



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

**PROPUESTA DE INTERVENCIÓN EDUCATIVA
INCLUDING THE INTERCULTURALITY IN TEACHING:
BEAUTY AROUND THE WORLD**

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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Introduction

Over the years, the ideologies, fashion, perspectives and ideals of individuals keep changing. All these changes impact society, that is why the old and new generations are always in a type of crossroads to maintain and / or change various cultural aspects, such as politics, technology and also educational and learning processes. Not many decades ago, teaching methods used to be quite standardized without giving rise to modifications, variety, creativity, dynamism, personalization or adaptability to the needs of the students or the teachers themselves. This caused students sometimes be dissatisfied with the procedures and results obtained in various subjects.

But the students were not the only ones dissatisfied, teachers could also face dissatisfaction or frustration in their work. Fortunately, the teaching-learning processes have been changing and modifying, seeking that this process is not only useful, but also satisfactory and flexible according to cognitive, economic and cultural needs.

The processes of teaching a second language are a clear example of how changes based on different theories and approaches have favoured and enriched people who dedicate a large part of their lives to teach a second or foreign language. Great scholars and their work in different fields such as anthropology, psychology and linguistics have had a great positive impact on pedagogical processes. In order to understand, define, enrich and improve them, certain theories and approaches have been taken and adapted, resulting in something very helpful in the teaching-learning processes.

1. Teaching philosophy

According to different definitions, theories, and approaches, it is that as a teacher it must be taken into consideration that language is also not only a spoken system, it evolves more than just sounds, it is also formed by signs or symbols (written, pictures), body and face expressions (sign language), etc. So, there are many languages around the world which may be different according to the country, the region, the people using it and the situations or social characteristics of a community.

As teachers, we often struggle and face challenging situations including which level of English we teach, the age range, the social and economic situations of our students and the school/classroom environment. All those factors can interfere during the teaching-learning process and it is important to take into consideration all of them when we plan a lesson or a class. For example, the thoughts of the students about the language acquisition could be mistakenly raised and change it could be not possible, some other times their socio-economic level makes it difficult to acquire teaching material and the environment where we are teaching is not adequate since often we would like our students to watch a video or listen to an audio. However, we always find out the way to overcome all those problematics and do our best to give the best for our students and their learning process. Once these obstacles are overcome, the real challenge starts.

Besides all the grammar topics, the appropriated pronunciation of words, the correct use of the verb to be or the irregular verbs, teachers must make their students to realize that native speakers often forget about their own language rules and use it in a way that suits into the context and the situation they are in and that does not mean the message or main idea they are trying to transmit was totally lost just because they are not using a grammar structure in the appropriated form.

Students should be aware that language is something that can be modified over time, social and cultural aspects, and can even be affected by geographical area. As teachers, our main function is to transmit knowledge and at the same time being an example to our students on how they can learn to make an appropriated or expected usage of a second language to express their own ideas, thoughts, feelings and opinions as they do in their mother tongue. It

is true, teachers still need to teach grammar rules, pronunciation, spelling, as well as make students noticed if they are making mistakes when they do dictation or a vocabulary and grammar exam, because it is important, nobody says we need to avoid to do it. But in another hand, we need to realize students are trying to learn the language to be able to read to a book, to write a message or an email to a pen friend they could have in any part of the world, to listen to a song in English and be able to understand part of the lyrics, to speak with a tourist at the streets, go shopping for souvenirs or order to a meal at a restaurant when they travel to another country. In other words, they need to be able to use language to communicate into their own sociocultural environment, which is the main or most important language function.

As teachers, our main function is to transmit knowledge and at the same time being an example to our students on how they can learn to make an appropriated or expected usage of a second language to express their own ideas, thoughts, feelings and opinions as they do in their mother tongue.

