

**SEP**

SECRETARÍA DE  
EDUCACIÓN PÚBLICA



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**¡TÍPICAMENTE DELICIOSO!**

**APRENDIZAJE Y ENSEÑANZA INTERCULTURAL DEL  
IDIOMA INGLÉS**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**CITLALI PARRA RUIZ**

**ASESORA:**

**ALMA DANIELA OTERO SOSA**

**México, DF. a 19 de JUNIO de 2022.**

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**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**EDUCATIONAL INTERVENTION PROPOSAL**

**TYPICALLY DELICIOUS!  
INTERCULTURAL LEARNING AND TEACHING OF  
THE ENGLISH LANGUAGE**

**ACADEMIC WRITING**

**TO OBTAIN THE DIPLOMA OF**

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS  
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at

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*TITULO QUINTO: De las sanciones y recursos.*

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*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor.”*

## INTRODUCTION

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This document is the compilation of a pedagogical intervention project, in which different strategies proposed by great special authors in the teaching of English as a foreign language were developed.

During the study of the topics that included the Specialization content, important aspects were identified about Theories, principles and approaches to learning and language acquisition, which provided the basis for a firm knowledge in the design of learning strategies.

As well as, in a second moment, approaches and methodology for the four skills were analyzed: reading, writing, listening and speaking; always taking into account the lexicon and syntax, where an inclusive education was analyzed, including all students as part of an inclusive teaching philosophy.

In a third moment, intercultural competences were studied, as well as their evaluation and testing tools to measure student development and progress. Which provided a very important support in the teaching practice to evaluate the knowledge of the students.

Different texts were analyzed during module 1, 2 and 3, finishing with a Final Project “TYPICALLY DELICIOUS! INTERCULTURAL LEARNING AND TEACHING OF THE ENGLISH LANGUAGE”.

## CHAPTER 1: PHILOSOPHY AND THEORY

---

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is **a theoretical view of what language is, and of how it can be learnt**. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn (Jaimes, 2021).

Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries, Skinner and others talk about Behaviorism and Structuralis aproches, they think about the observation is very important to learn.

In the 40's and 50's learning was seen as an automatic reaction typical of a behavioral process, which at the time had a lot of acceptance within education. ( Javed, 2021)

On the other hand, Noam Chomsky and Ferdinand de Saussure gave great contributions to an approach that included a system of universal interlanguage with basic structures and principles, giving rise to Cognitivism in the 60's and 70's.(Javed, 2021)

However in the 80's and 90's a new approach emerged that revolutionized the field of education thanks to great exhibitors such as Jean Piaget and Lev Vygotsky, this theory it is called Sociocultural theory, where interaction with its environment, customs and traditions, are crucilaes for learning. (Javed, 2021)

As well as, language techniques are the elements that a person brings to his or her communication to emphasize the theme on which they are focusing. It plays an important factor in writing an essay or story. Each technique used is according to the needs of the students, there are techniques to read, write, listen and speak. In my particular case, I try to use the four groups in each class to include activities for the different learning styles of the students, most are visual, auditory, kinesthetic, intrapersonal and inerpersional learning styles. These theories and aproches will help us to construct an excellent teaching philosophy. The image 1.1 shows about the learning styles acording with Bonnie (2016).



Image 1.1 Learning styles (Bonnie, 2016)

As a teacher, the main objective when is planning a lesson, it is to include all students, development different activities according to the learning styles.

## 1.01 TEACHING IDENTITY AND PHILOSOPHY

---

Within the field of language learning, there are great learning theories that serve as a guide for education. Behaviourism is based on stimulus-response associations and focuses on observable behaviour rather than thinking (Emmitt et al., 2010).

It involves motivation through positive reinforcement of the many small steps in learning and forming good habits (Pritchard, 2014)

Other theory is the cognitivist theory, which challenges behaviourism, introduces the concept of a thinking mind (Pritchard, 2014).

This theory is understood as a process of active construction whereby each individual makes sense of new information in their mind by mapping it onto their existing knowledge and understanding. In other words, they learn by relating new experiences to what they already know (Pritchard, 2014).

The social constructivism or Sociocultural theory, specifics about knowledge is constructed through human activity. Individuals create meaning through their interactions. (Vigotsky, Pritchard, 2014). The image 1.2 shows the main four theories about learning.

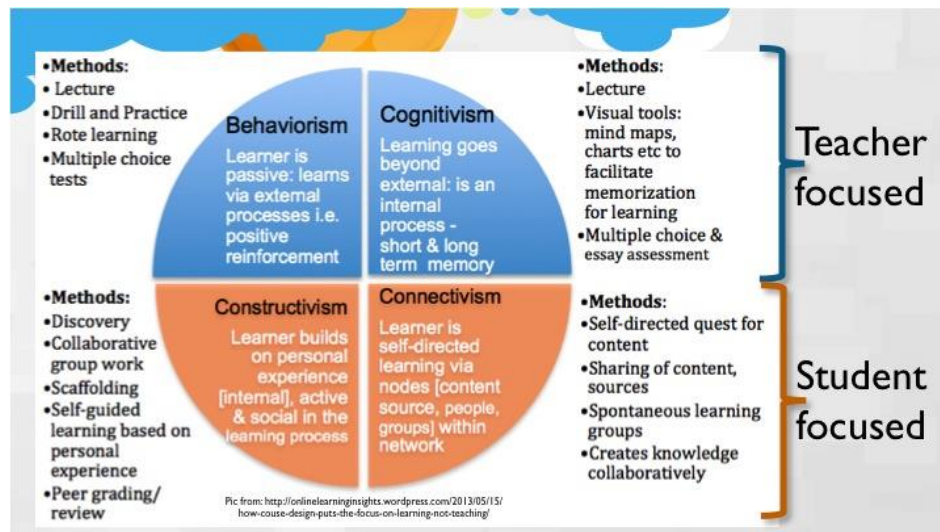


Image 1.2. Theories of the learning (Vigotsky, 2014)

Task-based language learning is an approach where the planning of learning materials and teaching sessions are based around doing a task. In education, a task refers to an activity where communication is necessary: for example; deciding something, solving a problem, designing or organising something, or telling someone to do something.

On the other hand, one of the great contributions to the world of education is the Kolb's model: "The process whereby knowledge is created through the transformation of experience" (Kolb, 1984).

There are two parts to Kolb's Experiential Learning Theory. The first is that learning follows a four-stage cycle, as outlined below. Kolb believed that, ideally, learners progressed through the stages to complete a cycle, and, as a result, transformed their experiences into knowledge. The second part to Kolb's Theory focused on learning styles, or the cognitive processes that occurred in order for acquire knowledge. Essentially, Kolb believed that individuals could demonstrate their knowledge, or the learning that occurred, when they were able to apply abstract concepts to new situations.(image 1.3, Kolb, 1984)



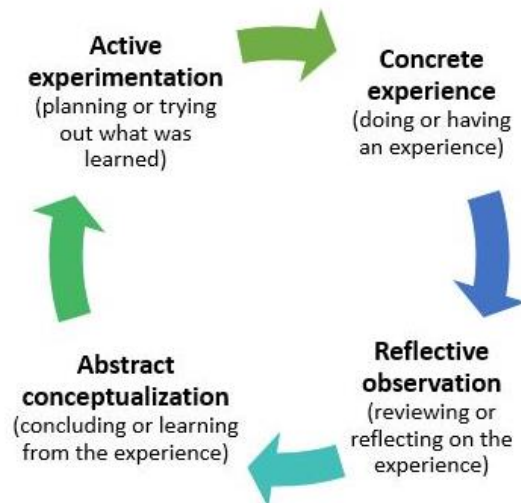


Image 1.3 Kolb's learning cycle (Kolb, 1984)

Kolb's Learning cycle is based on the Jean Piaget's focus on the fact that learners create knowledge through interactions with the environment. The first step of the cycle begins with a concrete experience. This can either be a completely new experience or a reimagined experience that already happened.

After engaging in the concrete experience, the learner steps back to reflect on the task. This stage in the learning cycle allows the learner to ask questions and discuss the experience with others.

The next step in the learning cycle is to make sense of these events. The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers. The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred.

The active experimentation is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make

predictions, analyze tasks, and make plans for the acquired knowledge in the future. And then, begins again, because it is a cycle

According with Richards and Lockhart, the role of a teacher is very broad inside and outside the classroom, and as student there are roles too. This must be taken into account to lead to the construction of a teaching philosophy.

The role of a teacher is very important depending of the situation, inside or outside the school, according with Richards and Lockhart (2008) there are main roles as a teacher and as a student:

<b>needs analyst</b>	In some instances, teachers need to assess student needs, either as a group at the beginning of the year or individually as students move into a class. This information is used for appropriate placement as well as course planning.
<b>curriculum developer</b>	Teachers may need to develop or modify curriculum for courses, based on shifts in student needs or for new courses being created.
<b>material developer</b>	Some teachers have the option of either using a coursebook or their own materials; some need to create their own materials; lastly, some are materials developers on an ad hoc basis, supplementing the coursebook as needed.
<b>counselor</b>	A teacher can provide advice and assistance to students who are having trouble.
<b>mentor</b>	In some schools, senior teachers are either required or expected to guide new teachers as they begin their careers, in classroom management, lesson planning, and professional development.
<b>team member</b>	In many schools, teachers must work together in teams, either with a large group of teachers, or a smaller focused unit (other EFL teachers, other grade-level teachers, etc.)

**translator  
interpreter** If you share a native language with students or parents who are not fluent in the language of instruction, you may be called upon to translate or interpret in a range of situations.

**researcher** Teachers may be expected to research language, learning and teaching, generally with an emphasis on “action research” in their own classrooms, or collaborative research with colleagues.

