 1 pto. | | | |
| 2 | Utiliza material de apoyo (mapa de la república mexicana) generado por una herramienta o app digital para alcanzar el propósito de la actividad (identificar el top 10 de lugares más reconocidos en México por manufacturar productos). | 21 ptos. | | | |
| 3 | Aplica los conocimientos esperados de la sesión en el contexto de su país (crea oraciones pasivas en tiempo presente utilizando la información de su mapa). | 2 ptos. | | | |
| 3 | Utiliza de forma correcta la estructura de la Passive Voice Present tense. | 3 pto. | | | |
| 5 | El producto final refleja creatividad (colores, imágenes, conectores, etc…). | 1 Pto. | | | |
| 6 | La actividad es entregada en tiempo y forma. | 1 pto. | | | |

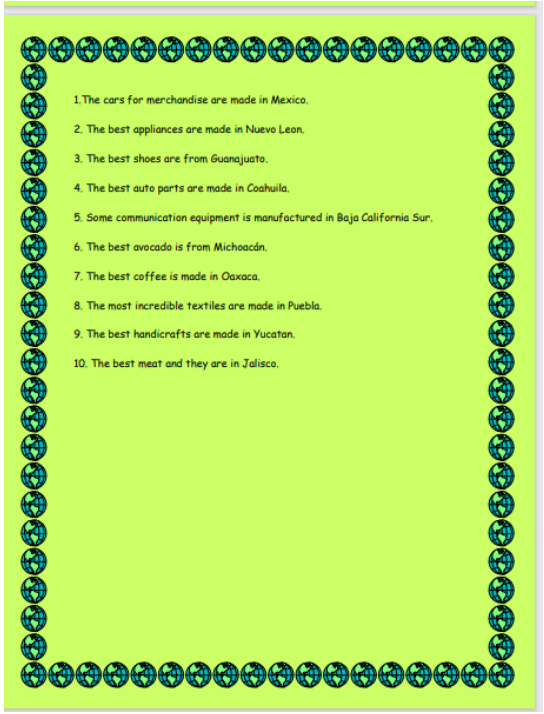
| **Evaluó (Nombre del Profesor (a) y firma)** | **Lugar y fecha de aplicación** |
|---|---|
| **M.E Eduardo García Jiménez** | **Apan, Hgo., a ____ de _____ de 2022.** |

# Evidences

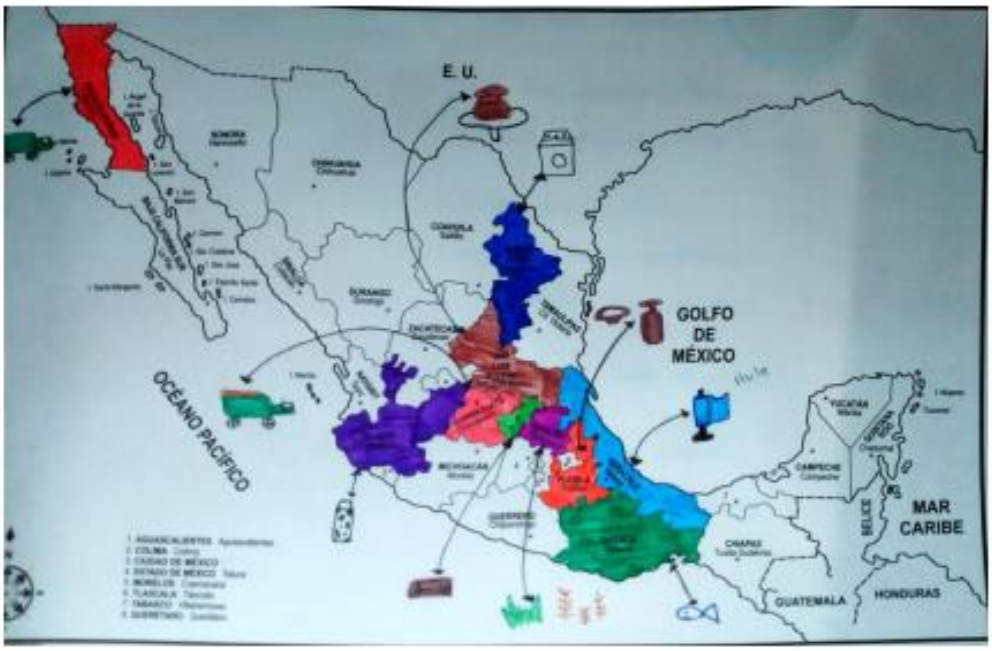
Input is and will be so important at the moment to ask and explained for evidence; if the students did not understand the instruction given by the teacher in the video session it would be hard for them to understand it; because the students have a low reading comprehension level.

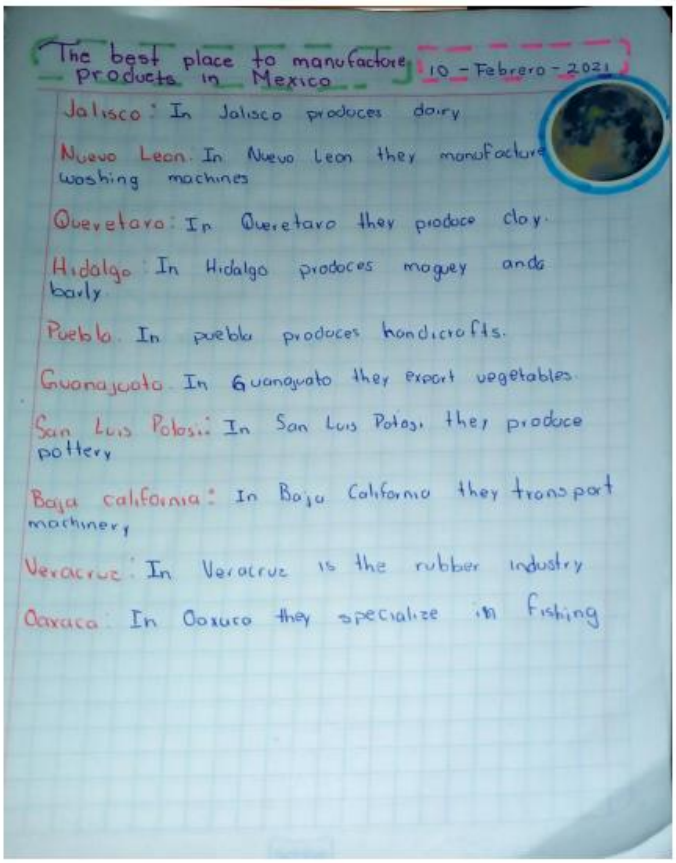
Let us observe two different kinds of intake applied by two different students.

Student A showed an efficient level of proficiency to achieve the goal.



Student B. Low level of proficiency.



The best place to manufacture products in Mexico 10 - Febrero - 2021

Jalisco: In Jalisco produces dairy

Nuevo Leon: In Nuevo Leon they manufacture washing machines

Queretaro: In Queretaro they produce clay.

Hidalgo: In Hidalgo produces maguey and barly

Puebla: In puebla produces handicrafts.

Guanajuato: In Guanajuato they export vegetables

San Luis Potosi: In San Luis Potosi they produce pottery

Baja california: In Baja California they transport machinery

Veracruz: In Veracruz is the rubber industry

Oaxaca: In Oaxaca they specialize in fishing

# KWL (know, want, learned) Grid

| **Content:** Giving Information to communicate.<br>**Student´s Name: _____**<br>**Grade, Group and specialty: _____**<br>**Date: _____.** | | |
|---|---|---|
| **Know** | **Want** | **Learned** |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# CLIL: GIVING INFORMATION TO COMMUNICATE.

Student´s name: _____

Date: _____ Grade, Group and specialty: _____

## Activity I

**Read and number the pictures.**

**Narrator: One**

Dear Mr. Walters

I´ve been unsuccessful in contacting you by phone, and you´ve not replied to my WhatsApp Messages, so I´m being forced to write to you in an official capacity. It recently came to my attention that one of the pipes in my apartment is leaking. The problem requires a professional as it is impossible to access the problem without damaging the walls. Therefore, I´m asking you one last time to please make a convenient time to view the damage so far caused by the problem, so that we can arrange for someone to come and fix the problem.

Sincerely,

John Nesbitt

**Narrator: Two**

Dear sir o Madam

I am writing to inform you of a problem in my street that urgently needs rectifying. The recent heavy rains have caused a series of potholes to appear in the street. This is danger for people driving and should, therefore, be a priority for the council to repair. Moreover, the damaged road and bad weather are now causing lines of traffic to build up in my street and the surrounding area. I would be most grateful if you could arrange for the matter in hand to be dealt with as a matter of the utmost importance.

Yours faithfully,

Ms. Irene Tindler

**Narrator: Three**

Dear neighbor

I assume you have seen the damage to my fence following last night´s storm, which resulted in the tree from your garden falling onto my property. Although I ´ve asked you on numerous occasions to trim back the tree to your own side of the fence, you have constantly ignored my polite requests. I realize you have always insisted you´re within your rights to leave the tree untrimmed, but the results of last night´s storm are proof is exactly the kind of thing I was concerned about. I´m afraid I´ll be forced to go to the local council for help if you refuse to acknowledge the problem this time around. However, I´m a reasonable man and I´m sure you are too, deep down. Therefore, perhaps we can come to a neighborly solution without the need to take further action to resolve the situation.

Many thanks for your understanding,

Stan (next door)

A**ctivity II**
**Underline the correct linking word.**

1. I don´t usually eat meat. **Although / Furthermore**, I do like roast chicken on Sundays.
2. I need to go to work urgently, **but / so** you´ll have to cook your own dinner tonight.
3. We ran into a problem. **And / However**, I think I´ve already found a solution.
4. We have no money left. **Therefore / Although**, we´ll have to cancel the Christmas party.
5. We need to find an accessible hotel. **But / Furthermore**, it needs to be in the town center.
6. This meal is delicious, **and / but** it´s also healthy!

**Activity III**
**Rewrite the sentences using appropriate linking words from the Grammar Time box. Sometimes, more than one answer may be possible.**

**but and so however furthermore therefore although**

**1.** I like learning languages. I like math and science.
_____.
**2.** The shop was closed. We couldn´t get any tortillas.
_____.
**3.** I fell off my bike and hurt my ankle. I went to the hospital.
_____.
**4.** The meal was delicious. It was very expensive.
_____.
**5.** It was a great show. It was value for money.
_____.
**6.** He´s lazy. He´s totally irresponsible.
_____.
**7.** It was raining. We played outside.
_____.

**Activity IV**
**Classify the following linking words and phrases to add additional information to indicate cause, effect, or contrast.**
But, as a result, and, as well as, as a consequence, also, although, which means, in addition, however, that said, so, furthermore, too, on the other hand, therefore, moreover, because, except.

| CAUSE/ EFFECT | EXCEPTIONS | CONTRAST | ADDING |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## LISTAS DE COTEJO VIDEO ”MY EXPERIENCE LEARNING IN PANDEMIC TIMES”

| | |
|---|---|
| **Nombre del alumno(a):** | |
| **Carrera:** Técnico en | |
| **Asignatura:** INGLÉS IV | |
| **Evidencia por producto:** | **Video “desempeño” valor** _____ |
| **Competencia a favorecer:** | **C.G 4. Atributo: <u>Expresa</u>** ideas y conceptos mediante representaciones lingüísticas, matemáticas, gráficas. **<u>Identifica</u>** las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. |

| CRITERIOS | PONDERA-CIÓN | SI | PARCIAL-MENTE. | NO | OBSERVACIONES |
|---|---|---|---|---|---|
| **1.- El producto es grabado en video hablado completamente en inglés.** | **1 Pto.** | | | | |
| **2.- El video tiene una duración máxima de 1 minuto y en él se aborda la experiencia del estudiante en cuanto a su aprendizaje en tiempos de pandemia.** | **1 Pto.** | | | | |
| **3.- Se identifica el uso de diferentes tiempos (presente, pasado, futuro).** | **2 Ptos.** | | | | |
| **4.- El estudiante logra comunicar su experiencia con fluidez y precisión de forma oral.** | **4 Pto.** | | | | |
| **5.- La actividad denota creatividad.** | **1 Pto.** | | | | |
| **6.- Es entregada en la fecha requerida.** | **1 Pto.** | | | | |

| Evaluó (Nombre y firma) | Lugar y fecha de aplicación |
|---|---|
| **M.E Eduardo García Jiménez** | **Apan, Hgo., a ____ de _____ de 2022.** |

Student A showed an efficient level of proficiency to achieve the goal.
https://drive.google.com/file/d/1p86zTrWw9sZSsExFZJmCebYdoZi1xbq9/view?usp=sharing
Student B. Low level of proficiency.
https://drive.google.com/file/d/1ADFWJMa2O-DphkPx5Uj8P8jXEDpYZVPy/view?usp=sharing
In this specific case was the evidence that allowed us to observe the fluency and accuracy required as homework when we want to develop the speaking skill among our students, is in here when technology helps us as teachers to achieve our goals.