In this way, it is that the teaching work is titanic, since it must be shown that they have certain qualities and skills as well as show that they are proficient in various fields and aspects such as:

- The knowledge and a certain degree of mastery of the language to be taught.
- Knowledge and application of multiple intelligences as it is well known that not all people learn in the same way.
- Knowledge of various theories that can facilitate and help in the development of lesson plans.
- A certain degree of social and cultural knowledge of various cultures and countries, because when teaching a language that is considered universal, taking into account cultural diversity will favour our teaching processes and enrich the learning process of students.
- Have and always show an attitude of service, support and support for our students because we can be a factor of change in their life not only academic.
- Passion and dedication to this noble work. Without it, studies, degrees, and awards lose their value and true purpose.

Throughout my own teaching experience, I have been improving and changing my own perspective on what teaching is, since exercising this profession goes beyond simply talking about a topic, writing on the board and scoring exams. Being a good teacher is not limited to having knowledge about the topics to be taught, it also requires constant learning through constant training related to the management and implementation of various methods and techniques, the selection and development of appropriate materials for our students, and it even requires human quality which show disposition, love and passion for what is done.

The diversity in the types of learning that students have has served as an extremely useful source of information when planning the lessons and deciding what type of activities, what materials and what techniques could favour or improve the classes.

It is important to take into account that each person, in this case the students, perceive the information in different ways, which in turn forces us to take into account that, for example, for visual students the use of images or pictographic cards can work, that for the auditory student the listening exercises or even the improvement in their pronunciation is greater than that of one of their classmates, or that there are even students who work better in teams because they are usually people, interpersonal intelligence, and others can learn better alone as they are intrapersonal.

Through all these experiences and being very observant in these aspects and in the development and performance of the students in the classes, I have been able to enrich, improve and implement various forms of work in the classroom. In this way, a developed and applied class must contain explanations that can help to better understand the topics, use of cards, markers of different colors, use drawings, do mime, activities or games that encourage collaboration, research, reasoning, critical thinking, and physical activity. In this way, a student may not understand exactly the use of the future idiom through the explanation they see on the blackboard or in a textbook but can understand it perfectly through role play.

In conclusion, the academic preparation and personal growth of a teacher never ends, and this is not only acquired through master's degrees, courses and diplomas, since the experiences, performance and diversity of the students is largely a source of a lack of end of lessons by giving us the possibility to find our strengths and areas of opportunity. At the end of the day, students can also become our teachers.

2. Intercultural lesson plan

2.1 Lesson plan identification cell

Lesson plan identification cell	
Author	Angélica Mariana Avila Hernández
Educational stage	University, Pre-intermediate
Title of the lesson plan	Beauty around the world
Learning objective of the plan/Competency	<p>Language purpose Develop in students the abilities to identify visually and to describe in a spoken and written way the physical characteristics of a person, such as complexion, height, hair, eyes, skin color, etc., through the acquisition of new vocabulary and grammatical structures (He / She is, He / She has got)</p> <p>Informational-intercultural purpose Get students to know and understand the different types of beauty standards in different countries while trying to create in them a process of reflection about the subjectivity of beauty and the elimination of pre-conceived stereotypes about what it is or not attractive.</p>
Communicative skill considered	Speaking and Writing
Functions	Describe the physical appearance of different people.
Main grammar structure	Verb to be, Have/Has got
Brief description plan	Its expected through this lesson to ensure students can describe people with different and varied physical characteristics while knowing the culture of what is considered attractive in a person in some countries and / or their ethnic groups through racial diversity since beauty is subjective and can vary not only between cultures, also from the perspective of each individual.
Hours of the plan implementation	3 hours
Number of sessions	2 session (1 hour and a half each)
Contents required for the lesson	Booklet and electronic flashcards.
EEAILE tutor on line	Elin Emilsson Ingvarsdottir