**professional** Joining MEXTESOL and other groups, taking courses like this one, constantly expanding your knowledge base-- all this is expected in some schools.

The role of the student within the classroom is very variable, and it is very important that we know the characteristics that allow us to identify them to help them learn, by understanding their nature as an individual. (Richards, 2008)

**task-  
oriented** They have a “Concrete Learning Style” and “are generally highly competent and successful in completing academic tasks,” completing them “with a high degree of accuracy. They enjoy school and learning,” do not hesitate to ask for help to teacher when necessary “and create few discipline problems.”

**Phantom** They have an Analytical Learning Style; “these students may not often be noticed or heard in the classroom, although they are generally good students who work steadily on classroom tasks. However, they participate actively in lessons only infrequently and rarely initiate conversation or ask for help,” and that is why “teachers and classmates do not know them very well.”

**social** These students have a Communicative Learning Style; they “place a high value on personal interaction. Although they are competent in accomplishing classroom tasks, but they tend to value socializing with friends more than completing class

assignments.... They sometimes talk too much and [ask for] assistance when they need it from the teacher or classmates.”

**dependent** With an Authority-oriented Learning Style, “these students need the teacher’s support, guidance, [and encouragement] to complete class tasks.... They tend not to work well in large groups [and] often depend on the teacher or other students to tell them if their learning has been successful and if not, how to remedy the problem.”

**isolated** “These students set themselves apart from others and withdraw from classroom interactions. They may avoid... peer or group work, [and also] show reluctance to sharing their work with others.... Consequently, they tend to be less proficient in completing learning tasks.”

**alienated** These students often react hostile and aggressively against teaching and learning. “They create discipline problems... and require close supervision, and their learning problems are often related to personal problems.”

The key to the success of our work is to know students, it is the starting point of education.

## 1.02 THEORY UNDERLYING YOUR TEACHING PRACTICE AND IDENTITY

---

In the teaching-learning process of the English language, there is a stage prior to working in class with the students. This stage is the planning of the class, in which all theoretical and practical aspects are taken into account in order to achieve the class objectives.

It is a very important stage, where the center of everything is the student, where the needs of the whole group are assessed, and specifically some adjustments are considered for students who have some special educational need.

Learning styles and multiple intelligences considered by Howard Gardner (1998) should be taken into account. Noam Chomsky discussed linguistic competence, in 1965. One of the definitions of linguistic competence is linguistic knowledge possessed by native speakers of a language. Chomsky was referring to knowledge of language, not language in use. Linguistic competence, according to Chomsky, is an unconscious process. When learning our first language, we are not conscious of learning the rules. We just naturally begin speaking; we are “wired” to speak. Chomsky was writing about the acquisition of first languages and was not much interested in the acquisition of additional languages, but his work and terminology have been used by second language scholars.

In the field of second language education, the term linguistic competence or grammatical competence often refers to knowing the grammar of a language but not knowing the social context of when to use particular words or structures. Let’s look at a specific situation. An American is in a room with people from various countries.

A lesson plan will design taking account the communicative competence refers to both verbal and non-verbal communication, in this sense the activities carried out or taken into account in class planning were considered activities changing the tones of voice, facial gestures, the intonation of questions or statements.

The activities developed used an inclusive approach was taken first, which would cover all learning styles according to Howard Gardner. This is due to the fact that there are students with attention deficit and mild intellectual disability in the group, which implies that the activities must be adapted to the level of understanding of these students, however, according to my teaching philosophy, I like that the activities are comprehensive, to develop the four basic skills of the language.

Among the skills that are intended to be achieved are related to the model of intercultural competence in language education has been developed by the British language educator, Michael Byram, and his colleagues.

Is important to use in the classes accessible materials to all students, since most of them have them at home. Especially if they work with fruits, vegetables, or ingredients of dishes. So there was no problem or inconvenience to work in class.

On the other hand, all of students have had to take tests. In the language classroom teachers often include tests. There are several good reasons for including tests in a language program but before giving students a test, it is important to ask ourselves why we are testing our students.

Brown (2004) makes a distinction between testing and assessment. According with him Testing is defined as “a method of measuring a person’s ability, knowledge, or performance in a given domain”. In other words, tests are intended to measure the learners’ ability.

It is important to remember, assessment is not the same as testing. Assessment is defined as “an ongoing process that encompasses a much wider domain [than testing]” (Brown, 2004). Assessing student performance can be done via the use of tests. However, teachers are constantly evaluating their learners whether the form of evaluation is incidental or intended (target test). After assessing learner performance (incidentally or intentionally), teachers can later use that knowledge about their learners to inform their teaching instructions.

## CHAPTER 2: METHODOLOGY AND PRACTICE

---

This chapter details the technology used in the development of the sessions with the students, the materials used them, as well as, the moments in which they were developed, and at the end the results obtained.

After a brief outline of the different theories and approaches to learning, we can conclude that each investigation in the field of education has been a great advance in the teaching of students.

During the development of learning activities, we can highlight the importance of the humanistic side of education. Analyzing all this knowledge, we can say that the basic element of teaching practice is "If the student is happy, then he is in a position to learn, if the student is depressed, angry or sad, the student will not be in a position to learn". This is a teaching philosophy, which I have developed over years of teaching experience.

Taking the teaching of the English language as something natural, from the point of view of knowledge that occurs spontaneously, that flows; It has been one of the most important elements that the authors have considered for the teaching of the English language.

Previously, in traditional teaching, grammar was considered the main element of learning, without taking into account the student, his emotions or the ways of learning from it.

However, over the years, and through research, it has been concluded that the emotional aspect is the main element to consider for meaningful learning in students.

By the other hand, Byram (1997), in his model of intercultural competence, explains the importance of the types of knowledge. He believes that in order to be an intercultural speaker, a person needs to know the social and cognitive processes that impact us, beginning at birth and continuing throughout our lives.

This author points out that, “knowledge of the processes of interaction at the individual and societal level” are part of intercultural competence. “If an individual knows about the ways in which their identities have been acquired, how they are ... perceived, and how they in turn perceive their interlocutors from another group, that awareness provides a basis for successful intercultural interaction”. This is definitely a great theory about learning, in fact, this helps to teachers to teach in a natural way from a context way.

## 2.01 A PRACTICAL AND USEFUL LESSON PLAN.

---

This lesson was developed in the fourth group A, from the Damian Carmona elementary school, in Chilpancingo, Guerrero, Mexico with a total group enrollment of 40 students. It is worth mentioning that due to the situation we are experiencing worldwide with the seriousness protocol and in coordination with parents, it was agreed to work virtually on the Zoom application, with a weekly 60-minute session. The class is on Tuesday from 8:00 am to 9:00 am.

All activities carried out in class are recorded by electronic file on the Classroom platform, where children have a personal email to send their school work and keep track of the learning obtained during the school year.

The lesson consists of 4 study sessions that correspond to 4 hours of class, that is, 4 weeks of work.

The sessions include activities that integrate the four skills. Since March 2020, classes have been virtual or hybrid, which has considerably delayed the progress of the contents of the plan and program of studies established by the Secretary of Public Education (2017), however, the necessary adjustments must be made. I try to rescue the key learning of each period of study.

In addition to the sanitary conditions, it is extremely worrying that not all students have the electronic resources (materials) to connect to the class or to send their assignments, since they do not have a mobile phone or a computer.

Another factor that has prevented me from achieving progress in learning with 100% of the students is the fact of family losses, both parents and grandparents, which causes a great school backwardness. I have had families that enter into a very strong depression that prevents them from overcoming it for months.

However, as teachers, to be empathic with the situation of the students is so important. It is necessary to have alternative activities to be able to attend to these children who are going through a very difficult situation. The role as a teacher is important to help parents, sometimes the role of friend, counselor, psychologist, therapist and even doctor.

And this problem is not only with the students, but also with the teachers. Teachers have had many health problems, caused by confinement, sedentary lifestyle, and changes in both sleeping and eating schedules. This has forced them to look for options to improve their situation and thereby help students, since they are suffering terribly from the consequences of the pandemic.

#### **2.01.1 LESSON FOUR**

The topic that we are working is "Typically delicious!" It is a topic of great interest among students that allows them to share information about experiences from their place of origin. Students from different parts of the country study at the school, since more than 50% of the parents belong to the 35th Army Zone, and they constantly move to different parts of the country.





Secretaría de Educación  
**GUERRERO**



<b>SCHOOL:</b> Damián Carmona Elementary School		<b>C.C.T.:</b> 12DPR1696F	
<b>PROFESSOR:</b> Citlali Parra Ruiz		<b>GRADE:</b> 4th	
<b>WEEK FROM:</b> April 25th to May 24th		<b>GROUP:</b> "A"	
<b>UNIT:</b> 3	<b>LESSON:</b> 4,5, 6 and 7	<b>Hours of the plan implementation:</b> 4	<b>ENVIRONMENT:</b> Academic and educational.
<b>SOCIAL PRACTICES:</b> Interpret and compare information in an image.		<b>ACHIEVEMENT:</b> <ul style="list-style-type: none"> <li>Explore illustrated texts on ingredients of the Mexican gastronomy.</li> <li>Interpret the information written in illustrated texts.</li> <li>Write sentences to describe information for infographics.</li> </ul>	
<b>COMMUNICATIVE ACTIVITY:</b> Treatment of information			
<b>SPECIFIC COMPETENCY:</b> To interpret and compare information in an image.		<b>COMMUNICATIVE SKILL CONSIDERED:</b> Listening, Speaking, Reading and Writing.	
<b>FUNTIONS/ MAIN GRAMMAR STRUCTURE</b>		<b>VOCABULARY</b>	
<p>- Share with your students your preferences and emotions about Mexican food and encourage them to share your preferences.</p> <p>- Give them opportunities to build on what they already know how to do with illustrated texts in their mother tongue. From this way they will be in better conditions to:</p> <ul style="list-style-type: none"> <li>anticipate the topic, purpose and audience from graphic and textual components;</li> </ul>		<ol style="list-style-type: none"> <li>spice = especia</li> <li>cook = cocinar</li> <li>dish = plato</li> <li>kitchen = cocina</li> <li>sauce = salsa</li> <li>chili pepper = aji picante / chiles</li> <li>sweet pepper = pimiento dulce</li> <li>flesh =carne /carnoso</li> <li>sweet = dulce</li> <li>sour = agrio</li> <li>taste = sabor / probar</li> </ol>	
		<b>RESOURCES AND MATERIALS:</b> Images, readerbook, notebook and activity book "Hands On 4" pages 30 to 41. Track 23,24,25 of disk: Hands On 4. PC, App Zoom, Internet	
		<b>COMMENTS:</b> The subject to study is Mexican Gastronomy The subject is very interesting for them.	