## 3. Assessment tools

### 3.1 Testing tools for activities

As all teachers must know, when we are talking about assessment and evaluation, both actions must be continuous processes along the different stages of sessions. In my case, I apply three different kinds of evaluation (diagnostic, formative, and summative). The first one is at the very beginning of the curse https://docs.google.com/forms/d/e/1FAIpQLSdOiCN-96eZrrXF_JHvqD_lY7EHgGD6UoSb3F4Z3zAqG3Za3g/viewform?usp=sf_link , the second one is along with the CLIL (Content language and integrated learning) activity https://create.kahoot.it/share/presente-perfecto-e-intensificadores/23f68017-d3ed-493d-bf64-8e6ceffbe2f2 , and finally, at the moment of the creation of the evidence behave different kinds of assessment tools to identify the competencies that my students have developed in the lessons (homework) https://classroom.google.com/c/NDcwNjAxOTA2MTg0/a/NDcwNjAxOTA2MjUx/details . In this sense, I have designed and used rubrics, and checklists (predominantly) as a consequence of the lack of commitment and some misbehaviors that impact the performance of the students. The null development of higher-level competencies adds to the low level of reading comprehension that has originated misunderstood and continuous failures at the moment of interacting with each and every activity along with the session; when creating the evidence or

when they are in front of a test, those are some issues we can clearly see in the classroom. So, teachers need to approach the students to assess them at the moment when they are performing activities in the classroom, and by the use of some instruments based on their likes and abilities. We do not forget that our students belong to the “Information Generation”, where tech could be used not only to entertain but to learn too. Google Forms is a great tool to develop assessments, as well as some apps like Kahoot and Quizziz, both count with specific characteristics that result interesting, and entertaining for the students because they integrate virtual and digital elements that catch their attention. And most importantly, these apps help the teacher to gain time when we talk about grading, learn more about tech applied to learning and keep moving forward on abilities as teachers.

On the other hand, when we talk about evaluation we need to understand that this process is more intrinsic than assessment, I mean, to perform self, peer, or hetero-evaluation students and teachers need to have awareness at the time to perform whatever this is. Values like honesty, confidence, commitment, and truth will allow us to have more realistic results at the moment we grade and when we receive the results or the feedback. Apps like Google Forms https://docs.google.com/forms/d/e/1FAIpQLSdjm6Vm5IvgDgG5CBqqgIo7XETemVs92dWJcJLHgMI63Wo0Ew/viewform?usp=sf_link , Quizziz, https://quizizz.com/admin/quiz/627fd4c310276c001f302f41 or our own designs could give support to this enterprise. In my praxis I used to use some of this sometimes, it will depend on how much time I have or will depend on my needs. I usually perform an evaluation at the very beginning, and at the end of each period.

## PLANNING 1

| Lesson Planning Template "ENVIRONMENTAL ISSUES" | | | |
|---|---|---|---|
| Name: M.E. Eduardo García Jiménez | | | |
| Date:<br><br>04/04/22 | Class:<br><br>Ecology. | Skill Area(s):<br><br>• Listening<br>• Reading<br>• Writing | Length:<br><br>150 min. |
| Lesson Objective(s)<br><br>By the end of the class, students will be able to:<br><br>• Use present perfect to make predictions.<br>• Use simple future to make predictions.<br>• Use intensifiers to express levels of intensity in sentences.<br>• Reflect about environmental issues as a citizen of the world. (Intercultural Global Issues) | | | |
| Language of Learning:<br><br>*(Key Vocabulary)*<br><br>• Will<br>• Has/have<br>• Verbs in past participle form (regular and irregular)<br>• Environmental issues<br>• Drought<br>• Greenhouse gas<br>• Global warming<br>• Hunger<br>• Overpopulation<br>• Deforestation<br>• Pollution | | | |
| Materials:<br><br>• Computer<br>• Projector<br>• Youtube Video "Top 10 Dangers facing our planet"<br>• https://www.youtube.com/watch?v=3lpkmPM3ylM&t=8s<br>• Prezi presentation "Perfect Simple" **https://prezi.com/p/dfhtbjpgi97z/?present=1**<br>• Inphography "The Present perfect,jpg"<br>• Youtube Video "Intensifiers"<br>• https://www.youtube.com/watch?v=ZI55Vntg2uQ&t=9s<br>• Construye-T Activity "Understanding the others" Socioemotional skills | | | |

- Markers
- Dictionary
- Verb list
- Flashcards
- KWL & CLIL “Environmental Issues”
- Youtube Video “Present Perfec Environmental Issues” https://www.youtube.com/watch?v=41NuZE8f61M&t=1s
- Checklists (Evidences/homework)
- Learning management system (LMS) Google Classroom. (Hybrid Modality)
- Kahoot ( self-evaluation / feedback) https://create.kahoot.it/share/presente-perfecto-e-intensificadores/23f68017-d3ed-493d-bf64-8e6ceffbe2f2

Teaching/ Learning Activities:

| Time | Interaction | Procedure |
|---|---|---|
| 5 mins | Individual | The teacher asks Ss to say the name of one element of the nature like mountain, river, wood, etc. to attract the Ss attention. |
| 20 mins | Individual | The teacher asks the Ss. to work with their Construye-T activity “Understanding the others”, these activities have the purpose to develop the socio-emotional abilities among the Ss. (The Ss use their L1) |
| 15 mins | Whole-Class | The teacher uses the Youtube Video “Top 10 Dangers facing our planet” https://www.youtube.com/watch?v=3lpkmPM3ylM&t=8s to get in context, develop ideas, and to activate the Ss prior knowledge and cultural context. (Content Schema) |
| 5 mins | Whole-Class | The teacher uses different verbs in past participle tense (regular and irregular) to guide the students into the use of them when they were working with passive voice structure (previous knowledge). To do this the teacher use flash cards. (Linguistic Schema) |
| 20 mins | Whole-Class | The teacher uses the digital presentation “Presente perfecto.pptx”, and the L2 to explain the grammatical content into the slides. The teacher collects information on the Ss literacy in their native language with the purpose that the Ss understand what they are reading about the grammatical content. (The Ss have to take notes) |

| | | |
|---|---|---|
| 10 mins | Whole-Class | The teacher uses the Youtube Video "Intensifiers"<br><br>https://www.youtube.com/watch?v=ZI55Vntg2uQ&t=9s<br><br>uses the L2 to explain the grammatical content into the slides. The teacher collects information on the Ss literacy in their native language with the purpose that the Ss understand what they are reading about the grammatical content. (The Ss have to take notes) |
| 15 mins | Individual | Have Ss fill out part of the KWL Grid "Environmental Issues". (What they Know, Want to Know, and what they have learned in the class). |
| 40 mins | Individual | The Teacher uses the CLIL activity called "Environmental Issues" and the Ss work on it. He explains the activity and the Ss have to use what they learned in the opening part of the class. (The CLIL activity contains different activities with the purpose to develop the different skills of L2, listening, reading, and writing). Along with the activity, the teacher monitors the Ss skills (intake), applies the top-bottom approach, and gives instant feedback. The Ss use the video "**Environmental issues"** **https://www.youtube.com/watch?v=41NuZE8f61M** |
| 5 mins | Individual | The Teacher asks the Ss. To fill the last column in the KWL grid what did they learn along with the development of the activity? (Self-evaluation). |
| 5 mins | Whole-Class | The teacher socializes the homework that has to be done by the Ss as evidence (output), and which evaluation instruments Check lists Wordcloud "Environmental issues and Check List Writing "Problems that the world is facing", were previously uploaded in the LMS Google Classroom by the teacher. |
| 5 mins | Whole-Class | The teacher gives the last feedback to their Ss. using a Kahoot https://create.kahoot.it/share/presente-perfecto-e-intensificadores/23f68017-d3ed-493d-bf64-8e6ceffbe2f2 |
| 5 mins | Whole-Class | The teacher calls the roll<br><br>End of the class. |

## Assessment

SEP
SECRETARÍA DE EDUCACIÓN PÚBLICA

SUBSECRETARÍA DE EDUCACIÓN MEDIA SUPERIOR
Unidad de Educación Media Superior Tecnológica Agropecuaria y Ciencias del Mar

**Centro de Bachillerato Tecnológico agropecuario No. 152**
**"Lauro L. Méndez"**

**CHECK LIST**
**WORDCLOUD "Environmental Issues"**

**Nombre:**
**Grupo/Carrera:**
**Materia:** Inglés IV
**Evidencia por producto:** WordCloud
**Producto a evaluar:** **WORDCLOUD.**
**COMPETENCIA A DESARROLLAS:** **C.G4. ATRIBUTO:** Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.

INSTRUCCIONES: Marca con una ( X ) la casilla que corresponda a la opción SI, si la actividad se realizó de manera correcta; NO si la actividad no cumplió con lo establecido.

| No. | REACTIVO | CUMPLIMIENTO | | OBSERVACIONES |
|---|---|---|---|---|
| | | SI | NO | |
| 1 | Las palabras son acordes al tema de la actividad de la sesión presencial. 20% | | | |
| 2 | Utiliza la app de forma correcta para alcanzar el propósito de la actividad. 30% | | | |
| 3 | Se incluyen al menos de entre 15 a 20 palabras escritas de forma correcta en el cuerpo de la nube. 30% | | | |
| 4 | El diseño de la nube es novedoso y creativo. 10% | | | |
| 5 | Cuida la limpieza y los tiempos de entrega de la actividad. 10% | | | |

| M.E Eduardo García Jiménez | Lugar y fecha de aplicación |
|---|---|
| | APAN, HGO., A ____ DE _____ DEL 2022. |

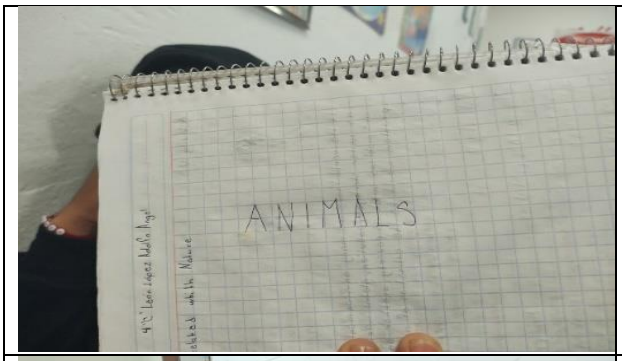
## CHECK LIST
## "WRITING" Problems that the world is facing.

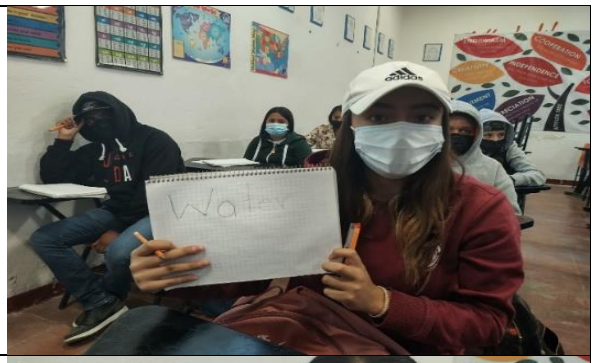
| | |
|---|---|
| **Nombre del alumno(a):** | |
| **Carrera:** Técnico en | |
| **Asignatura:** INGLÉS IV | |
| **Evidencia por producto:** | **Textos escritos "desempeño" valor** _____ |
| **Competencia a favorecer:** | **C.G 4. Atributo: <u>Expresa</u>** ideas y conceptos mediante representaciones lingüísticas, matemáticas, gráficas. **<u>Identifica</u>** las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. |

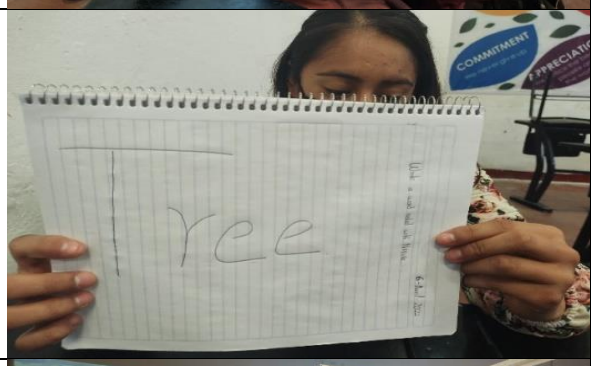
| CRITERIOS | PONDERA-CIÓN | SI | PARCIAL-MENTE. | NO | OBSERVACIONES |
|---|---|---|---|---|---|
| **1.- El título y el escrito corresponde al tema de la actividad vista en clase.** | **1 Pto.** | | | | |
| **2.- La redacción es completamente escrita a mano y en el idioma inglés.** | **1 Pto.** | | | | |
| **3- Se observa el uso correcto del presente perfecto e intensificadores en la redacción.** | **3 Ptos.** | | | | |
| **4.- El escrito tiene una longitud de 10 líneas como mínimo y 12 líneas como máximo.** | **2 Ptos.** | | | | |
| **5.- Se comprende lo que expresa.** | **1 Pto.** | | | | |
| **6.- Se hace referencia a la fuente de donde proviene la información (url).** | **1 Pto.** | | | | |
| **7.- La actividad es entregada en la fecha requerida.** | **1 Pto.** | | | | |

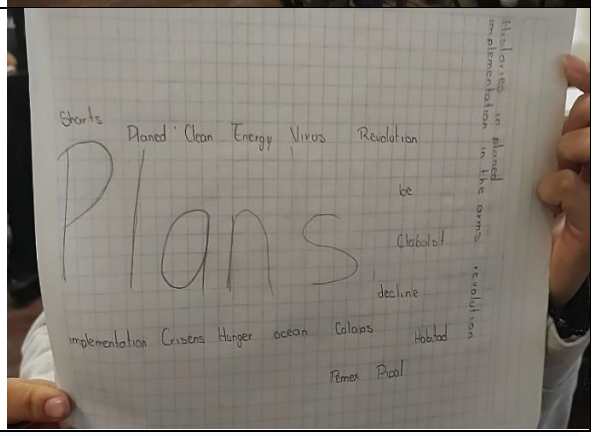
| Evaluó (Nombre y firma) | Lugar y fecha de aplicación |
|---|---|
| **M.E Eduardo García Jiménez** | **Apan, Hgo., a ____ de _____ de 2022.** |