2.2 Teaching sequence

Step of the lesson	Teacher activities	Students activities	Session number
Warm-up	Greet students and start the class asking students which words in English they know for describing someone. Then, work with the new vocabulary through the use of electronic flashcards created on Quizlet.com.	Students participate by saying the possible words according to the picture shown. Students practice and learn new words by playing with the Quizlet.	1
Main activities (Vocabulary and grammar)	<ol style="list-style-type: none"> 1. Launch and play with the students individually and in team rounds with the vocabulary Quizlet using the option "Quizlet live". 2. Explain students the two structures use to describe people. Make it clear they are going to use to different structures to describe the physical appearance: "Verb to be" to talk about the height, the weight, the complexion and skin colour; and "Has/Have" to talk about the eyes, hair, nose, beard and moustache. 3. Show and explain students the different questions they can make or listen when describing someone and what the possible answers can include (How is he/she?, What's he/she like?, What does he/she look like?) 	<ol style="list-style-type: none"> 1. Students classify the vocabulary given into two groups according to "Verb to be" and "Have/Has". E.g. If they see the word TALL, they will put it into the "Verb to be" group because is a word to describe height. If they take the phrase BIG EYES, they will put it into the group "Have/Has". 2. Students give their answer to a specific question and a character using the vocabulary and the grammar structures from the lesson. They can do it in written or spoken way. 	1

Step of the lesson	Teacher activities	Students activities	Session number
Warm-up	Start the lesson with a survey at Quizizz about their preferences or tastes regarding what they consider attractive in a person	Students answer the survey according to their preferences or tastes regarding what they consider attractive in a person.	2
Main activities	<p>1. Show to students pictures of different famous people and some unknown people from different countries and ethnic groups around the world. Ask them to describe the people on the pictures.</p> <p>2. Ask students to write a paragraph describing one of his/her friends. They should try to use the structures and vocabulary taught the previous lesson.</p> <p>3. Ask students to describe their favorite actor, actress, singer or their crush.</p>	<p>1. Students look to the pictures and orally describe the people on the pictures.</p> <p>2. Students write a paragraph describing his/her friend. The information must include physical appearance description, grammar structures and vocabulary being learned.</p> <p>3. Students record and audio describing their favorite actor, actress, singer or their crush.</p>	2
Closure	Teacher asks students to share their thoughts about the appearance of some of the pictures since some of the pictures could be surprising or strange to them. Explain to them that they saw pictures of the different beauty standards around the world. Try to make them aware that beauty is	Students share in a spoken way their thoughts about the class and if they have ever seen or know about the different beauty standards. They could start their own research process in order to	2

	subjective, and it changes according to cultural aspects by giving them a reading material according to some of the cultures and by fomenting a research process that could be used at the end of the whole course.	prepared themselves to present their findings about some cultural aspects about any country or ethnic group.	
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2.2 Communicative skills development

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Vocabulary introduction and Inferring vocabulary	Ask students which words in English do they know about describing someone. Make students play with electronic flashcards containing the new vocabulary.	Students say the words they already know. Students play, practice and learn new words by playing with the Quizlet.	Quizlet flashcards	1	Students participation
Grammar focus and vocabulary usage	Show pictures of different people and ask questions related to physical appearance.	Students give their answers written or spoken.	Power Point presentation	1	Students participation
Intercultural introduction	Start the lesson with a survey at Quizizz about their preferences or tastes regarding what they consider attractive in a person	Students answer the survey according to their preferences or tastes regarding what they consider attractive in a person.	Quizizz survey	2	Students participation

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Writing	Ask students to write a short text describing one of their friends.	Students write a short text describing one friend. They make sure to try to use vocabulary and structures learned. They read only part of the text and make questions each other to know more about their classmate's friend.	Booklet or Student's notebook.	2	Writing skills task
Speaking	1. Ask students to describe the people on the pictures shown. 2. Ask students to record and audio on vocaroo.com describing their their favorite actor, actress, singer or their crush and give the reasons why they like him/her.	1. Students participate while they practice their speaking activities by describing the people on the pictures. 2. Students record an audio on vocaroo.com describing their favorite actor, actress, singer or their crush and give the reasons why	1. Computer, headphones and microphone. 2. Vocaroo online voice recorder, microphone or cellphone.	2	Speaking rubric. (Vocabulary and grammar usage, fluency, expression and intonation)

		they like him/her.			
Reflections	Ask students to share their thoughts and ideas related to what is consider attractive in other countries or social groups. Why do you think beauty standards are different from one country to another? Do you think that beauty is only on the outside? Point out to students that beauty is subjective and changes according to culture, region, traditions and customs, and even personal perspective. Show the survey results to see how their perspectives about beauty are different even between them.	Students share their opinions and thoughts; they observe and analyze the results of the survey carried out at the beginning of the second session of the lesson and also share their opinions about it.	Quizizz survey results.	2	Students participation

2.3 Materials for the lesson application

Under the situation we are going through, we have seen ourselves continue with the teaching work using applications that allow us to have synchronous sessions through Zoom, Google Meet, Microsoft Teams, among others.