<ul style="list-style-type: none"> <li>• distinguish the relationship between visual information and written;</li> <li>• establish patterns of textual organization (general definition, particular characteristics, etc);</li> <li>• listen to the reading of textual information and establish correspondences between it and visual information;</li> <li>• classify ways of expressing time present (affirmative, negative, singular, plural, present simple, present continuous, etc.);</li> <li>• compare ways of putting descriptions (Mole is a famous staple food in the state of Oaxaca/A famous staple food of Oaxaca is mole, etc.);</li> <li>• ask questions to check understanding. <ul style="list-style-type: none"> <li>– Discuss, with your students, the role of writing in the organization and dissemination of ideas, so they can:</li> </ul> </li> <li>• define or choose keywords (for example: names of dishes and ingredients);</li> <li>• order words in a sentence;</li> <li>• link words and sentences using connectives (and, then, etc.);</li> </ul>	<p>/ saborear</p> <ol style="list-style-type: none"> <li>12. roasted = asado/ rostizado</li> <li>13. peeled = pelad</li> <li>14. non-spicy fruit= fruta no picante</li> <li>15. recipient = recipiente</li> <li>16. flour = harina</li> <li>17. fillings = rellenos</li> <li>18. ground = terrestre</li> <li>19. meat =carne</li> <li>20. beans = frijoles</li> <li>21. lettuce= lechuga</li> <li>22. wrapped =envuelto</li> <li>23. cylinder = cilindro</li> <li>24. wet =mojado</li> <li>25. melted = derretido</li> <li>26. cheese = queso</li> <li>27. top = cima/ encima</li> <li>28. breakfast = desayuno</li> <li>28. luch = almuerzo</li> <li>29. dinner = cena</li> <li>30. scrambled eggs= huevos revueltos</li> <li>31. inside= interior / adentro</li> </ol>	<p><b>EVALUATION / ASSESSMENT:</b></p> <p>Individual participation homework 50%, On line test 50%</p> <hr/> <p><b>PRODUCT OF UNIT:</b></p> <p>Infographic on Mexican gastronomy.</p>
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STAGE	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	TIME
Recognition of the Target Language; <b>READING, LISTENING AND SPEAKING.</b>	<p><b>BEGINNING</b></p> <p>THE TEACHER plays Song Good morning for kids  <a href="https://youtu.be/JziQrYc4GXo">https://youtu.be/JziQrYc4GXo</a></p>	<p><b>BEGINNING</b></p> <p>The students will sing the song out loud from the video, doing the movements.</p>	5 minutos
	<p>Check list at the beginning of the class sesión.</p> <p><b>DEVELOPMENT</b></p> <p>Teacher welcomes students to the class.            Teacher reviews briefly the topics seen the previous lesson.</p>	<p>Students answer when heard their name.</p> <p><b>DEVELOPMENT</b></p> <p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous class.</p>	5 minutes  <b>40 minutos</b>
Recognition of Isolated Words;	<p>Teacher checks and asks that students brought the assignment requested the previous session.</p>	<p>Students tell to the teacher they did the assignment requested.            (Appendix 2, PIC. 3)</p>	
Recognition of Phrase Boundaries;	<p>The teacher asks the students to watch an example of a mexican dish with its history. "Pozole"</p>	<p>Students will listen carefully to the audio and write the</p>	

<p><b>Listening, Reading and writing</b></p> <p>Listening for the Gist (core idea);</p> <p>True listening; <b>Students begin to follow the meaning of a passage, although they will continue to encounter many words and phrases they do not comprehend.</b></p>	<p><a href="https://www.youtube.com/watch?v=1kno8nTCmWw&amp;t=37s">https://www.youtube.com/watch?v=1kno8nTCmWw&amp;t=37s</a> (Appendix 1. PIC. 1 )</p>	<p>clue words they hear on their notebook.</p>	
	<p>Teacher will ask students read instructions exercise 6 and 7, page 34. (Appendix 1, PIC. 2) Teacher plays track 23 about Reading.</p>	<p>Students will read and the instructions and listening to track 23</p>	
	<p>Teacher asks students answer examples of questions about the avocados and asks them that underline the clue ideas.</p>	<p>Students underline the clue ideas and answer the questions.</p>	
	<p><b>ENDING</b></p> <p>The teacher asks the students to watch a video about the Simple Present and write:</p> <ol style="list-style-type: none"> <li>1. What is the Present Simple tense in the English language?</li> <li>2. What is it for? Y</li> <li>3. What is its grammatical structure?</li> </ol> <p>As assingment to the next class.</p> <p><a href="https://www.youtube.com/watch?v=sfjUz-Oyq5E">https://www.youtube.com/watch?v=sfjUz-Oyq5E</a> (Appendix 2, PIC. 4)</p>	<p><b>ENDING</b></p> <p>Students copy the information on their notebooks.</p>	<p>10 minutes</p>

## 2.01.2 LESSON FIVE

STAGE	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	TIME
	<b>BEGINNING</b> Check list at the beginning of the class session.	<b>BEGINNING</b> Students answer when heard their name.	5 minutos
	Teacher SING SONG “Good morning and Habits” <a href="https://www.youtube.com/watch?v=9frjEeTP5hc&amp;t=1s">https://www.youtube.com/watch?v=9frjEeTP5hc&amp;t=1s</a> (Appendix 3, Pic. 5)	Students sing the song.	5 minutos
Recognition of the Target Language; <b>Listening and speaking.</b>	<b>DEVELOPMENT</b> Teacher welcomes students to the class. Teacher reviews briefly the topics seen the previous lesson. Teacher checks and asks that students brought the assignment requested the previous session.  (Appendix 4, pic. 7)	<b>DEVELOPMENT</b> Students greet the class and express briefly how they feel that day. Students practice what they learned in the previous class. Students tell to the teacher they did the assignment requested. (Appendix 3, Pic 6)	<b>40 minutos</b>
Recognition of Isolated Words; <b>Listening and speaking.</b>	The teacher asks the students to open their book to page 35, they will read the instructions EXERCISE 1,2 (Appendix 4. PIC. 8)	Students will listen carefully to the instructions.	

<p>Recognition of Phrase Boundaries; <b>Students can now begin to recognize individual words, phrases, and sentence boundaries. But it is difficult to have a conversation. Reading and writing.</b></p> <p>Listening for the Gist (core idea); <b>Students start to have some feel for the global meaning of a listening passage. For example: Identify the topic or understand the main point.</b></p> <p>True listening; <b>Students begin to follow the</b></p>	<p>Teacher asks the students about the Mexican INGREDIENTS, about how they imagine the place of the images, also ask about the dishes.</p>	<p>Students will about the ingredientes in simple present.</p>
	<p>The teacher asks the students to read the instructions for exercise 3, page 35. Identify affirmative and negative sentences in simple present. Look at examples.</p>	<p>Students will read carefully to the instructions and check the structures of the ssentences in affirmative and negative way. In singular and plural.</p>
	<p>Teacher asks to write one examples in affirmative and negative form and write one in singular and in plural.</p>	<p>Students will write sentences: One example in singular in affirmative and negative form. And one more in plural.</p>
	<p>The teacher asks students write their examples.</p>	<p>Students listen to their peers and check pronunciation and</p>

meaning of a passage, although they will continue to encounter many words and phrases they do not comprehend.

writing.

**ENDING**

The teacher asks the students write two examples in:

- Affirmative
- Negative
- Plural
- Singular

And answer a worksheet. (Appendix 5, Pic 8)

As assingment to the next class.

**ENDING**

Students copy the homework on their notebooks.

Write two examples in:

- Affirmative
- Negative
- Plural
- Singular

As assingment to the next class.