## Opening Stage

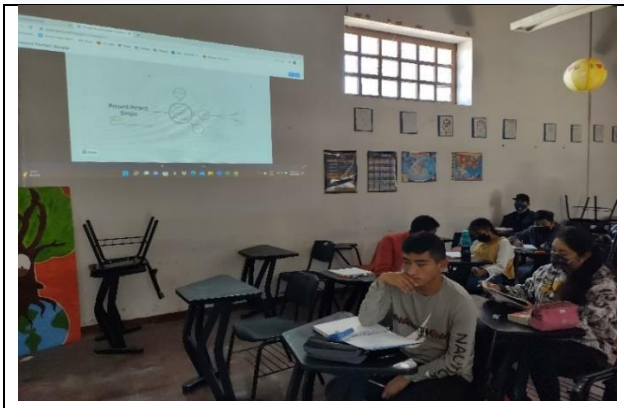


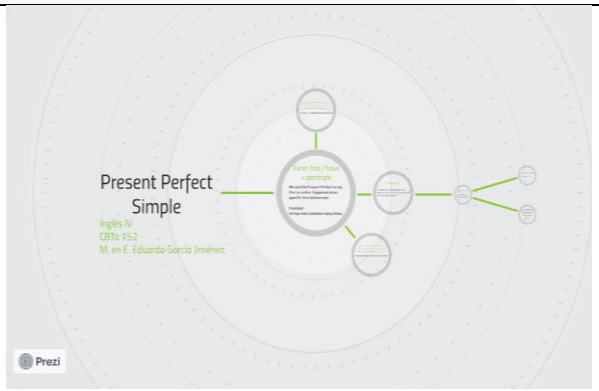



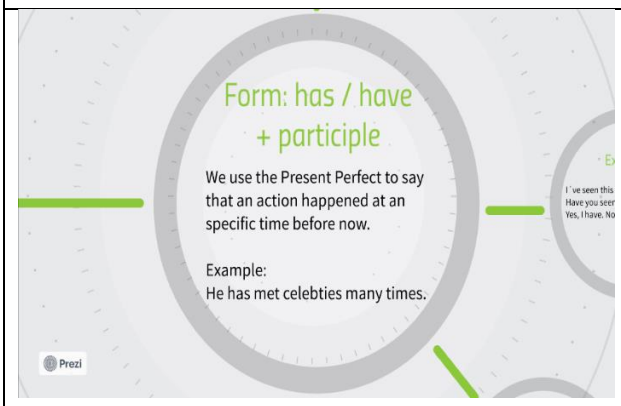




**Prezi "Present Perfect"** https://prezi.com/p/dfhtbjpgi97z/?present=1

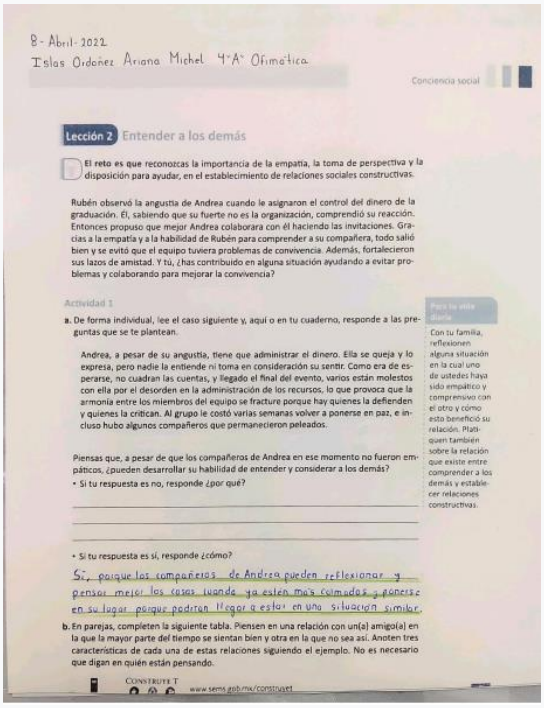




**Youtube Video "Intensifiers"** [https://www.youtube.com/watch?v=ZI55Vntg2uQ](https://www.youtube.com/watch?v=ZI55Vntg2uQ)

**CONSTRUYE-T Activity (Socio-Emotional Skills)**



8 - Abril - 2022
Islas Ordoñez Ariana Michel 4°A° Ofimática

Conciencia social

**Lección 2** Entender a los demás

El reto es que reconozcas la importancia de la empatía, la toma de perspectiva y la disposición para ayudar, en el establecimiento de relaciones sociales constructivas.

Rubén observó la angustia de Andrea cuando le asignaron el control del dinero de la graduación. Él, sabiendo que su fuerte no es la organización, comprendió su reacción. Entonces propuso que mejor Andrea colaborara con él haciendo las invitaciones. Gracias a la empatía y a la habilidad de Rubén para comprender a su compañera, todo salió bien y se evitó que el equipo tuviera problemas de convivencia. Además, fortalecieron sus lazos de amistad. Y tú, ¿has contribuido en alguna situación ayudando a evitar problemas y colaborando para mejorar la convivencia?

Actividad 1

a. De forma individual, lee el caso siguiente y, aquí o en tu cuaderno, responde a las preguntas que se te plantean.

Andrea, a pesar de su angustia, tiene que administrar el dinero. Ella se queja y lo expresa, pero nadie la entiende ni toma en consideración su sentir. Como era de esperarse, no cuadran las cuentas, y llegado el final del evento, varios están molestos con ella por el desorden en la administración de los recursos, lo que provoca que la armonía entre los miembros del equipo se fracture porque hay quienes la defienden y quienes la critican. Al grupo le costó varias semanas volver a ponerse en paz, e incluso hubo algunos compañeros que permanecieron peleados.

Piensas que, a pesar de que los compañeros de Andrea en ese momento no fueron empáticos, ¿pueden desarrollar su habilidad de entender y considerar a los demás?

- Si tu respuesta es no, responde ¿por qué?

- Si tu respuesta es sí, responde ¿cómo?

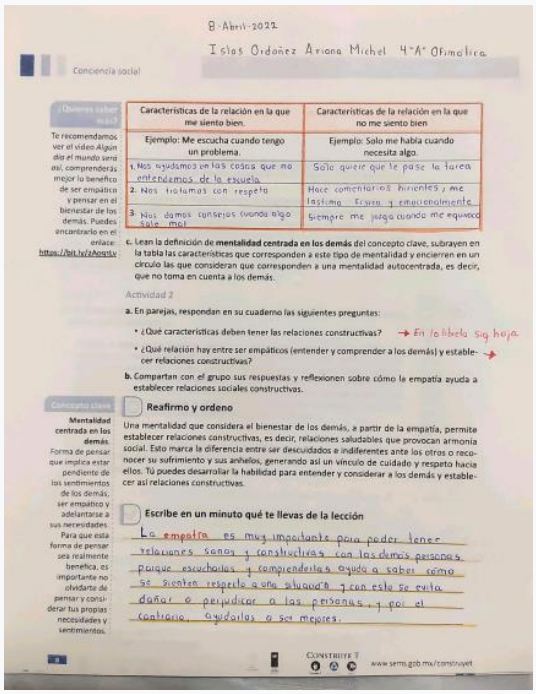
Sí, porque los compañeros de Andrea pueden reflexionar y pensar mejor las cosas cuando ya estén más calmados y ponerse en su lugar porque podrían llegar a estar en una situación similar.

b. En parejas, completen la siguiente tabla. Piensen en una relación con un(a) amigo(a) en la que la mayor parte del tiempo se sientan bien y otra en la que no sea así. Anoten tres características de cada una de estas relaciones siguiendo el ejemplo. No es necesario que digan en quién están pensando.

Para la vida diaria

Con tu familia, reflexionen alguna situación en la cual uno de ustedes haya sido empático y comprensivo con el otro y cómo esto benefició su relación. Platiquen también sobre la relación que existe entre comprender a los demás y establecer relaciones constructivas.

CONSTRUYE T www.sems.gob.mx/construyet



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Conciencia social

¿Quieres saber más?

Te recomendamos ver el video *Algún día el mundo será así*, comprenderás mejor lo benéfico de ser empático y pensar en el bienestar de los demás. Puedes encontrarlo en el enlace: https://bit.ly/2AnqrLv

| Características de la relación en la que me siento bien. | Características de la relación en la que no me siento bien |
|---|---|
| Ejemplo: Me escucha cuando tengo un problema. | Ejemplo: Solo me habla cuando necesita algo. |
| 1. Nos ayudamos en las cosas que no entendemos de la escuela | Solo quiere que le pase la tarea |
| 2. Nos tratamos con respeto | Hace comentarios hirientes, me lastima. Ecsien y emocionalmente |
| 3. Nos damos consejos cuando algo sale mal | Siempre me juzga cuando me equivoco |

c. Lean la definición de **mentalidad centrada en los demás** del concepto clave, subrayen en la tabla las características que corresponden a este tipo de mentalidad y encierren en un círculo las que consideran que corresponden a una mentalidad autocentrada, es decir, que no toma en cuenta a los demás.

Actividad 2

a. En parejas, respondan en su cuaderno las siguientes preguntas:

- ¿Qué características deben tener las relaciones constructivas? → En la libreta sig hoja
- ¿Qué relación hay entre ser empáticos (entender y comprender a los demás) y establecer relaciones constructivas? →

b. Compartan con el grupo sus respuestas y reflexionen sobre cómo la empatía ayuda a establecer relaciones sociales constructivas.

Concepto clave

**Mentalidad centrada en los demás.** Forma de pensar que implica estar pendiente de los sentimientos de los demás, ser empático y adelantarse a sus necesidades. Para que esta forma de pensar sea realmente benéfica, es importante no olvidarte de pensar y considerar tus propias necesidades y sentimientos.

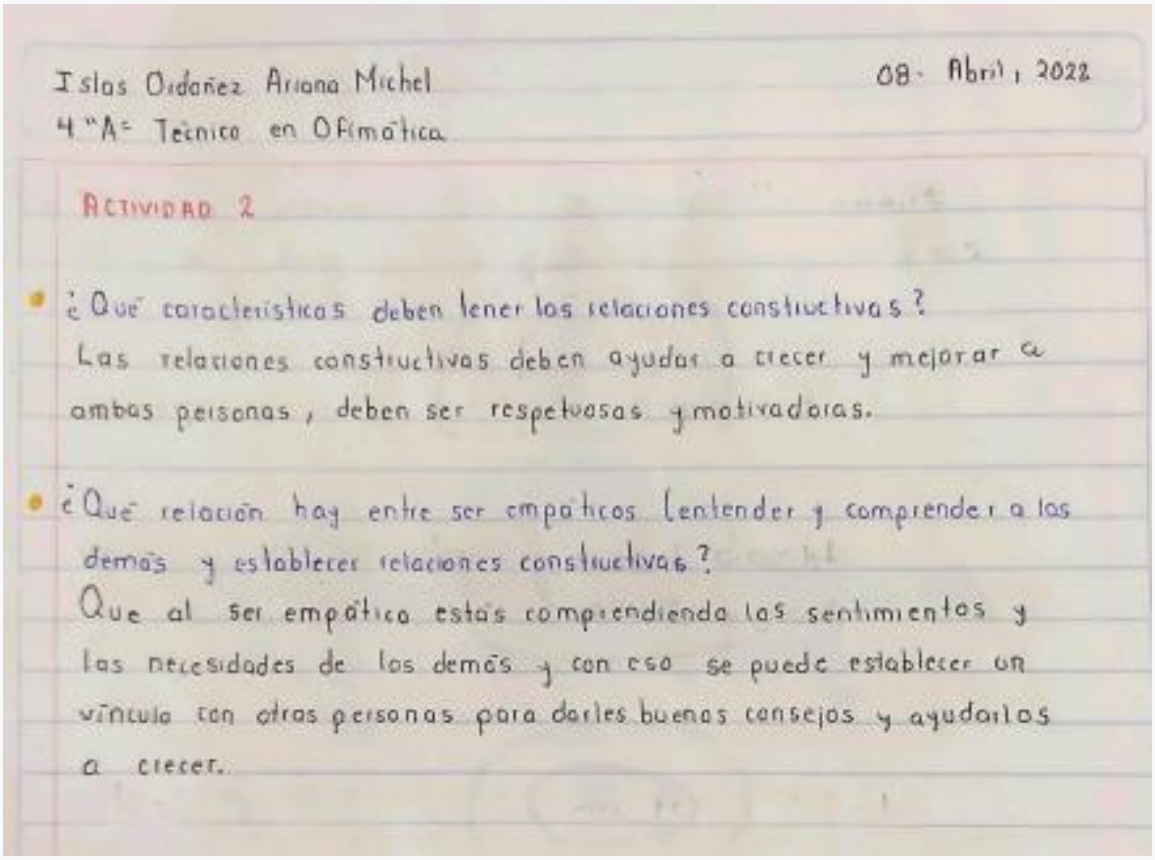
**Reafirmo y ordeno**

Una mentalidad que considera el bienestar de los demás, a partir de la empatía, permite establecer relaciones constructivas, es decir, relaciones saludables que provocan armonía social. Esto marca la diferencia entre ser descuidados e indiferentes ante los otros o reconocer su sufrimiento y sus anhelos, generando así un vínculo de cuidado y respeto hacia ellos. Tú puedes desarrollar la habilidad para entender y considerar a los demás y establecer así relaciones constructivas.

**Escribe en un minuto qué te llevas de la lección**

La empatía es muy importante para poder tener relaciones sanas y constructivas con las demás personas porque escucharlas y comprenderlas ayuda a saber cómo se sienten respecto a una situación y con esto se evita dañar o perjudicar a las personas, y por el contrario, ayudarlas a ser mejores.