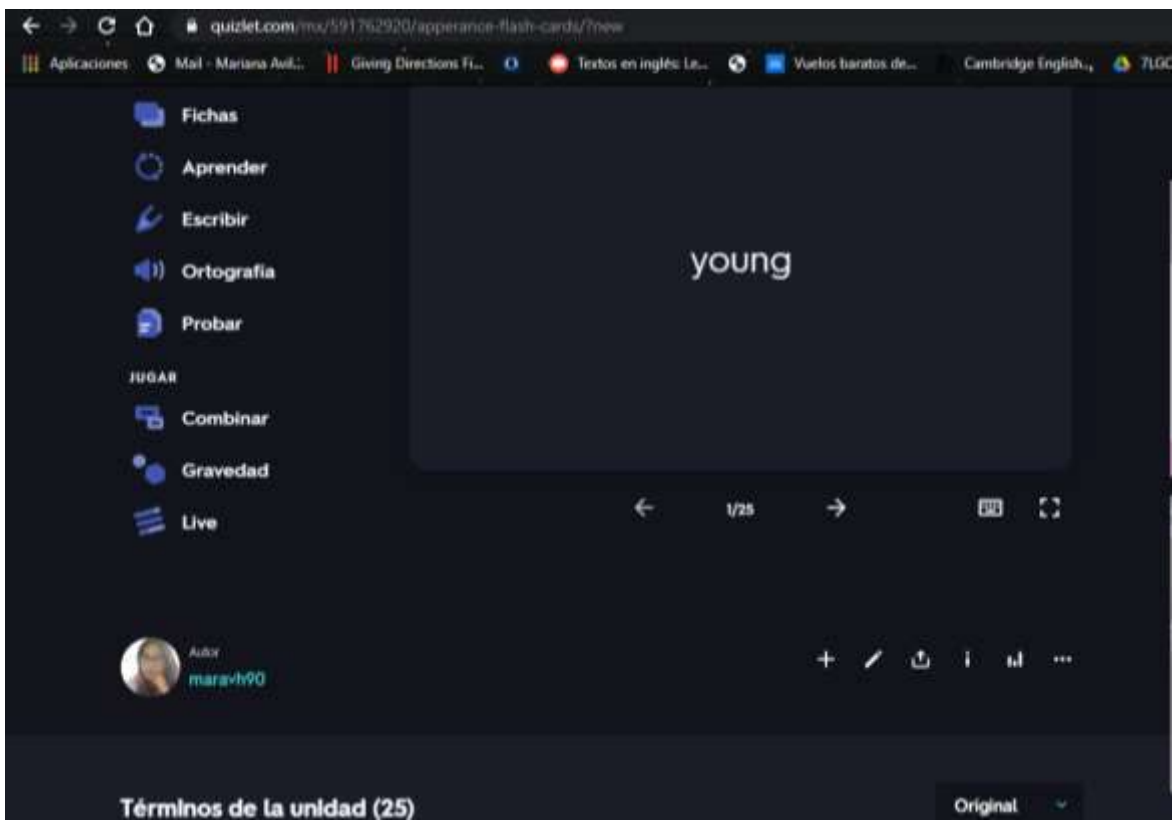
However, this has also represented a challenge, as adolescents or young adults are somewhat reluctant to actively participate in sessions by not making use of their cameras or microphones. For this reason, the creation and use of various interactive materials in online sessions have become the great ally of teachers because through the use of these (For example, games, questionnaires, surveys, presentations, creation of rooms within the same session) we can get students to be more actively involved during live synchronized sessions. In this way the students are motivated to contribute something to the class and get directly involved in the classes while in a certain way they interact with each other and with the teacher.