10

minutes

**2.01.3 LESSON SIX**

STAGE	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	TIME
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Recognition of the Target Language; <b>LISTENING, READING, SPEAKING AND WRITING</b>	<p><b>BEGINNING</b></p> <p>THE TEACHER shows the video to the students to activate them with happy music.</p> <p>Video: Los saludos del mundo  <a href="https://www.youtube.com/watch?v=bklQ_7UqR5Q">https://www.youtube.com/watch?v=bklQ_7UqR5Q</a></p> <p>Appendix 6, pic. 9</p> <p>Check list at the beginning of the class session.</p>	<p><b>BEGINNING</b></p> <p>The students will sing the song out loud from the video shown by the teacher, doing the movements shown in the images.</p> <p>Students answer when heard their name.</p>	<p>5 minutos</p> <p>5 minutos</p>
	<p><b>DEVELOPMENT</b></p> <p>Teacher welcomes students to the class.</p> <p>Teacher reviews briefly the topics seen the previous lesson.</p> <p>Teacher checks and asks that students brought the assignment requested the previous session.</p>	<p><b>DEVELOPMENT</b></p> <p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous class.</p> <p>Students tell to the teacher they did the assignment requested.</p>	<p><b>40 minutos</b></p>
Recognition of Isolated Words; <b>LISTENING,</b>	<p>The teacher asks the students to open their book to page 36, they will read the instructions for exercise 9</p>	<p>Students will pay attention carefully to the instructions on</p>	



<p><b>READING AND WRITING.</b></p>	<p>and 10.</p> <p>Teacher asks students about avocados, and write examples of descriptions in simple present, affirmative, negative form, singular and plural form (LEFT COLUMN). Then asks them with other example of their City (fruit or vegetable) (RIGHT COLUMN). (Appendix 6. Pic. 10)</p>	<p>page 36, ex. 9 and 10.</p> <p>Students write examples on their notebooks about their City.</p>
<p>Recognition of Phrase Boundaries; <b>READING, WRITING</b></p>	<p>The teacher asks the students to read instructions exercise 10.</p> <p>Teacher asks students rewrite the sentences in the correct order.</p>	<p>Students will listen and identify the instructions in order to rewrite the correct order.</p>
<p>Listening for the Gist (core idea); <b>Listening, Reading and speaking.</b></p>	<p>The teacher asks students write 2 sentences about their Favorite food of their City or ingredients using linking words in parenthesis. (Appendix 7, Picture 11)</p>	<p>Students will write 2 examples of their Favorite food of their City, following the examples.</p>
<p>True listening; <b>Listening, reading and writing</b></p>	<p>The teacher asks students to read the sentences.</p> <p>The teacher asks students to identify the connectors</p>	<p>Students will read carefully to the sentences, and check the punctuation.</p>

	of sentences and complete the sentences of exercises 3 and 4.		
	<p><b>ENDING</b></p> <p>The teacher asks the students to searching about a Typical food of their city. The information include name of the typical dish, ingredients and mention the varierities of the dish as a task. Then record a video, reading the information with a dish of favorite food.</p>	<p><b>ENDING</b></p> <p>Students copy the homework. The dish should be of their city, because students will share their work infront of the whole class.</p>	<p>10 minutes</p>

#### 2.01.4 LESSON SEVEN

STAGE	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	TIME
	<p><b>BEGINNING</b></p> <p>THE TEACHER shows the video to the students to activate them with happy music.</p> <p>Video: <b>Days of the week</b></p> <p><a href="https://youtu.be/mXMofxDPUQ">https://youtu.be/mXMofxDPUQ</a></p>	<p><b>BEGINNING</b></p> <p>The students will sing the song out loud from the video shown by the teacher, doing the movements shown in the images.</p>	<p>5 minutos</p>
	<p>Check list at the beginning of the class session.</p>	<p>Students answer when heard their name.</p>	<p>5 minutos</p>

<p>Recognition of the Target Language; <b>LISTENING, READING, SPEAKING AND WRITING</b></p>	<p><b>DEVELOPMENT</b></p> <p>Teacher welcomes students to the class.</p> <p>Teacher reviews briefly the topics seen the previous lesson.</p> <p>Teacher checks and asks that students brought the assignment requested the previous session. (Appendix 8)</p>	<p><b>DEVELOPMENT</b></p> <p>Students greet the class and express briefly how they feel that day.</p> <p>Students practice what they learned in the previous class.</p> <p>Students tell to the teacher they did the assignment requested.</p>	<p><b>40 minutos</b></p>
<p>Recognition of Isolated Words; <b>LISTENING, READING AND WRITING.</b></p>	<p>The teacher asks the students to open their book to page 37, they will read the instructions for exercise 1 and 4.</p> <p>Teacher asks students about avocados, and write examples using OR, AND, BUT, THEN. (Appendix 9. Pic. 15)</p>	<p>Students will pay attention carefully to the instructions on page 37, ex. 1 and 4.</p> <p>Students write examples on their books.</p>	
<p>Recognition of Phrase Boundaries; <b>READING, WRITING</b></p>	<p>The teacher asks the students to read instructions page 38, exercise 12.</p> <p>Teacher asks students listen to track 25 carefully and order the sentences in the correct order. (appendix 9,</p>	<p>Students will listen and identify the instructions in order to identify the correct order. Page 12.</p> <p>Students listen to track 25 twice, check the punctuation and the pronunciation.</p>	

<p>Listening for the Gist (core idea);</p> <p><b>Listening, Reading and speaking.</b></p> <p>True listening;</p> <p><b>Listening, reading and writing</b></p>	<p>Pic. 16)</p>		
	<p>The teacher asks students read exercise 13, observe two pictures and identify one that best represents the written information in exercise 12</p>	<p>Students will choose the one that best represents the written information in exercise 12.</p>	
	<p>The teacher asks students to read instructions exercise 14, page 39. Observe the image and read the information, tell them about the infographics. (Appendix 11, Pic. 17)</p>	<p>Students will read carefully to the sentences, and look at the example on page 39 about infographics of Nopal.</p>	
	<p><b>ENDING</b></p> <p>The teacher asks the students to searching about a Typical food of their City and do an infographic about a typical dish or onredient of their Community. Then record a video, reading the information with a dish of favorite food. In addition, students wear traditional costumes of the región as a product of the unit.</p> <p>In addition, students share their infographic in Padlet.com</p> <p><a href="https://padlet.com/teacherparra2020/uav1j6dvjwmt27fv">https://padlet.com/teacherparra2020/uav1j6dvjwmt27fv</a></p> <p>(Appendix 11)</p>	<p><b>ENDING</b></p> <p>Students copy the homework.</p> <p>The dish should be of their city or region, because students will share their work in front of the whole class by a video.</p>	<p>10 minutes</p>

## 2.02 TOOLS TO ASSESS/TEST THE PROGRESS OF STUDENTS AND EVIDENCES OF THE STUDENTS

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According with the theoretical fundantions, different tools related with the five Principles of Testing are:

- **Practicality:** tests to be practical.
- **Reliability:** A test that provides consistent evaluations of student performance and that is dependable is considered to be a reliable test.
- **Validity:** “the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment”
- **Authenticity:** Brown argues that authenticity of a test is met if the test includes natural language, present items in a contextualized manner, includes relevant or interesting topics that will meet the learners’ needs, and try to emulate real world tasks.
- **Washback:** it informs what students and what teachers should focus on.

As part of the final evaluation, different evaluation elements were considered during the evaluation process, evaluation tools were used according to the activities developed, such as a checklist, rubrics, online multiple-choice exam, as well as an attendance list and record of individual participation.

In addition, a co-evaluation was also carried out, where the students qualified the work of their classmates, as part of the analysis of what the final work should contain, all this on the padlet.com site.

To begin with, the evaluation criteria for quarter is:

50% tasks developed during the quarter. Including the final product. These tasks, with activities at home as a review of the activity carried out in class, that is, it is an activity to reinforce what was seen in class.

At the beginning of the next session, feedback is provided on each activity assigned as homework, so that students who had difficulties can clarify their doubts. In addition, for

students who did not do it, they have the opportunity to do it at that time.

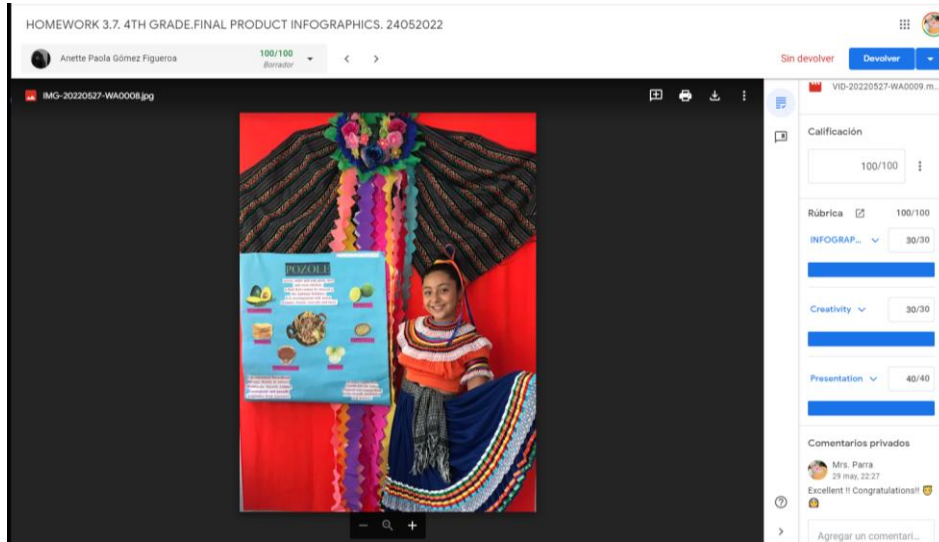
The activities are evaluated per week, it is one a week, and they have three to four days to deliver. Each activity is evaluated by means of an evaluation rubric.

The screenshot shows a homework assignment page for a 4th-grade English class. The page title is "HOMEWORK 3.7. 4TH GRADE.FINAL PRODUCT INFOGRAPHICS. 24052022". It was assigned by Mrs. Parra on May 24th and is worth 100 points. The due date is 23:59. The assignment includes three activities: 1) Create an infographic about a typical dish from your region, 2) Record a 2-minute video explaining the infographic, and 3) Take a photo of the infographic and upload it to Padlet. A rubric with 3 criteria and 100 points is attached. There are also links to a Padlet gallery and a Google presentation.

### Homework 3.7

The screenshot shows a video submission interface. The video player displays a student sitting on a blue mat, surrounded by colorful guitars and a banner that says "DAYS OF THE WEEK". The interface includes a score of 100/100, a rubric breakdown (30/30 for Creativity and 40/40 for Presentation), and a private comment from Mrs. Parra: "Excellent job!! Congratulations!!".