CONSTRUYE T www.sems.gob.mx/construyet



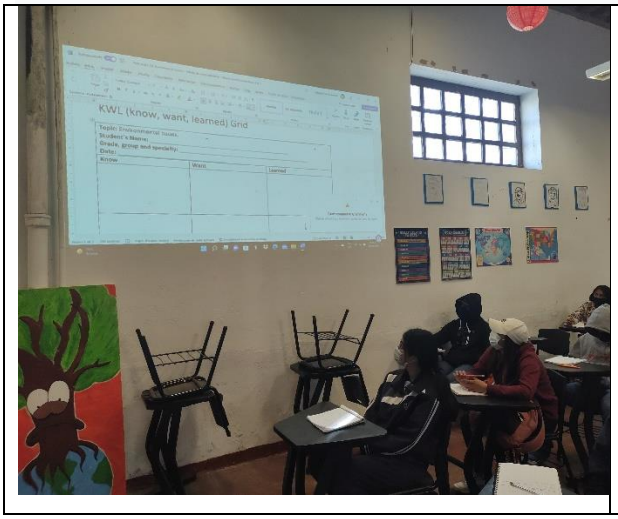
Islas Ordañez Ariana Michel 08- Abril, 2022
4°"A" Técnico en Ofimática

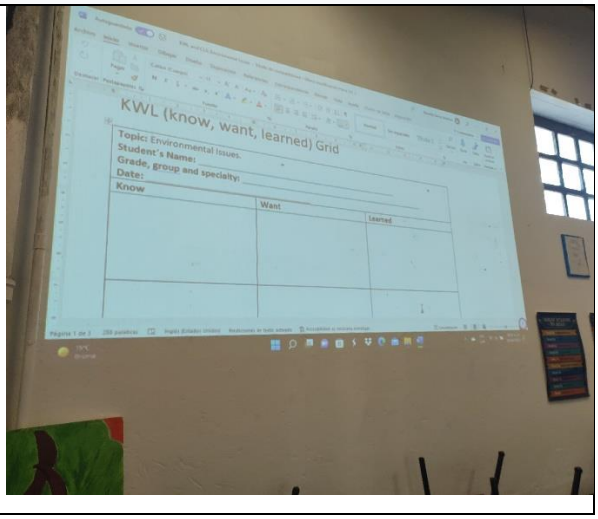
ACTIVIDAD 2

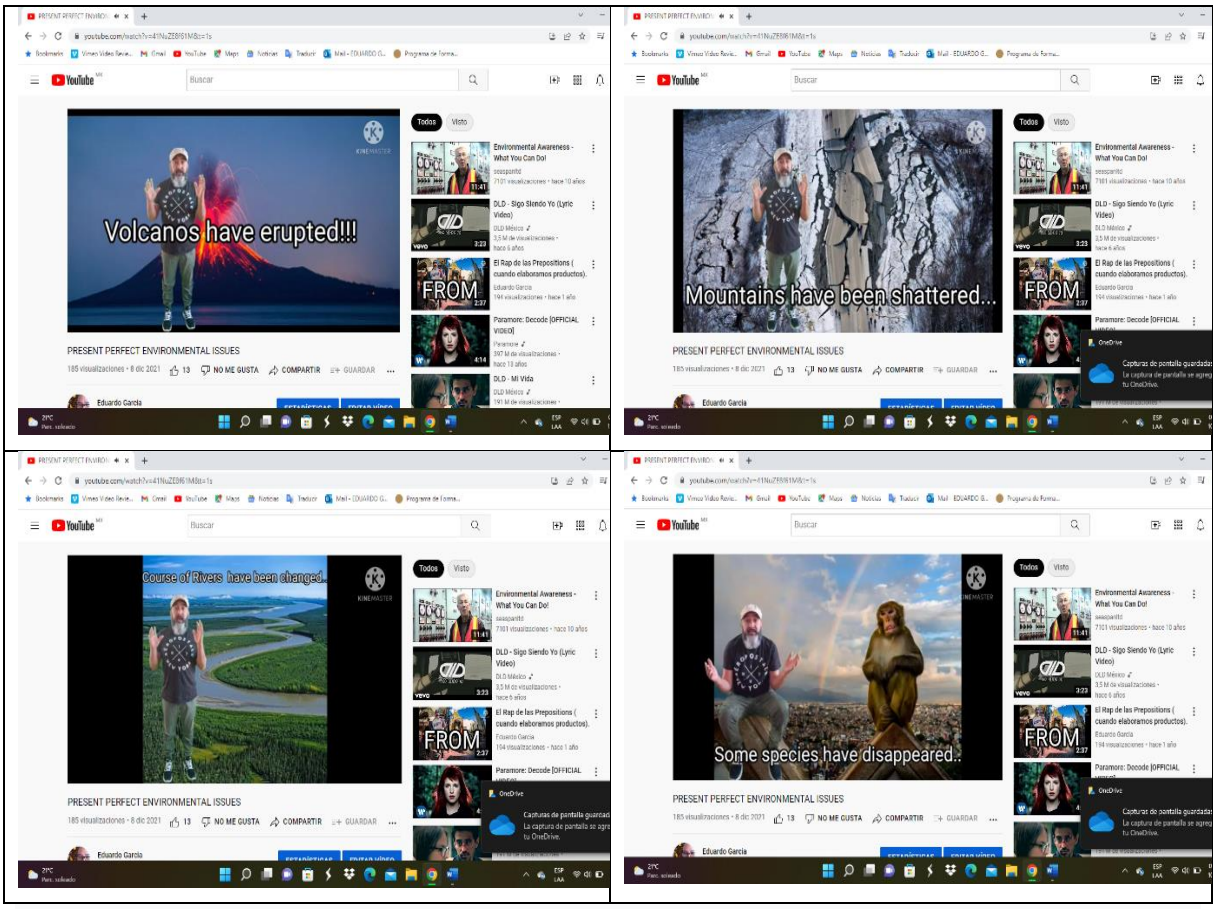
- ¿Qué características deben tener las relaciones constructivas?
  Las relaciones constructivas deben ayudar a crecer y mejorar a ambas personas, deben ser respetuosas y motivadoras.

- ¿Qué relación hay entre ser empáticos (entender y comprender a los demás y establecer relaciones constructivas?
  Que al ser empático estás comprendiendo los sentimientos y las necesidades de los demás y con eso se puede establecer un vínculo con otras personas para darles buenos consejos y ayudarlos a crecer.

**Development Stage**






**PRESENT PERFECT "ENVIRONMENTAL ISSUES"**

https://www.youtube.com/watch?v=41NuZE8f61M&t=1s

# KWL (know, want, learned) Grid

**Topic:** Environmental Issues.
**Student´s Name:** ISLAS ORDOÑEZ ARIANA MICHEL
**Grade, group and specialty:** 4 "A" TÉCNICO EN OFIMÁTICA **Date:** MARCH, 08th, 2022

| Know | Want | Learned |
|---|---|---|
| I know that **environmental problems** cause an imbalance in the environment | Do environmental problems cause an imbalance in the environment? | I learned and **reflected** on environmental problems and how their **consequences** will affect us in the future |
| I know that environmental problems are generated mainly by **human activities** | Are environmental problems generated mainly by human activities? | I learned about the importance of having **empathy** with the environment |
| I know that environmental problems were generated from the **past** | Did environmental problems generated from the past? | I learned that **INTENSIFIERS** are used to add strength to the meaning of an adjective |
| I know that one of the main environmental problems is **pollution** | Is pollution one of the main environmental problems? | I learned that some of the most common intensifiers are very, really, extremely, incredibly, etc. |
| I know that the auxiliary **HAS** is used for **he, she, it** and **HAVE** for different third person | Is the auxiliary the auxiliary has used for he, she, it and HAVE for different third person? | I learned the structure of the **PRESENT PERFECT SIMPLE** |
| I learned that:<br>The contraction of **has** is **´s**<br>The contraction of **have** is **´ve**<br>The negative contractions are:<br>**Hasn´t** and **Haven´t** | Is ´S the contraction of HAS?<br>Is ´VE the contraction of HAVE?<br>Are HAVEN´T and HASN´T the negative contractions? | I learned that the present simple is used to refer to **past actions that are related to the present** |

# CLIL: Environmental Issues.

**Student´s Name:** ISLAS ORDOÑEZ ARIANA MICHEL

**Date:** MARCH, 08th, 2022 Grade, group and specialty: 4 "A" TÉCNICO EN OFIMÁTICA

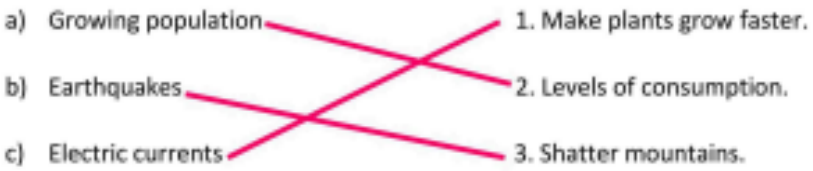
**Activity I**

**Watch the video "Environmental issues" https://www.youtube.com/watch?v=41NuZE8f61M and answer the following questions…**

Name 5 important changes that **have taken place** on the Earth in 50 years´ time.

1. Volcanos **have** erupted, mountains **have** been shattered by earthquakes and course of rivers **have** been changed
2. Some species **have** disappeared for the face of the earth or **have** been displaced by others
3. Global food shortages, pollution and deforestation **have** become more serious to increasing population
4. New energy sources **have** been found like wind and solar power
5. Wireless technology **has** been used in pandemic times

**Using your critical thinking, match the reasons to the effects.**




**Finally use the info from the video "Environmental issues" and answer the questions.**

1. **Have some species been displaced by others?**
   Yes, some species have been displaced by others, or have simply disappeared.

2. **What changes are scientists studying nowadays?**
   Scientists nowadays are studying the changes which have taken place in 50 years´ time

3. **Have global food shortages become less serious?**
   **No, on the contrary**. The Global food shortages have become more serious to the increase in the population

4. **What new energy sources have been found?**
   New energy sources have been found like wind and solar power. We need to use them to their full potential

5. **Has wireless technology been adopted by all people in pandemic times?**
   Wireless technology has been used in pandemic times, **but it hasn't** been adopted by all the people and all the students.

**Activity II**

Work with your parents or your siblings and write predictions that are likely to happen in 50 years' time. Use your knowledge about the future to create your sentences.

| MY PARTNER PREDICTIONS | MY PREDICTIONS |
|---|---|
| In 50 years, the temperature of the whole world will increase 10 degrees | In 50 years, artificial respirators will be need because the air will be very polluted |
| In 50 years, there will be no biodiversity because many plants will disappear and animals will become extinct | In 50 years, the Arctic poles will melt completely |
| In 50 years, the seas and oceans will be twice as polluted as they are now | In 50 years, the sea level will rise 2 meters |
| In 50 years, hunger and poverty will grow gradually | In 50 years, there will be overpopulation in every corner of the world |
| In 50 years, there will be a water shortage and the forests will disappear | In 50 years, natural disasters will increase and will be very common |

**Activity III**

Write the sentences in the present prefect and the Future simple using the templates.

1. Water shortages / cause / drought
   **Present perfect:** Water shortages **have caused** drought
   **Future simple:** Water shortages **will cause** drought

2. Rivers / pollute
   **Present perfect:** Rivers **have polluted** with waste
   **Future simple:** Rivers **will pollute** with waste

3. People / replace / robots
   **Present perfect:** People **have been replaced** by robots.
   **Future simple:** People **will replace** by robots

4. Electricity / generate / wind power
   **Present perfect:** Electricity **have generated** wind power
   **Future simple:** Electricity **will generate** wind power

5. Big cities / abandon
   **Present perfect:** Big cities **have been abandoned** due to environmental degradation
   **Future simple:** Big cities **will be abandon** due to environmental degradation