Rubric 3.7 Homework 3.7 <https://youtu.be/NTImkedvm6Q> VIDEO



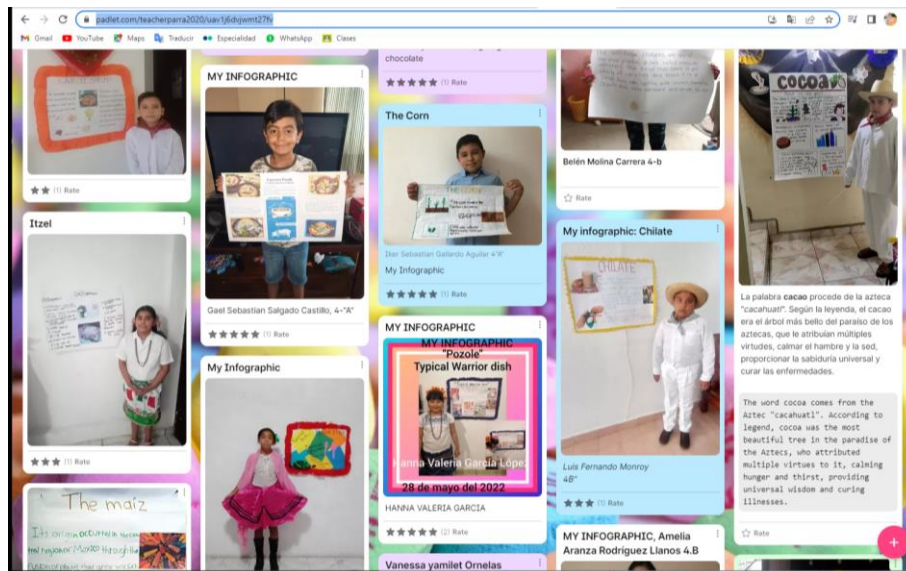
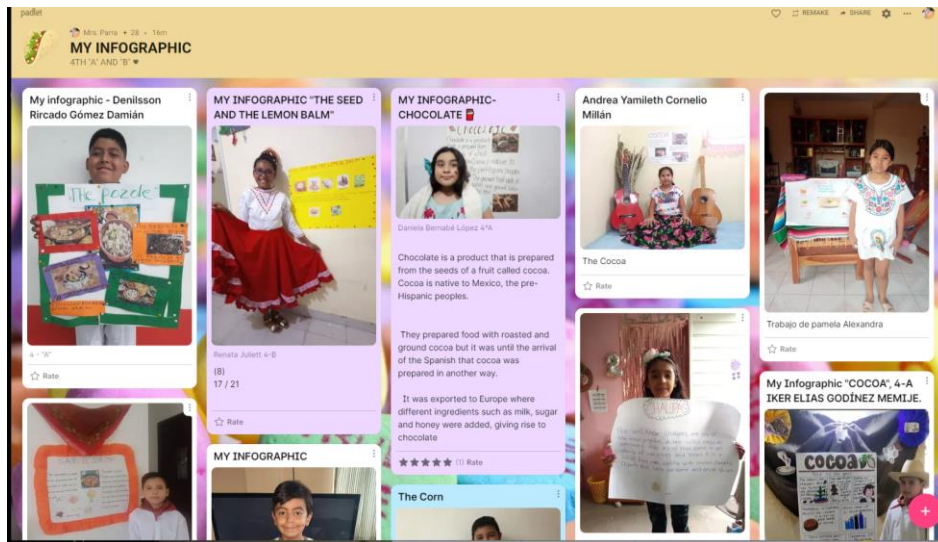
<https://youtube.com/shorts/vOZBgoz6m5o> VIDEO KATIA NAOMI



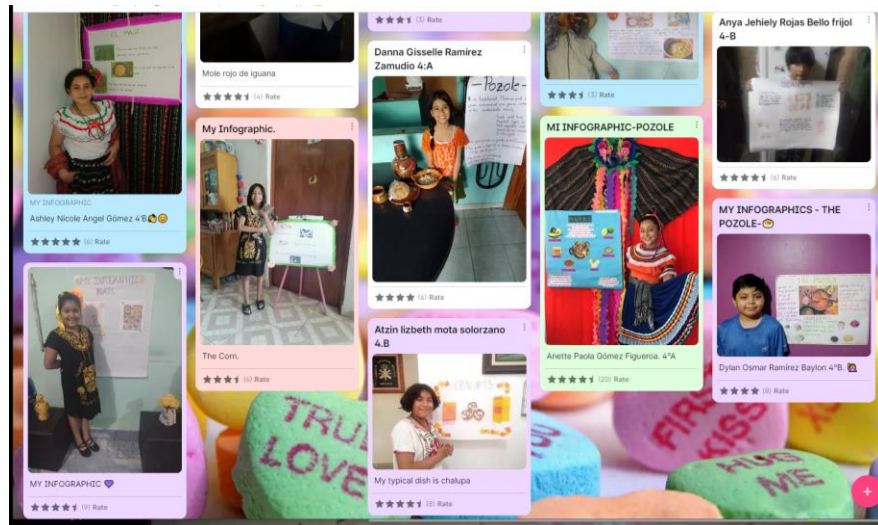
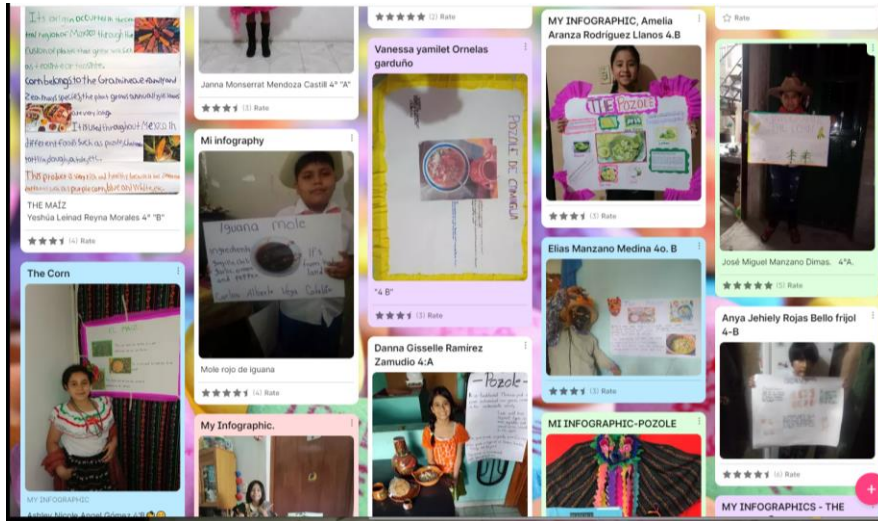
<https://youtu.be/rwZ8HZ5q44c> VIDEO IKER GODINEZ

In the co-evaluation in the Padlet.com application, where students can observe the work of their other classmates and can also evaluate them by means of stars, where 1 star is the lowest score and 5 is the maximum score. This is only when the activity of the final product is assigned.

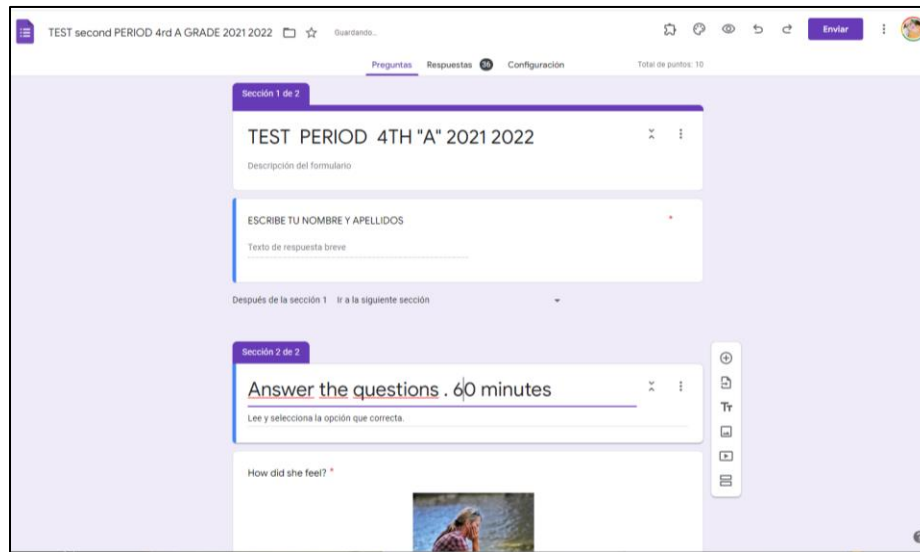
This activity developed the student's spirit of competition and try to make an effort in the elaboration of their tasks. (Image Padlet My infographic)







50% online exam, which is through a Google form. This form that you answer in a single attempt, here anyone can apply from your phone or electronic equipment from anywhere. The result comes to you automatically.



The idea is that students study the topics studied during the term. Everyone has the opportunity to review them on the classroom platform, where everyone is from the beginning of the term.

This digital platform is used so that parents can support their children in uploading activities and they can also see their children's progress. As well as the observations of the academic development of the student by class.

It is an excellent evidence tool, to keep track of as a checklist and evidence portfolio.

1 extra point for participations this is to motivate students to stay in an active position in class.

It is also considered an extra point of attendance to virtual classes, if you have 100% attendance. By way of stimulation so as not to miss class.



## HOMEWORK 3.7. 4TH GRADE.FINAL PRODUCT INFOGRAPHICS. 24052022

Mrs. Parra · 24 may

100 puntos

Fecha de entrega: 23:59

ACTIVITY 1. En una cartulina blanca, elabora una INFOGRAFÍA en INGLÉS sobre un ingrediente de tu región o un PLATILLO TÍPICO.

- Utilizar colores
- Escribir letras en diferentes tamaños (grande para el título) que se vea a lo lejos.
- Utiliza imágenes grandes (impresas, dibujos o recortes)
- Decora tu infografía

ACTIVITY 2. Graba un video de 2 minutos máximo, explicando tu infografía de tu platillo típico, viste un traje típico cuando expliques tu infografía, para que tenga una mejor exposición tu trabajo.

ACTIVITY 3. Toma una foto de tu infografía y tu, y la subes al link de PADLET.

Rúbrica: 3 criterios · 100 pts.



MY INFOGRAPHIC  
<https://padlet.com/teacherparra>



SESSION 3.7. 4TH GRADE...  
Presentaciones de Google

### Comentarios de la clase



Añade un comentario de clase...

HOMEWORK 3.7. 4TH GRADE.FINAL PRODUCT INFOGRAPHICS. 24052022

Andrea Yamileth Cornelio Millán 100/100  
Revisar

VID-20220529-WA0008.mp4

Sin devolver Devolver

Ver historial

VID-20220529-WA...

Calificación

100/100

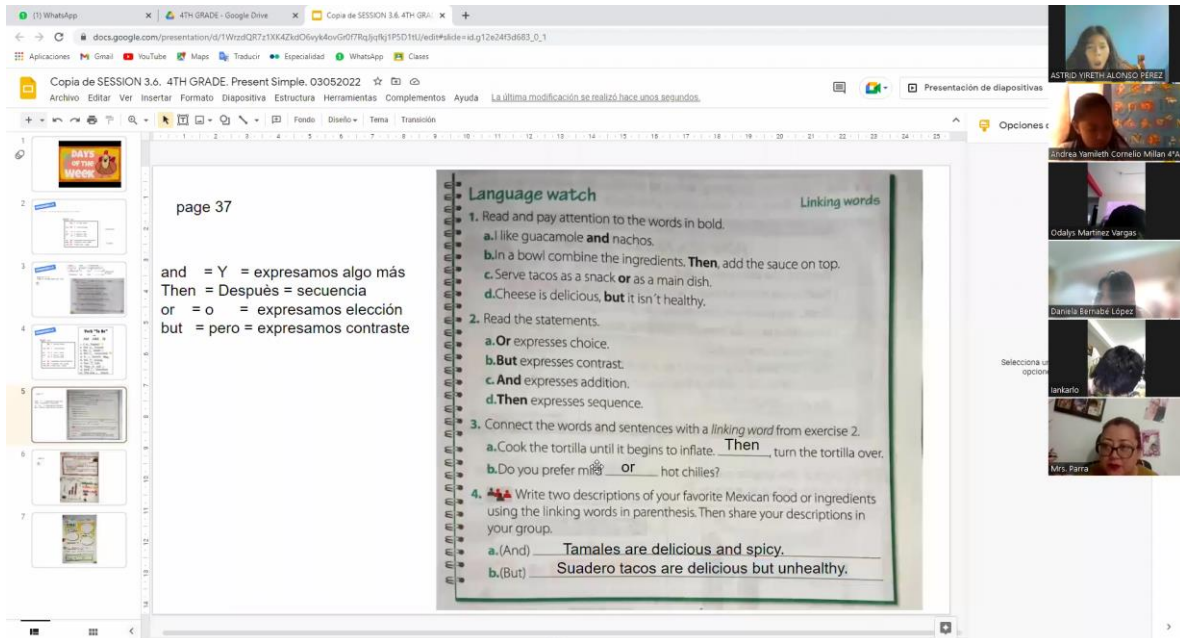
Rúbrica 100/100

Criterio	Puntuación
INFOGRAP...	30/30
Creativity	30/30
Presentation	40/40

Comentarios privados

Mrs. Parra  
29 may, 22:07  
Excellent job!! Congratulations!!

## 2.03 PERFORMING AND RECORDING THE ACTIVITIES (THE VIDEO)



Each developed lesson was recorded, unfortunately the zoom application uses a large amount of data that makes it difficult to add long videos, it only allows you to add fragments.

This video shows a summary of the final product of the lessons. It is important to mention, that each lesson lasted 60 minutes.

When carrying out the activities, the students had an active participation, where the interest in answering the exercises was noticeable.

[https://youtu.be/tM3g\\_Ox2PJc](https://youtu.be/tM3g_Ox2PJc)

<https://youtube.com/shorts/da9IrmCpg3M?feature=share>

<https://youtu.be/G5w7LqsqN9I>

<https://youtu.be/0Fa76uzuKEM>

<https://youtu.be/NTImkedvm6Q>

<https://youtu.be/rwZ8HZ5q44c> <https://drive.google.com/file/d/16gNAHhNcr7-Got7BOWwTAu1w6bDO2LOs/view?usp=sharing> Microteaching

<https://youtube.com/shorts/vOZBgoz6m5o?feature=share>

## CHAPTER 3: EXPERIENCE REPORT

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While the project activities were being developed, with an intercultural approach, the students showed more interest, as well as taking care to propose activities and examples to answer the class questions.

Developing activities related to the context of the students, not only allows them to share their experiences with their peers, but also to learn what others know.

Using an intercultural approach, it allows students to investigate and explore other cultures, making use of digital tools such as the internet or its dictionary.

However, the development of the project could have been more successful, if it had been developed in person and with more practice time, to develop the four basic skills of the language.

On the other hand, the support at home of the parents, made the difference to be able to achieve the objectives of the lessons.

As a teacher, to have a successful teaching practice, it is necessary to have the theoretical foundations to adequately develop the correct strategies when teaching students. Creativity and commitment of teachers are not the only main ingredients in teaching practice, however, theoretical knowledge is a fundamental support, since they provided the tools to adequately perform the role of teacher.

The results obtained at the end of the 4 sessions can be seen a great use by the students, they liked it a lot and had fun doing the activities.

Undoubtedly, the fact that we as teachers get involved in their daily life, as is the topic of typical food, opens up a world of different kinds of conversations. From how they cook, the ingredients, tastes and flavors and many other topics that are relevant to them.

## CHAPTER 4: CONCLUSIONS

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At the end of this Specialization in English, all participants would conclude that the entire teaching-learning process is very relevant, from the planning of the contents to their evaluation.

Covering all the necessary elements makes our classes really meaningful for students, and they have the pleasure of learning. I have come across entire families who do not like English because they consider it not useful and also very difficult.

However, it is our goal as teachers to demonstrate the importance of the English language and show them that it is a lot of fun.

The evaluation showed satisfied results, not only with the learning of students, also with the knowledge obtained as teachers at the end of the module.

Upon completion of the specialization in the teaching of English as a foreign language, at the Universidad Pedagógica Nacional (UPN), it can be concluded that the objectives set at the beginning of it will be obtained.

The knowledge learned, as well as the strategies suggested and the accompaniment and support of the tutor, exceeded the established expectations, managing to satisfactorily conclude the specialization program.

The authors studied, as well as their theories on the teaching of the English language, were the ideal ones to obtain the basic knowledge of the teaching practice.

In relation to the Methodology of language teaching, different approaches were analyzed that notably enriched the teaching practice, being the basis for new forms of teaching in this changing world.

A point that was of great importance was observation, since as teachers we must be very observant of what happens in the classroom, as part of the beginning of a series of strategies to intervene educationally speaking. Such is the case of the COVID-19 health contingency, which radically changed the way of teaching and learning.

On the other hand, a main element of language teaching is the Analysis, where the main elements will be identified both to plan and to develop the class. Being analytical allows from visualizing a panorama from the student, as in the panorama of the father of the family, where it allows to visualize the different scenarios that could favor learning.

Finally, the culminating part of the teaching process, where all the planning and execution work is summarized, is the evaluation, seen from an integral point of view and with a permanent and formative approach. You can see the microteaching here:

<https://drive.google.com/file/d/16qNAHhNCr7-Got7BOWwTAu1w6bDO2LOs/view?usp=sharing>

## CHAPTER 5: APPENDIXES AND REFERENCES.

### APPENDIX 1. DIGITAL MATERIAL FOR THE LESSON

**PICTURE 1** <https://www.youtube.com/watch?v=1kno8nTCmWw&t=37s>

SCREENSHOT  
VIDEO  
POZOLE



**PICTURE 2**  
PAGE 34  
EXERCISES 6,7,8

PAGE 34

TRACK 23

Today is Tuesday, April 26th, 2022.

- What is the history of avocados?  
Avocados are native to Central and south America.
- What are the benefits of avocados?  
The fat in avocados helps to protect against heart disease. Avocados are recommended as part of a balanced diet prevent high cholesterol.
- How to select a good avocado?  
Avocados are best eaten when they are perfectly ripe. Leave them at room temperature for a week.

**The health benefits of avocado**

**History**  
Did you know that avocados are native to Central and South America? They are now commercially produced in the US, Caribbean, Mexico, Brazil, India and Australia.

**Nutritional benefits**  
The fat in avocados helps to protect against heart disease. Also, the oil provided by an avocado are recommended as part of a balanced diet prevent high cholesterol.

**How to select and store**  
Avocados are best eaten when they are perfectly ripe. To achieve this, leave them at room temperature for a week.