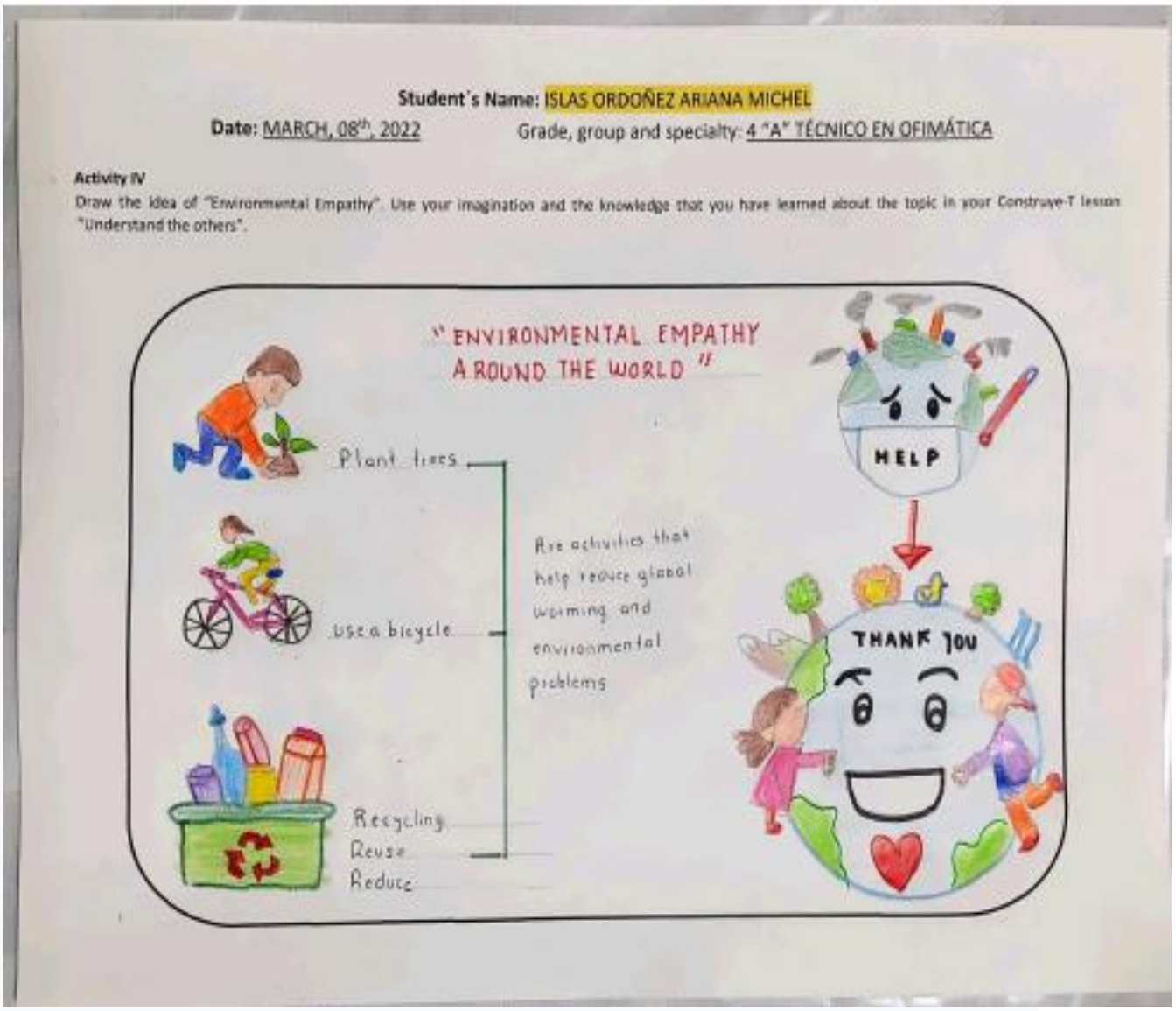
6. Petroleum / replace / soy-based fuel
   **Present perfect:** Petroleum **has replaced** by soy-based fuel
   **Future simple:** Petroleum **will replace** by soul-based fuel

**Student's Name:** ISLAS ORDOÑEZ ARIANA MICHEL

**Date:** MARCH, 08th, 2022 Grade, group and specialty: 4 "A" TÉCNICO EN OFIMÁTICA

**Activity IV**

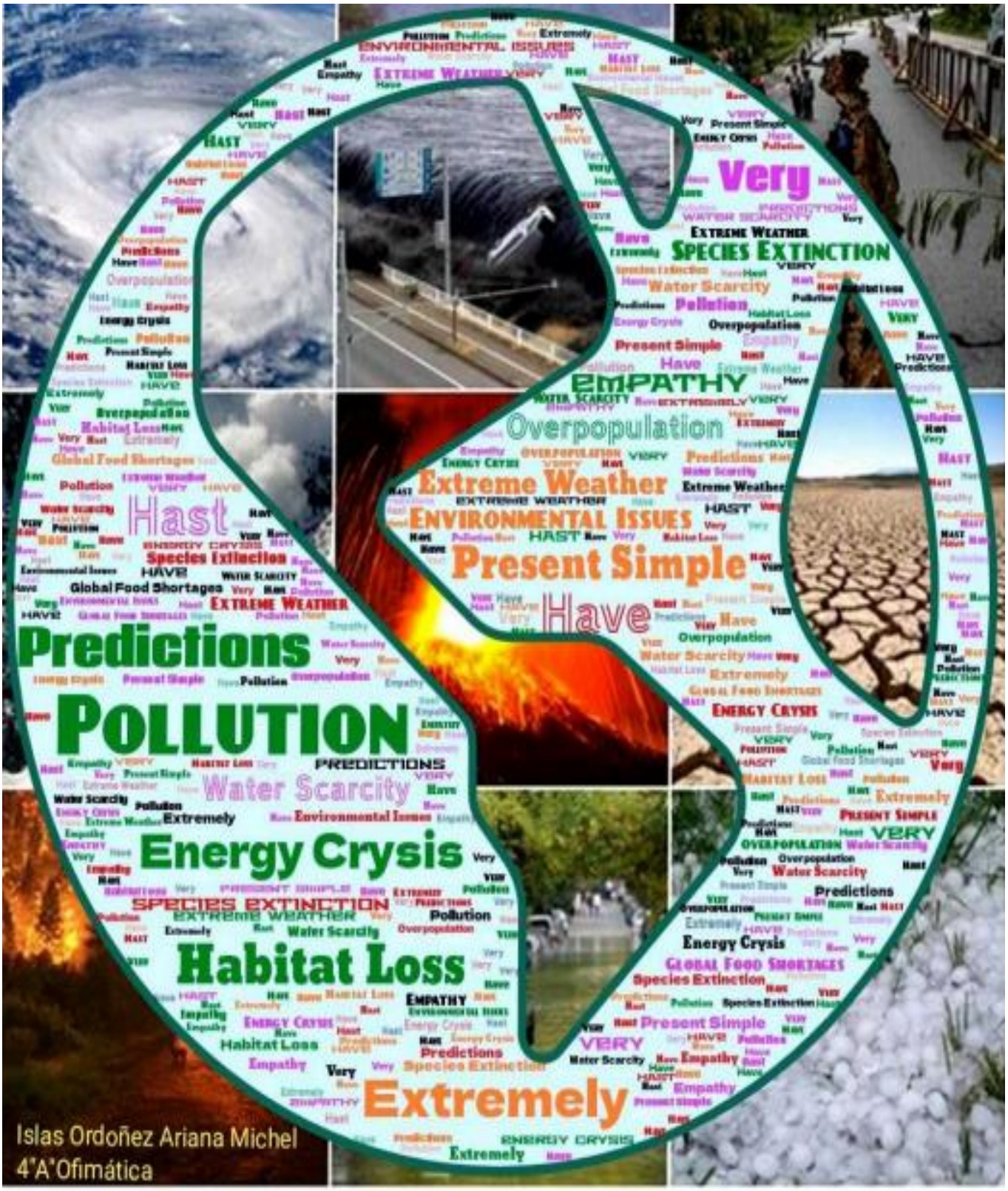
Draw the idea of "Environmental Empathy". Use your imagination and the knowledge that you have learned about the topic in your Construye-T lesson "Understand the others".



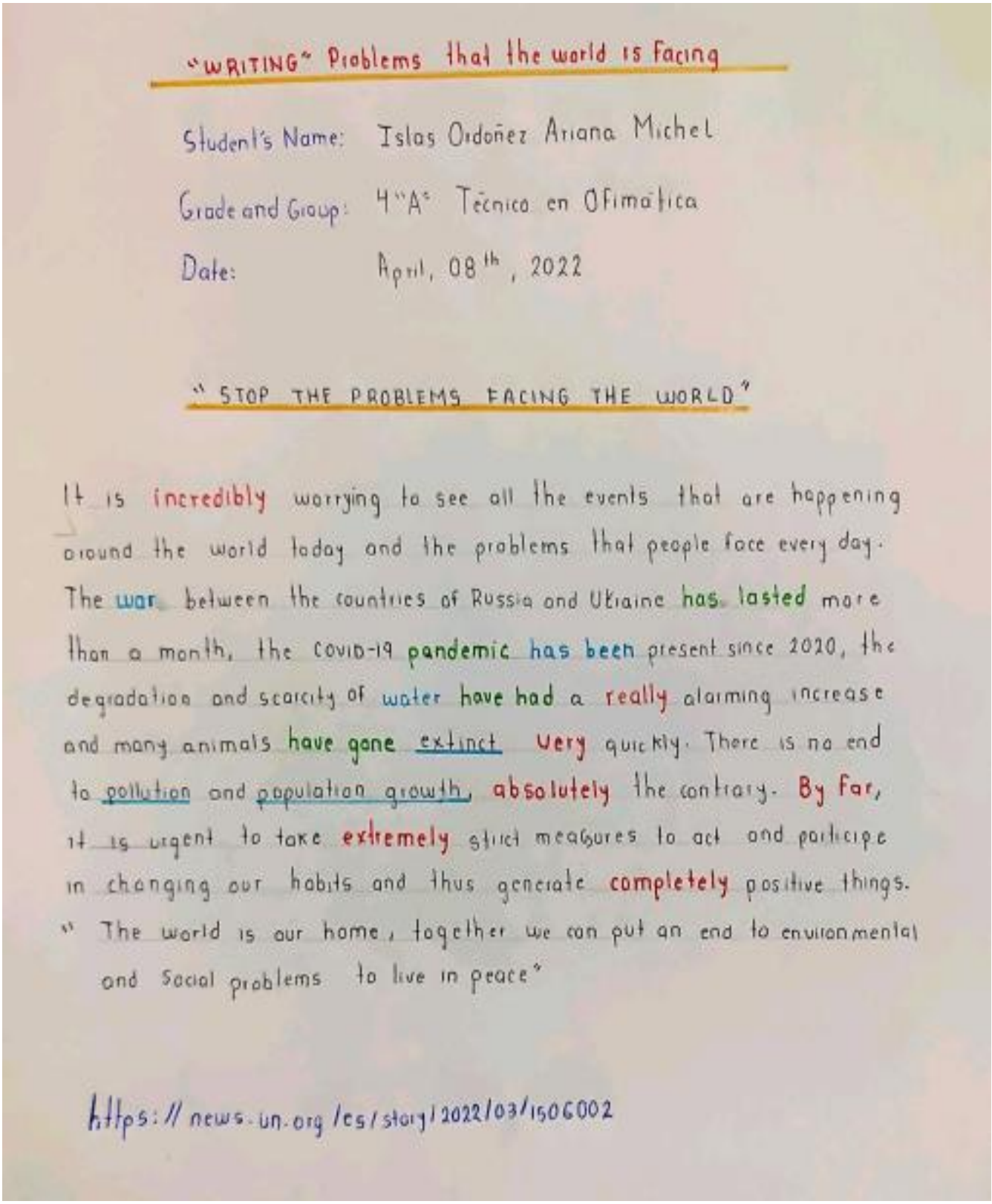
**Close Stage**

**By the use of their Evaluation Instruments the Ss. create their evidence (Homework).**

**WORDCLOUD "ENVIRONMENTAL ISSUES"**


Islas Ordoñez Ariana Michel
4°A°Ofimática

**WRITING PRACTICE "PROBLEMS THAT THE WORLD IS FACING".**



"WRITING" Problems that the world is Facing

Student's Name: Islas Ordoñez Ariana Michel

Grade and Group: 4"A" Técnico en Ofimática

Date: April, 08th, 2022

"STOP THE PROBLEMS FACING THE WORLD"

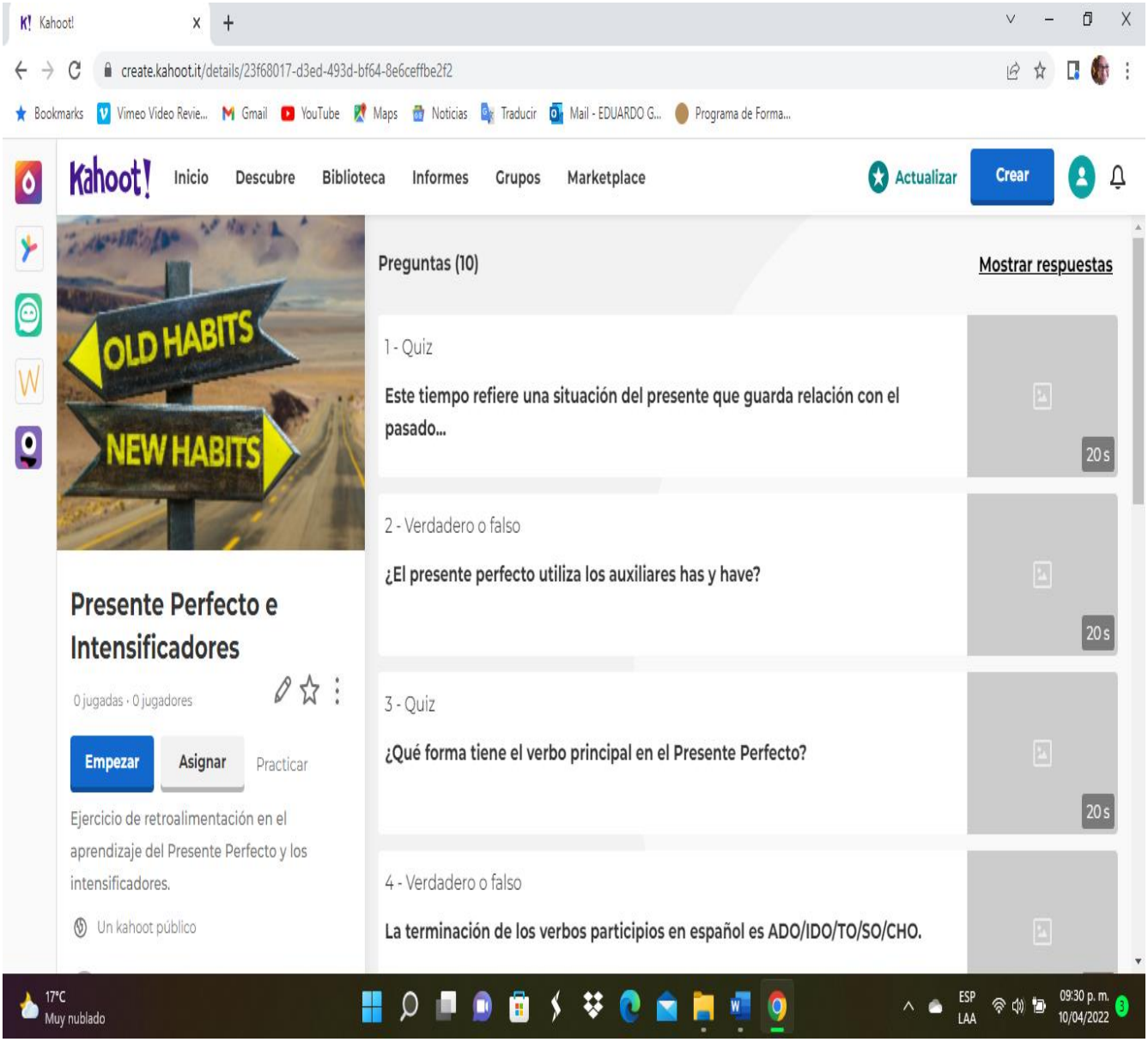
It is incredibly worrying to see all the events that are happening around the world today and the problems that people face every day. The war between the countries of Russia and Ukraine has lasted more than a month, the COVID-19 pandemic has been present since 2020, the degradation and scarcity of water have had a really alarming increase and many animals have gone extinct very quickly. There is no end to pollution and population growth, absolutely the contrary. By far, it is urgent to take extremely strict measures to act and participe in changing our habits and thus generate completely positive things.

" The world is our home, together we can put an end to environmental and Social problems to live in peace"

https://news.un.org/es/story/2022/03/1506002

**SELF-EVALUATION**

**KAHOOT**




https://create.kahoot.it/details/23f68017-d3ed-493d-bf64-8e6ceffbe2f2

## PLANNING 2

| **Lesson Planning Template "It´s how I do it"** | | | |
|---|---|---|---|
| Name: Eduardo García Jiménez | | | |
| Date:<br><br>25/04/22 | Class:<br><br>Educative Orientation | Skill Area(s):<br><br>• Listening<br>• Reading<br>• Writing<br>• Speaking | Length:<br><br>150 min. |
| Lesson Objective(s)<br><br>By the end of the class, students will be able to:<br><br>• Use properly the verbs of manner in different situations.<br>• Use the adverbs of manner to talk about how things are done.<br>• To distinguish between a verb, an adverb, and a noun.<br>• Learn how a value like **PROFESSIONALISM** can help people to use their qualities and skills is expected to have. | | | |
| Language of Learning:<br><br>*(Key Vocabulary)*<br><br>• Actions<br>• Adverbs of manner (ly, lly, ily) | | | |
| Materials:<br><br>• Digital presentation "Adverbs of manner" created in Powerpoint.<br>• Youtube Video "People are amazing 2015" https://www.youtube.com/watch?v=UwncqdgUsZU<br>• Youtube Video "Personally" performed by P-Square. https://www.youtube.com/watch?v=ttdU19Kwce8<br>• From my personal channel a YouTube Video "Adverbs of manner" https://www.youtube.com/watch?v=H12Oa225nXY<br>• KWL & CLIL "How things are done".<br>• Laptop<br>• Projector<br>• Speakers | | | |
| Teaching/ Learning Activities: | | | |
| **Time** | **Interaction** | **Procedure** | |
| 5 mins | All class | Check the roll.<br><br>The teacher introduces the video "People are Amazing 2015" to | |

| | | |
|---|---|---|
| 15 mins | Whole Class | contextualize the activity. The teacher makes a Brain Storm and makes questions to the Ss. |
| 25 mins | Whole Class | The Teacher explains the presentation “Adverbs of Manner” their elements, functions, structure and forms. The teacher gives examples to the Ss and gives feedback. The teacher uses the YuoTube Video “Adberbs of Manner” https://www.youtube.com/watch?v=H12Oa225nXY from my personal channel. |
| 10 mins | Individual | The Ss have to fill out part of the KWL Grid “How things are done”. (What they Know, Want to Know, and what they have learned in the class). The KWL is a tool that allows the Ss to track their performance along with the session. |
| 65 mins | Whole class | The Teacher use the CLIL activity called “How things are done” and the Ss work on it. He explains the activity and the Ss have to use what they learned in the beginning of the class. (It contains activities about reading, listening and writing). In this occasion the Ss will use a song to learn and improve some skills like listening, reading, and improve their speaking, and the fluency. |
| 10 mins | Individual | Once the CLIL activity was concluded by the Ss. the teacher asks the Ss to come back to the KWL and fill in the column about “learned” with information about what they have learned. |
| 5 mins | Whole Class | The teacher gives feedback using specific questions about the topic, activities, and information viewed in the session. |
| 5 mins | Whole Class | The teacher gives assignments to the class:<br><br>**Writing Assignment:** Write a paragraph using adverbs of manner to describe skills, habits, hobbies, and how Ss do different things.<br><br>(The Ss need to check the Evaluation Instruments in the LMS Classroom, Check List “It is how I do it”)<br><br>End of the class. |

SEP
SECRETARÍA DE EDUCACIÓN PÚBLICA

SUBSECRETARÍA DE EDUCACIÓN MEDIA SUPERIOR
Unidad de Educación Media Superior Tecnológica Agropecuaria y Ciencias del Mar

**Centro de Bachillerato Tecnológico agropecuario No. 152**
**"Lauro L. Méndez"**

## LISTA DE COTEJO
## Writing practice "It´s how I do it".

| | |
|---|---|
| **Nombre del alumno(a):** | |
| **Carrera:** | Técnico en: |
| **Asignatura:** | INGLÉS IV |
| **Producto a evaluar:** | **ACTIVIDADES EN CLASE VALOR** _____ |
| **Competencia a Favorecer:** | **C.G. 4 Atributo: Expresa** ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas. **Identifica** las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. |

**INSTRUCCIONES:** Marca con una ( X ) la casilla que corresponda a la opción SI, si la actividad se realizó de manera correcta; NO si la actividad no cumplió con lo establecido. Utilice la columna de OBSERVACIONES para explicar por qué cumple parcialmente.

| N°. | Criterios a evaluar | Valor | No | Sí | Observaciones |
|---|---|---|---|---|---|
| 1 | Identifica la idea o el tema principal de la actividad. | 1 pto. | | | |
| 2 | Utiliza de forma correcta los adjetivos y los adverbios de modo que le permita transmitir ideas de forma correcta respecto a cómo se hacen las cosas. | 3 ptos. | | | |
| 3 | El párrafo tiene una extensión mínima de 10 y máxima de 12 renglones (media cuartilla). | 1 pto. | | | |
| 4 | El escrito respeta las reglas gramaticales del inglés, los signos de puntuación y es coherente. | 3 ptos. | | | |
| 5 | Entrega en tiempo y forma. | 1 pto. | | | |
| 6 | La actividad muestra limpieza. | 1 pto. | | | |

| Evaluó (Nombre del Profesor (a) y firma) | Lugar y fecha de aplicación |
|---|---|
| **M.E Eduardo García Jiménez** | **Apan, Hgo., a ____ de _____ de 2022.** |

**Evidence**

Writting practice "It's how I do it"

Student's Name: Islas Ordoñez Ariana Michel

Grade and Group: 4 "A" Tecnico en Ofimatica

Date: April, 29th, 2022

One of the things I **skillfully** and **passionately** do is play my favorite songs on my **beautiful** ukulele and **mighty** guitar. I can **nimbly** make all the chords, feeling the **fine** strings, from the **thinnest** to the **thickest**, **gently** making a **vertical** strum and with the practice I have I am **hardly** wrong. Another thing that I really like to do is watch Stand-Up shows laughing **loudly** at jokes, wich is, without a doubt, an **incredibly surprising** activity because it helps me **a lot** to de-stress and distract myself from problems **Faster.** But **undoubtedly** what I enjoy the most is spending a **pleasant** and **quiet** time with my family. We live together **happilly** and talk about everything, it's something we enjoy, so **honestly**, everything is more **beautiful** when I'm with them.

## PLANNING 3

| **Lesson Planning Template "Tag Questions".** | | | |
|---|---|---|---|
| Name: M.E Eduardo García Jiménez | | | |
| Date:<br><br>29/03/21 | Class:<br><br>Learning and Teaching. | Skill Area(s):<br><br>• Listening<br>• Reading<br>• Writing | Length:<br><br>150 min. |
| Lesson Objective(s)<br><br>By the end of the class, students will be able to:<br><br>• Discuss effective methods of teaching a new language.<br>• Discuss effective methods of learning a new language.<br>• Use tag questions to confirm or deny affirmations. | | | |
| Language of Learning:<br><br>*(Key Vocabulary)*<br><br>• Personal pronouns<br>• Verbs in present, past and past participle tense<br>• Auxiliary verbs<br>• Methods of teaching a new language. | | | |
| Materials:<br><br>• Computer<br>• Tape recorder<br>• Projector<br>• Powerpoint "Tag Questions"<br>• Youtube Video "Tag Questions" (from my personal channel) https://www.youtube.com/watch?v=PoRP4myZzwM<br>• Youtube Video "TED Talk: The world English mania" https://www.youtube.com/watch?v=ZpILR21GWao<br>• Markers<br>• Dictionary<br>• Verb list<br>• Flash cards<br>• KWL & CLIL "Methods to learn a new language" | | | |

| Teaching/ Learning Activities: | | |
|---|---|---|
| **Time** | **Interaction** | **Procedure** |
| 5 mins | Individual | The teacher asks Ss to say stead of present or here when they hear their name on the list, to say the name of a subject like math, biology, etc. |
| 20 mins | Whole Class | The teacher uses the YouTube "Tag Question" Personal channel https://www.youtube.com/watch?v=PoRP4myZzwM to watch and analyze the grammatical aspect. (The Ss have to take notes) |
| 20 mins | Whole Class | The teacher uses the video "TED Talk: The World English mania" https://www.youtube.com/watch?v=ZpILR21GWao to contextualize the topic related to learning methods and asks the Ss what their opinion about it (detonating the schemata). |
| 10 mins | Whole Class | The teacher uses different verbs in simple past and past participle tense to guide the students into the use of them when they are working with past tense. To do this the teacher uses flashcards. |
| 20 mins | Whole class | Have Ss fill out part of the KWL Grid "Methods to learning a new language". (What they Know, Want to Know, and what they have learned in the class). The SS use their previous experiences to create affirmations. |
| 50 mins | Whole Class | The Teacher uses the CLIL activity called "Methods to learning a new language" and the Ss work on it. He explains the activity and the Ss have to use what they learned at the beginning of the class. (Different activities of listening, reading, and writing). |
| 15 mins | Individual | The Teacher asks the Ss. To fill the last column in the KWL grid what did they learn in the development of the activity. |
| 5 mins | Whole Class | The teacher gives feedback to their Ss. Using questions and points of view from them. |
| 5 mins | Whole Clas | Homework: The teacher asks the Ss that use the board game "Tag Questions" the Ss play with his /her family and practice the rules of creation of the grammatical aspect. (Gamification) The teacher asks the Ss to review the Checklist to perform the activity and to create their evidence. |
| | | End of the class. |

| | | |
|---|---|---|

**CHECK LIST**
**BOARD GAME**
**“Creating Tag Questions”.**

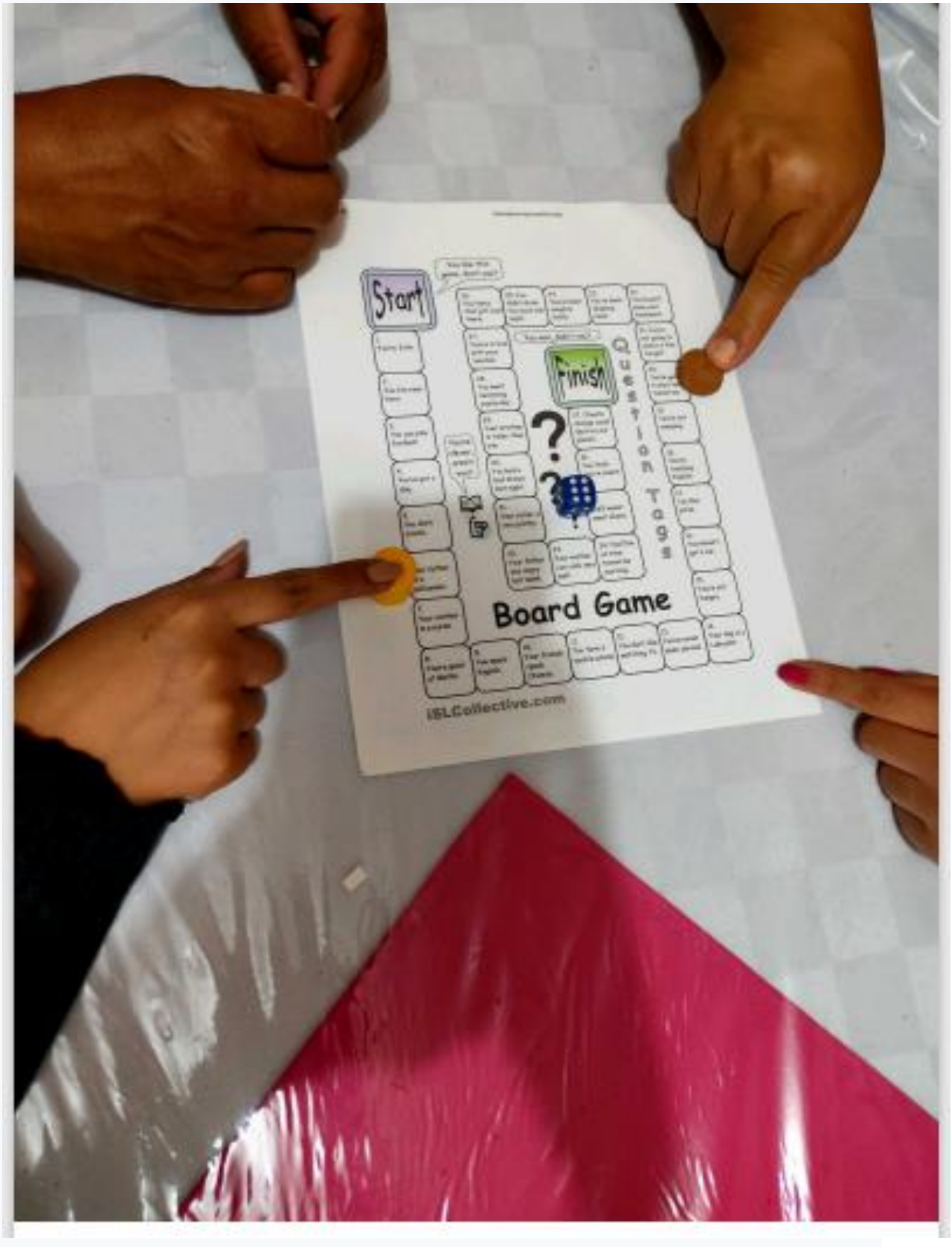
**Nombre:** _____
**Grupo/Carrera:** _____
**Materia:** Inglés IV
**Evidencia por producto:** Board game
**Producto a evaluar:** **Board Game.**
**COMPETENCIA A DESARROLLAS:** **C.G4. ATRIBUTO:** Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.