**Ideas**  
There isn't any need to be inventive with avocados. They are best added to salads or mashed up in guacamole.

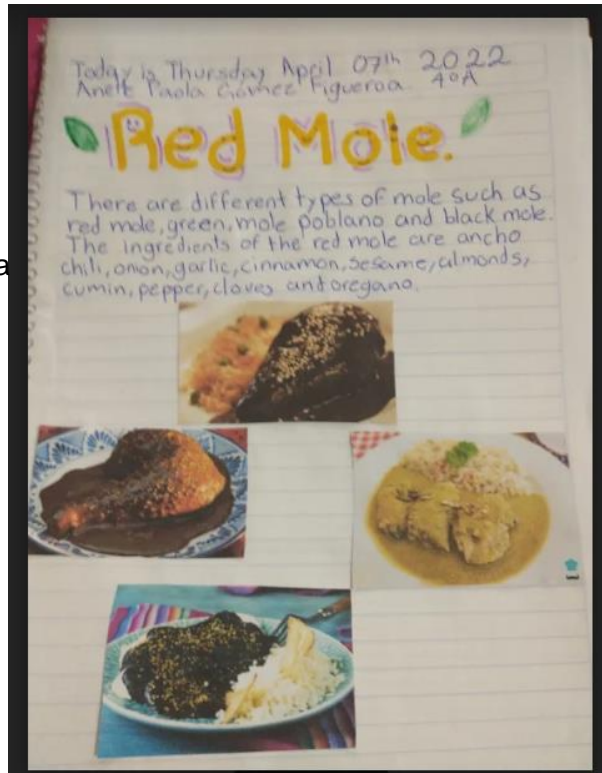
**BY-PRODUCT 1: questions to check comprehension.**  
Read the text again. In your notebook, write a list of questions about avocados. Follow the example.  
Example: What is the history of avocados?

PICTURE 3

Example:

Student: Anett Paola Gómez Figueroa

Dish: Mole



PICTURE 4

VIDEO

SIMPLE PRESENT

**HOMEWORK 3.4**

Ver el video y escribir en tu cuaderno :

¿En qué consiste el tiempo del Presente Simple en el idioma inglés?

¿Para qué se utiliza? y

¿Cuál es su estructura gramatical?

A video thumbnail with a dark background and orange border. It features the text "Presente Simple Opciones y Ejercicios" in white and blue. There is a play button icon in the center. In the top left corner, it says "ASERVA" and in the top right corner, it says "APRE INGLÉS MA".

<https://www.youtube.com/watch?v=sfjUz-Oyq5E>



**PICTURE 5**

VIDEO

“GOOD MORNING AND  
HABITS”



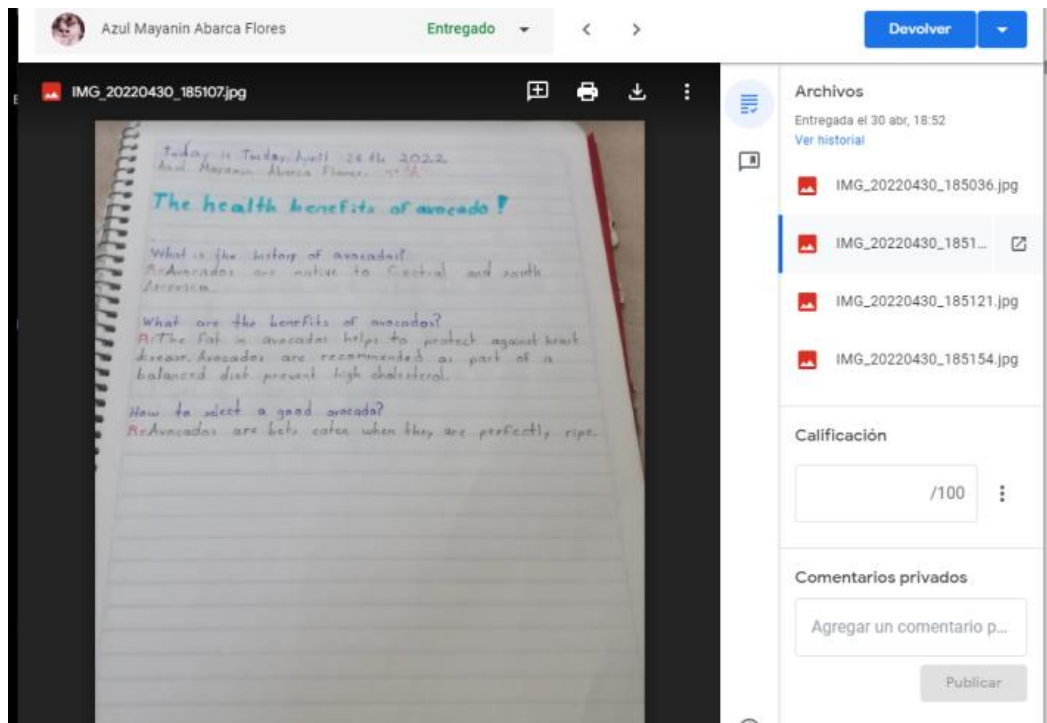
**PICTURE 6**

EVIDENCE

STUDENT:

Azul Mayanin

Abarca Flores



**PICTURE 7**  
 REVIEW HOMEWORK  
 SIMPLE PRESENT

**HOMEWORK 3.4**

Investigar ¿en qué consiste el tiempo del Presente Simple en el idioma inglés?

¿Para qué se utiliza?

¿Cuál es la estructura gramatical del presente simple?

**SUJETO + VERBO + COMPLEMENTO**  
 NOUN + VERB + COMPLEMENT

SINGULAR		1 <sup>ra</sup> persona	2 <sup>da</sup>	3 <sup>ra</sup>	VERB	COMPLEMENT	EXAMPLE
p r o n o	1 <sup>ra</sup> persona	I	- YO	work	as a teacher	Yo trabajo como maestra.	
	2 <sup>da</sup>	You	Tú	work	as a teacher	Tu trabajas como maestro.	
	3 <sup>ra</sup>	He She It	Él Ella Eso	works works works	as a teacher	Él trabaja como maestro. Ella trabaja como maestra. Eso trabaja como maestro.	
PLURAL		1 <sup>ra</sup> persona	2 <sup>da</sup>	3 <sup>ra</sup>	VERB	COMPLEMENT	EXAMPLE
m b e s	1 <sup>ra</sup> persona	We	-nosotros	work	as a teacher	Nosotros trabajamos como maestro.	
	2 <sup>da</sup>	You	-ustedes	work	as a teacher	Ustedes trabajan como maestro.	
	3 <sup>ra</sup>	They	-ellos	work	as a teacher	Ellos trabajan como maestro.	

**Presente Simple Oraciones y Ejercicios**

**PICTURE 8**  
 LANGUAGE WATCH

PAGE 35

Today is Tuesday, May 3rd, 2022.

**SUJETO + VERBO + COMPLEMENTO**

Poblano chili is mild.  
 Avocados are fruit.

**HOMEWORK 3.5**

afirmativa

negativa

singular

plural

afirmativa

negativa

Pomegranate is sweet.

Pomegranate isn't sweet.

afirmativa

negativa

Chipotles are spicy.

Chipotles aren't spicy.

Escribe los enunciados que hacen falta en el ejercicio 3.  
 Los primeros dos cuadros son en singular y los siguientes dos son en plural.

**PICTURE 8**

**HOMEWORK**

**AFFIRMATIVE AND NEGATIVE**

**SENTENCES**

Copia o imprime los siguientes enunciados en tu cuaderno.

Lee atentamente, cada uno tiene dos opciones, encierra la palabra que consideres correcta, de acuerdo al pronombre personal, si es en singular o plural.

- Choose the correct word.

I **am** / **are** Tommy.

I **are** / **am** ten years old.

These **is** / **are** my arms and my legs.

This **isn't** / **aren't** my bike.

This **is** / **are** my scooter.



Molly **isn't** / **aren't** a cat.

She **is** / **are** a dog.

She **isn't** / **aren't** under the bag.

She **is** / **are** in the bag.

These **is** / **are** her eyes. They're brown.



This **is** / **are** Kelly.

She **is** / **are** nine years old.

Her favourite colours **is** / **are** blue and purple.

This **is** / **are** her favourite toy.

It **am** / **is** a kite.



PICTURE 9  
VIDEO  
LOS SALUDOS DEL MUNDO



[https://www.youtube.com/watch?v=bkIQ\\_7UqR5Q](https://www.youtube.com/watch?v=bkIQ_7UqR5Q)

PICTURE 10  
PAGE 36

Compare ways of writing descriptions.

**9** **BY-PRODUCT 2: comparative chart with descriptions.**  
Draw a chart like the one in the example in your notebook and do the following activities:

- Based on your questions in By-product 1, write a list of descriptions of avocados in the left column of the chart.
- Choose other fruit. Find information about them in different sources. Write the descriptions in the right column of the chart.

**Example:**

Avocados are native from Central and South America	Apples are native from Central Asia

**10** Rewrite the sentences in the correct order. Pay attention to *Capital letters* and *punctuation*.

- dark - is - Mexican - bitter - chocolate - and  
\_\_\_\_\_
- sauce - spicy - mole - delicious - and - is - a -  
\_\_\_\_\_
- ingredient - the - are - of - beans - burritos - main  
\_\_\_\_\_

**11** Listen and check your answers to exercise 10.

<http://learnenglishkids.britishcouncil.org/en/grammar-practice/present-simple-verb-be>

**36** thirty-six

PICTURE 11, PAGE 37

• Link ideas using connectors.