INSTRUCCIONES: Marca con una ( X ) la casilla que corresponda a la opción SI, si la actividad se realizó de manera correcta; NO si la actividad no cumplió con lo establecido.

| No. | REACTIVO | CUMPLIMIENTO | | OBSERVACIONES |
|---|---|---|---|---|
| | | SI | NO | |
| 1 | Se incluyen al menos 2 equipos de 2 miembros por equipo y cada equipo es conformado por integrantes de la familia. 20% | | | |
| 2 | Utiliza el tablero proporcionado por el profesor para la realización de la actividad. 10% | | | |
| 3 | Se crean las Tag Questions correspondientes de acuerdo con las casillas asignadas en el desarrollo del juego y se aplican las reglas de creación de las mismas. 30% | | | |
| 4 | Se siguen y respetan las reglas del juego, asignación de participaciones y turnos. 10% | | | |
| 5 | La actividad se realiza con entusiasmo y ganas de participar. 10% | | | |
| 6 | Anexa evidencia fotográfica de la actividad realizada. 20% | | | |

| **M.E Eduardo García Jiménez** | **Lugar y fecha de aplicación** |
|---|---|
| | **APAN, HGO., A ____ DE _____ DEL 2022.** |

**Evidence**



PORTAFOLIO DE EVIDENCIAS A7

# " TAG QUESTIONS BOARD GAME "

Student's name: Islas Ordoñez Ariana Michel

Grade and Group: 4 "A" Técnico en Ofimatica

Date: Friday, May, 06th, 2022.

## TEAM 1

1: Ariana Michel Islas Ordoñez

Father: Gabriel Islas Rodriguez

## TEAM 2

Sister: Diana Islas Ordoñez

Mother: Valentina Ordoñez Avila

INSTRUCTIONS: Each team will have a different colored die. When throwing it, the number that comes out will be the number of squares that they will advance. They will have to write the question that touches them and add their tag questions. In the end, the team that builds the most correct Tags and reaches the goal WINS !!

TEAM 1

WINNER !!

6 Your father is a policeman, isn't he ? ✓

8 You're good at Maths, aren't you ? ✓

13 You've never been abroad, haven't you ? ✓

18 You're studying English, aren't you ? ✓

22 You haven't done your homework, have you ? ✓

25 You didn't drink too much last night, did you ? ✓

30 You had a bad dream last night, have you ? ✗

33 Your mother can cook very well, can't she ? ✓

37 Climate change could destroy our planet, couldn't it ? ✓

TEAM 2

5 You can play football, can't you ? ✓

7 Your mother is a nurse, isn't she ? ✓

10 Your friends speak chinese, isn't your ? ✗

15 Your dog is a Labrador, isn't it ? ✓

20 You're going to play tennis tomorrow, aren't you ? ✓

26 You fancy that girl over there, don't she ? ✗

31 Your sister is very pretty, isn't she ? ✓

32 Your father was angry last week wasn't he ? ✓

34 You'll be on time tomorrow morning, won't you ? ✓

37 Climate change could destroy our planet, couldn't they ? ✗

PLANNING 4

## Lesson Planning Template "If I were a Superheroe"

Name: M.E Eduardo García Jiménez

| Date: | Class: | Skill Area(s): | Length: |
|---|---|---|---|
| 09/05/22 | Desires & Dreams. | • Listening<br>• Reading<br>• Writing | 150 min. |

Lesson Objective(s)

By the end of the class, students will be able to:

- Use the second conditional to talk about unreal histories or situations.
- Use comparative and superlatives to make comparisons.
- Use the comic as a strategy of storytelling.

Language of Learning:

*(Key Vocabulary)*

- Modal verb (would).
- 2nd. Conditional structure (If + past simple + , would + infinitive)
- Infinitive verbs
- Comparatives
- Superlatives
- Superhero
- Power
- Abilities

Materials:

- Computer
- Projector
- YouTube video Aula ECEMS HD "Segundo Condicional" https://www.youtube.com/watch?v=pdu7aqt3IUY
- Prezi digital presentation "El Segundo Condicional"
- Conceptual Map "The Second Conditional"
- Powerpoint digital presentation "Comparatives y Superlatives"
- Inphography "Comparative & Superlative Adjectives"
- YouTube video: Avengers Endgame Cast sing "We didn´t Start the Fire". https://www.youtube.com/watch?v=-onk-Qm7ATw
- YouTube Video "Nickelback Burn into the ground – Avengers Infinity war and Thor Ragnarok"

https://www.youtube.com/watch?v=tFv5JTrDKN4

- Youtube Video "Journey Through the history of marvel ft. Run the jewels" https://www.youtube.com/watch?v=SlFTbbcx2qs&t=5s
- YouTube Video "DC vs Marvel vs Dragon Ball Z Power levels comparison" https://www.youtube.com/watch?v=rx5ysh-YVsE&t=87s
  YouTube Video "Second Conditional (Unreal situations) https://www.youtube.com/watch?v=HVxU13hzqb4 from my personal channel.
- Markers
- Dictionary
- Verb list
- KWL & CLIL "If I were a Superhero"

Teaching/ Learning Activities:

| Time | Interaction | Procedure |
|---|---|---|
| 10 mins | Whole Class | The teacher uses the YouTube Video "Nickelback Burn into the ground – Avengers Infinity war and Thor Ragnarok"<br><br>https://www.youtube.com/watch?v=tFv5JTrDKN4 to catch the Ss attention, at the end of the video the teacher gives the input to the Ss by asking the Ss. their opinion about superheroes, asking them their opinion about them. |
| 10 mins | Whole Class | The teacher guide the Ss to recognize and to distinguish between a real and unreal situations using question like "Can you fly? can you run super-fast? can you jump very high?, can you see through the walls?. The teacher uses Prezi digital presentation "El Segundo Conditional" to abord the first of the grammatical content in the session. The teacher explains the conditional structure, and gives synchronous feedback, and emphasizes that some of those elements are recycled information previously seen and learned information in some of their KWL & CLIL activities, like the auxiliar "were" and the modal verb "would" with their particular rules. |
| 10 mins | Whole Class | The teacher uses Inphography "Comparative & Superlative Adjectives" and explains the content to the Ss. giving them synchronous feedback. |
| 5 mins | Whole Class | The teacher uses YouTube Video "DC vs Marvel vs Dragon Ball Z Power levels comparison"<br><br>https://www.youtube.com/watch?v=rx5ysh-YVsE&t=87s to |
| 20 mins | Individual | identify specific characteristics among the superheroes to create |

| | | |
|---|---|---|
| | | comparisons by the use of the comparative and superlatives. |
| 5 mns. | Whole Class | The teacher uses YouTube Video "Journey Through the history of marvel ft. Run the jewels"<br><br>https://www.youtube.com/watch?v=SlFTbbcx2qs&t=5s to detonate the schemata among the Ss, and make them bring all the information that they have as a consequence of their previous experiences about superheroes. |
| 10 mns. | Individual | The teacher asks the Ss. to take the KWL Grid "If I were a superhero". (What they Know, Want to Know, and what they have learned in the class) that the teacher has previously sent the Ss. through their WhatsApp group. |
| 60 mins | Individual | The Teacher asks the Ss to take the CLIL activity called "If I were a Superhero" and leads the development of it among the Ss, activity by activity. The teacher gives feedback to the Ss. when the Ss ask for it, or when the teacher moves around the classroom. The Ss. perform all the activities along the CLIL, which goal is to develop the English skills among the Ss. |
| 10 mins | Whole Class | Once the CLIL activity was concluded, the teacher asks the Ss to come back to the KWL and write what they have learned along the CLIL. (Different activities of listening, reading, and writing). |
| 5 mins | Whole Class | The teacher gives feedback to their Ss. Using questions and points of view from them besides the YouTube video "Second conditional (unreal situations). https://www.youtube.com/watch?v=HVxU13hzqb4 |
| 5 mins | Individual | The teacher explains to the Ss what they need to create as evidence (homework). The Ss will create a comic where they will write about an unreal situation by the use of the second conditional structure, what would I do if I were a real superhero? The teacher explains the assessment instrument and each and every criterion.<br><br>End of the class. |
| | EVIDENCE OF MY CLASS on VIDEO. | https://drive.google.com/file/d/15y5Ymhi-fLqKPB5LR6E3l4AiRW1XPoW8/view?usp=sharing |

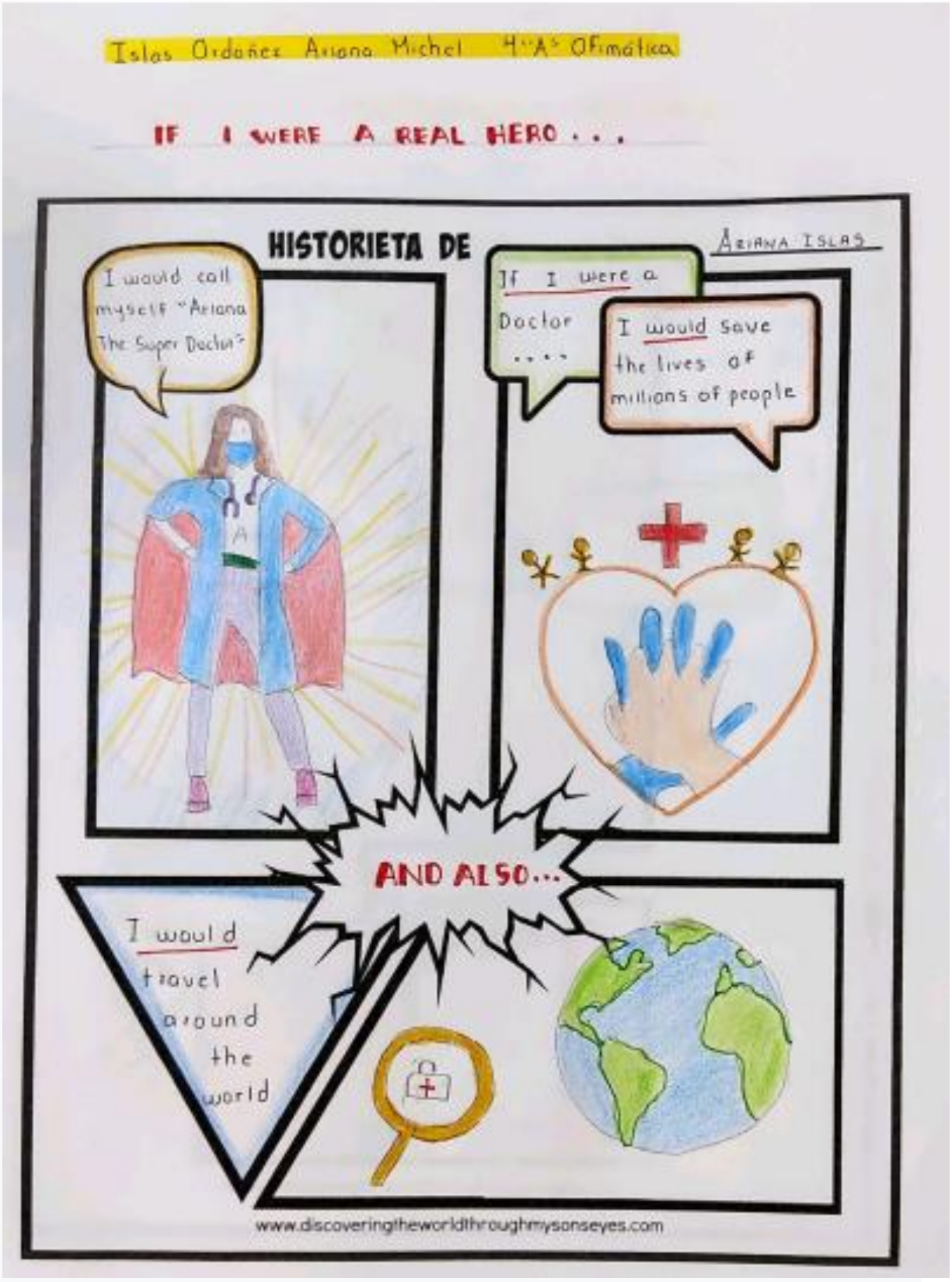
## CHECK LIST
## COMIC "IF I WERE A REAL HERO…"

| | |
|---|---|
| **Nombre del alumno(a):** | |
| **Carrera:** Técnico en | |
| **Asignatura:** INGLÉS IV | |
| **Evidencia por producto:** | **Productos escritos "desempeño" valor** _____ |
| **Competencia a favorecer:** | **C.G 4. Atributo: <u>Expresa</u>** ideas y conceptos mediante representaciones lingüísticas, matemáticas, gráficas. **<u>Identifica</u>** las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas. |

| CRITERIOS | PONDERA-CIÓN | SI | PARCIAL-MENTE. | NO | OBSERVACIONES |
|---|---|---|---|---|---|
| **1.- El producto es escrito a mano y completamente en inglés.** | **1 Pto.** | | | | |
| **2.- El producto utiliza las plantillas (templates) con el formato del comic.** | **1 Pto.** | | | | |
| **3.- Se observa el uso correcto del segundo condicional (estructura).** | **2 Ptos.** | | | | |
| **4.- Se identifica el uso correcto de comparativos y superlativos.** | **2 Ptos.** | | | | |
| **5.- El estudiante refiere una situación imaginaria refiriéndose a una persona a quien el/ella considere un héroe de la vida cotidiana…** | **2 Pto.** | | | | |
| **6.- La actividad denota creatividad y limpieza.** | **1 Pto.** | | | | |
| **7.- Es entregada en la fecha requerida.** | **1 Pto.** | | | | |