### Language watch

- Read and pay attention to the words in bold.
  - I like guacamole **and** nachos.
  - In a bowl combine the ingredients. **Then**, add the sauce on top.
  - Serve tacos as a snack **or** as a main dish.
  - Cheese is delicious, **but** it isn't healthy.
- Read the statements.
  - Or** expresses choice.
  - But** expresses contrast.
  - And** expresses addition.
  - Then** expresses sequence.
- Connect the words and sentences with a *linking word* from exercise 2.
  - Cook the tortilla until it begins to inflate. \_\_\_\_\_, turn the tortilla over.
  - Do you prefer mild \_\_\_\_\_ hot chilies?
- 👥 Write two descriptions of your favorite Mexican food or ingredients using the linking words in parenthesis. Then share your descriptions in your group.
  - (And) \_\_\_\_\_
  - (But) \_\_\_\_\_

### Linking words

Reflect! ✓ or X

I can compare ways of writing descriptions.	
I can use connectors to link ideas.	

If most of your answers are insufficient, check pages 36 and 37 with your teacher.

UNIT 3

## APPENDIX 8

**REVIEW HOMEWORK 3.6**

ACTIVITY 1. Copia la siguiente información en tu cuaderno.

PRONOMBRE PERSONAL	VERBO	
I	am	= Yo soy/ estoy
You	are	= Tú eres/estás
He	is	= Él es / está
She	is	= Ella es / está
It	is	= Eso es / está
We	are	= Nosotros somos/estamos
You	are	= Ustedes son /están
They	are	= Ellos son / están

SINGULAR

PLURAL

Pic. 12 Review HW 3.6.1

**REVIEW HOMEWORK 3.6**

Noun	Verb	Complement	
SUJETO	VERBO	COMPLEMENTO	
Poblano chili	is	mild.	SINGULAR
Avocados	are	fruit.	PLURAL

page 36, Ex. 10  
Today is Tuesday, May 24th, 2022.

10 Rewrite the sentences in the correct order. Pay attention to Capital letters and punctuation.

- dark - is - Mexican - bitter - chocolate - and  
Mexican chocolate is dark and bitter.
- sauce - spicy - mole - delicious - and - is - a -  
Mole is a spicy and delicious sauce.
- ingredient - the - are - of - beans - burritos - main  
The main ingredient of burritos are beans.

11 Listen and check your answers to exercise 10.

<https://www.khanacademy.org/learn/grammar/print/print-simple-web-01>

Pic. 13 Review HW 3.6.2

**REVIEW HOMEWORK 3.6**

PRONOMBRE PERSONAL	VERBO	
I	am	= Yo soy/ estoy
You	are	= Tú eres/estás
He	is	= Él es / está
She	is	= Ella es / está
It	is	= Eso es / está
We	are	= Nosotros somos/estamos
You	are	= Ustedes son /están
They	are	= Ellos son / están

**Verb "To Be"**

AM ARE IS

- I am happy! 😊
- You are scared.
- He is small. ⭐
- She is surprised. 😲
- It is brown. 🐶
- We are young.
- You are tall.
- They are old. ⭐
- Jack is Brazilian.
- The dog is black.

Pic. 14 Review HW 3.6.3

APPENDIX 9

page 37

and = Y = expresamos algo más  
 Then = Después = secuencia  
 or = o = expresamos elección  
 but = pero = expresamos contraste

**Language watch** Linking words

- Read and pay attention to the words in bold.
  - like guacamole **and** nachos
  - in a bowl combine the ingredients. **Then** add the sauce on top.
  - Serve tacos as a snack **or** as a main dish.
  - Cheese is delicious, **but** it isn't healthy.
- Read the statements.
  - Or** expresses choice.
  - But** expresses contrast.
  - And** expresses addition.
  - Then** expresses sequence.
- Connect the words and sentences with a linking word from exercise 2.
  - Cook the tortilla until it begins to inflate. **Then** turn the tortilla over.
  - Do you prefer mild **or** hot chiles?
- Write two descriptions of your favorite Mexican food or ingredients using the linking words in parenthesis. Then share your descriptions in your group.
  - (And) Tamales are delicious and spicy.
  - (But) Suadero tacos are delicious but unhealthy.

Pic. 15, page 37.

page 38

Read the paragraph and number the sentences in the correct order from 1 - 5. Then, listen and check.

**HOW TO MAKE CHOCOLATE**

- Roast the beans and dry them.
- Finally, the roasted beans are ground to form a dark paste.
- First, the beans are fermented for 2-3 days.
- Chocolate is made from cacao beans. To make 1/5 kg of chocolate, 400 beans are needed.
- Next, the beans are roasted at a high temperature for up to a couple of hours. They become darker in color and start smelling like chocolate.

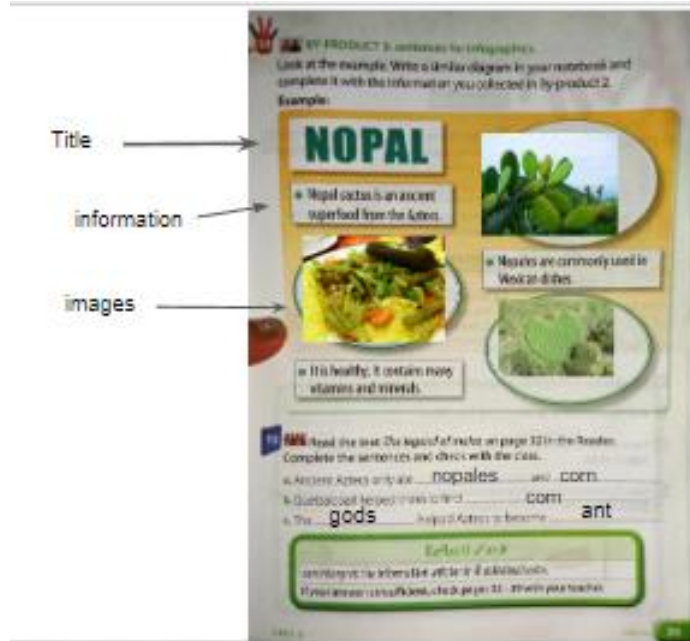
Look in the graphs and choose the one that best represents the written information in card 12.

Year	Amount of Chocolate
2010	200
2015	400
2020	600

```

    graph TD
      A[400 Cacao beans] --> B[Fermentation]
      B --> C[Roasting]
      C --> D[Grinding]
      D --> E[Chocolate]
  
```

Pic. 16 Page 38



Pic. 17 , page 39

**HOMEWORK 3.7**

**ACTIVITY 1.** En una cartulina blanca, elabora una INFOGRAFÍA en INGLÉS sobre un ingrediente de tu región o un PLATILLO TÍPICO.

- Utilizar colores
- Escribir letras en diferentes tamaños (grande para el título) que se vea a lo lejos.
- Utiliza imágenes grandes (impresas, dibujos o recortes)
- Decora tu infografía

**ACTIVITY 2.** Graba un video de 2 minutos máximo, explicando tu infografía de tu platillo típico, viste un traje típico cuando expliques tu infografía, para que tenga una mejor exposición tu trabajo.

**ACTIVITY 3.** Toma una foto de tu infografía y tu, y la subes al link de PADLET.

<https://padlet.com/teacherparra2020/uav1j8dvjwmt27fv>

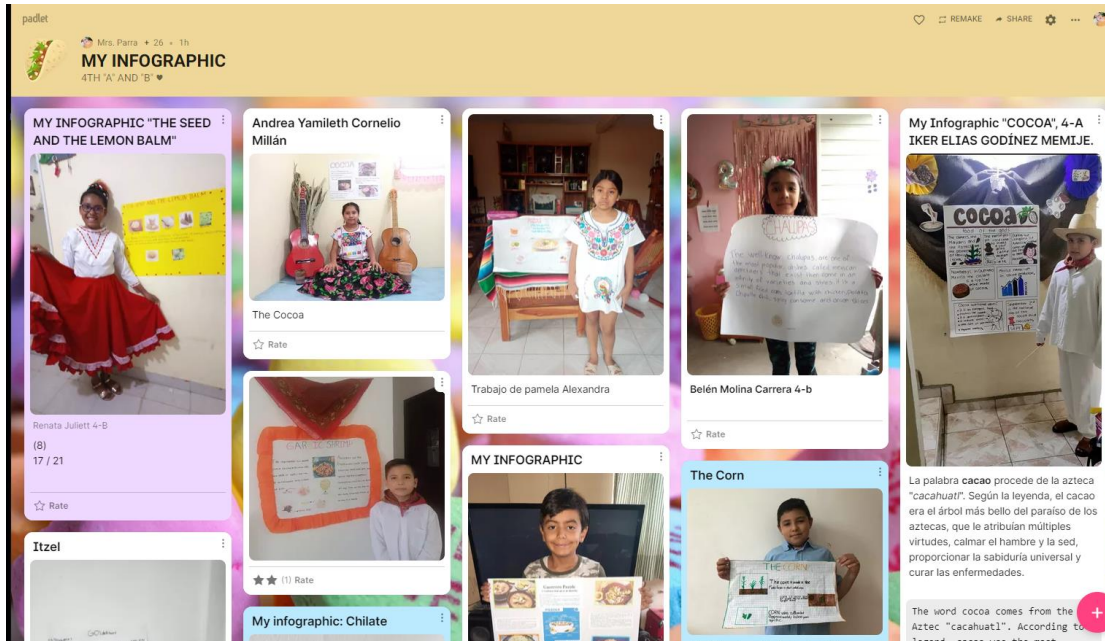
**EJEMPLOS**

The first infographic is titled "TRADITIONAL TACOS" and features a yellow background with images of various taco fillings and text boxes. The second infographic is titled "MÉXICO" and has a dark blue background with images of a sombrero, a sombrero de charro, a sombrero de vaquero, a sombrero de gaucho, and a sombrero de campesino, along with text boxes.

Pic. 18, HW 3.7



## APPENDIX 11



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### Microteaching

<https://drive.google.com/file/d/16gNAHhNCr7-Got7BOWwTAu1w6bDO2LOs/view?usp=sharing>