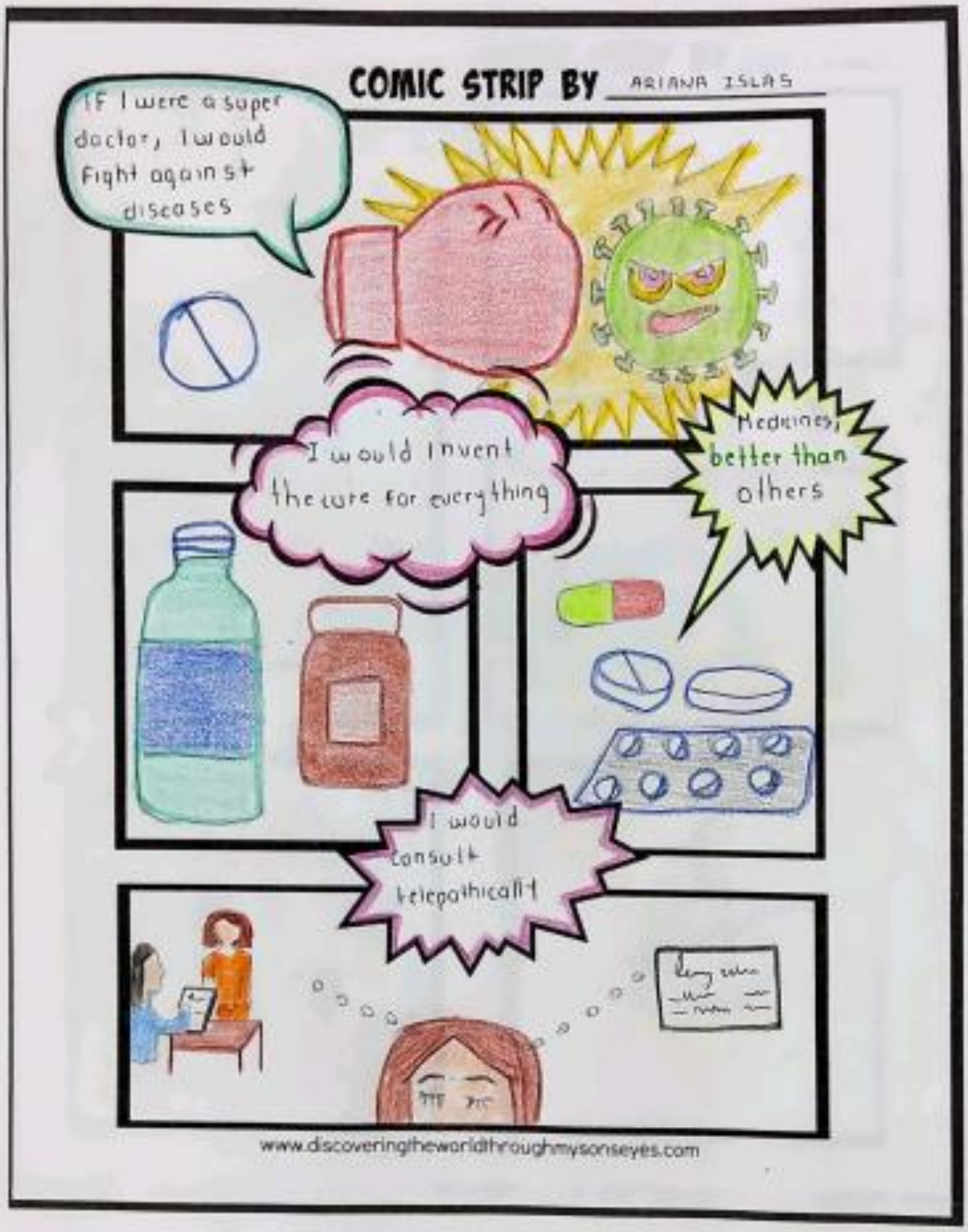
| Evaluó (Nombre y firma) | Lugar y fecha de aplicación |
|---|---|
| **M.E Eduardo García Jiménez** | **Apan, Hgo., a ____ de _____ de 2022.** |

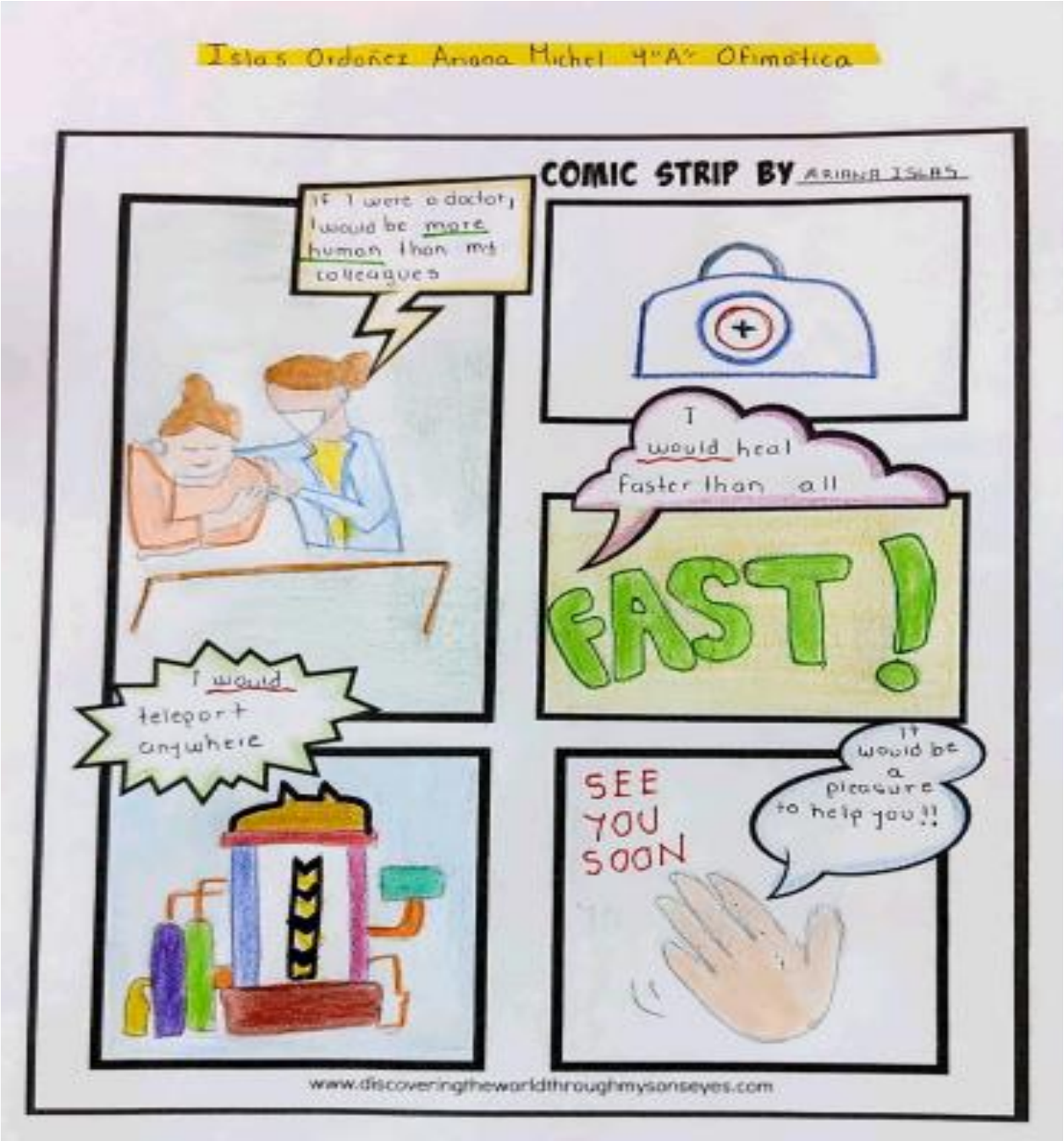
**Evidence**


Islas Ordoñez Ariana Michel 4°"A" Ofimática
IF I WERE A REAL HERO . . .
HISTORIETA DE
ARIANA ISLAS
I would call myself "Ariana The Super Doctor"
If I were a Doctor . . . .
I would save the lives of millions of people
AND ALSO...
I would travel around the world
www.discoveringtheworldthroughmysonseyes.com

Islas Ordaez Ariana Michel 4°A° Informática

Islas Ordoñez Ariana Michel 4°"A" Ofimática






**My lesson on Video**

https://drive.google.com/file/d/1KgYqAUTBlYPr7nI68eFzYT3gO4Zqi0VO/view?usp=sharing

**Youtube** https://www.youtube.com/watch?v=SnIors7z_7k&t=11s

## 4.1 Report and analysis

Before comeback face-to-face classes, the pandemic has left the students with negative behaviors that do not allow them to achieve the established goals and the learning outcomes for the first and second partial respectively, it was not until the beginning of the second, and third partial that students began to understand that the results will depend on them, I mean, somehow the pandemic promoted non waited for performances, bad attitudes, and a lot of indifference that sum up brings the failure of many students, those who haven´t committed with their role as virtual and hybrid students. As a consequence, the students had not any idea about what an approach was, a technique, a methodology, a strategy, an evidence, an assessment instrument, or even a null performance on the use of technology to learn if we talk about the use of a learning management system like Google Classroom. Furthermore de low level of acquisition in previous semesters creates a cognitive shock when they face new and better ways to learn and teach. I have to say that the begging was so frustrated for me because I could not change their attitude, remember that the learning process begins when someone wants to learn, and not when someone wants to teach. So, it was a challenge but in the final line the performance and attitude are changing and I am gaining confidence, creating relationships with my students that allow us either teach or learn. At this moment I can ensure that they are ready to move forward in their learning process of English a second language by being more conscious and aware of them. And their context.

## Conclusions

This new challenge called specialization it is bringing knowledge and new expectations that as a teacher I consider necessary to keep growing and keep moving forward. Being able to identify, recognize, learn, and know the source of all the activities related to the activities that for a few years have allowed me to be in touch with hundreds of students makes me feel that the effort, dedication, and time that I have spent has not been in vain. Little by little, I understand why the expert´s theories result so interesting to me, and this project, because the more you read about it, the more you get involved in his vision the more you understand that learning and acquisition are not so much difference between them, that they could be developed with the proper instruction. But mainly, identifying that along with your teaching practice you have been doing it with the most committed attitude. When the evolving process has begun, you have the ability to recognize it. That is when you truly are on the path of Evolution.

These days, the true challenge that teachers in general have is not to cut the jungle, but water the desert. Specifically talking about English teachers, the responsibility is to teach the students that English language is the lingua franca when they need to talk about global situations, so, they will have the need to self-recognize themselves as students and citizens of the world and not only fork their community. Thanks to the integration and constant improvement of the praxis, contents, the addition of values, and more importantly to change the way that we want to be perceived by the students, are we teaching them to be sensitives to their context?, are we showing them how the world is nowadays?, are we talking to them about how they feel more than only teach grammar and vocabulary?, are we inspire them to be empathic with the environment and other cultures?, Are we teach them that they are citizens of the world?.

As teachers, we need to be in continuous preparation, challenging ourselves, learning new things, and always trying to be the guides that our students need. In the activity CLIL that was performed by the students of IV semester, I really hope to have developed not only a session to transmit contents, vocabulary, and grammar; but transmit ideas, values, critical thinking, and the

emotions to create awareness about what is going around us and how the English language could be useful to talk about global issues. Not always we can find excellent results, but we must never give up. The English class at C.B.T.a No.152 is improving step by step and looking for using diverse content based on technology and wants to implement different activities to promote the skills proper of the second language, that allows the students to solve any problem or situation in the real life. Undoubtedly is a huge challenge for me as an English teacher but is something that I accept as I accepted the challenge of the specialization in English language and teaching as a foreign language which has made me a better person, and a better teacher.

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| Programa de posgrado: | EEAILE | | Tutor(a), Asesor(a) o Director(a): | Gabriela Ruiz de la Rosa | |
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**Ciudad de México a** 19 **de** junio **de** 2022.

**Atentamente,**

**Eduardo García Jiménez**

**Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional**

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