Below are some of the materials created for the implementation of the lesson plan described above. Among them is:

1. Appearance quizlet: students can play a kind of race in the online sessions in real time. In the same way, students can make use of the material individually and from home through the different types of games that this page provides, this in order to practice and study with vocabulary. Translation into Spanish is a requirement established by the English Coordination of the institution.

2. Quizziz: a real-time survey was created where students can respond using only their own perspective or opinion. The results of the group can be shared with the class to know the diversity among themselves.

3. Slides / Electronic presentations: by creating and using these, students can view any type of information or images in the sessions that may favor or enrich the teaching-learning process.



QUIZZZ Biblioteca Quizizz...

마리아나Maravh 마리아나
Basic account

Actualizar a Super

Crear

Explorar

Mi biblioteca

Informes

Clases

Ajustes

Más

Ayuda

LECCIÓN **masu**

What kind of person do you like?

3 reproducciones

1er curso • World Languages

an hour ago by 마리아나Maravh 마리아나Maravh

Guardar Compartir Editar

¿QUIERES DESARROLLAR UNA LECCIÓN EN VIVO?

Iniciar una lección en vivo

¿QUIERES PROMOVER TU CLASE?


Asignar tarea


9 diapositivas


MOstrar RESPUESTAS AVANCE


Diapositiva 1

6. Which of these men are more attractive?









Chose the country where these people are attractive.

1 punto



Opción 1



Opción 2



3. Assessment and evaluating tools

3.1 Theoretical foundations

As can be seen in the lesson plan, students will be challenged to make use of grammatical structures and vocabulary that can be used to primarily describe the physical appearance of a person. In this particular case, the two productive skills will be evaluated: speaking and writing.

Let us start with the definition for assessment. According to the Cambridge dictionary, assessment is the process of considering all the information about a situation or a person and making a judgement or the process of considering the amount or value of something.

Once the definition of assessment has been understood, what is our goal in implementing a lesson plan must be considered. Are we looking to evaluate only the use of the grammar taught? What other aspects can be considered when evaluating a productive skill? Thus, we must establish that it is considered a speaking activity and that it is considered a writing activity that can be evaluated. This will depend a lot on the objectives of the teacher and the performance or educational scenario and level in which the students are. You can understand that when creating an evaluation rubric for each of the skills to work on in this lesson plan. In this case, Macro-skills and Micro-skills will be taken into consideration.

Once the points mentioned above have been established, we can proceed to the preparation of a rubric. In this case we have two types of rubric.

- Holistic, where a single (one-dimensional) criterion is used to assess participants' overall achievement on an activity or item based on predefined achievement levels. performance descriptions are written in paragraphs and usually in full sentences. We can say that with a holistic rubric the instructor assigns a single score based on a judgment of the student's overall work. On the advantages of this rubric, we can find that this can provide emphasis on what the learner is able to demonstrate (positive), rather than on deficits (negatives), it saves grading time by minimizing the number of decisions an instructor needs to make while grading and it is less complex; which makes

it easier for students to understand. But, there is also a disadvantage because this rubric does not provide targeted feedback for improvement.

- Analytic, a rubric with levels of achievement as columns and assessment criteria as rows which allows to assess participants' achievements based on multiple criteria using a single rubric where different values can be assigned to different criteria and include an overall achievement by totalling the criteria. The advantage of this rubric is that it provides useful feedback on areas of strength and weakness and criterion can be weighted to reflect the relative importance of each dimension.

Taking into consideration that it is often extremely difficult to provide personal feedback with each of the students, it was decided to create and implement an analytical rubric to evaluate both speaking and writing.

In the same way, it is important to mention that the speaking ability should be implemented and evaluated taking into consideration certain points.

1. The development of this evaluation must occur through the interaction of two or more people.
2. The use of verbal and non-verbal language should be considered.
3. The use of vocabulary, grammatical structures and idioms can occur, so this can show an improvement in student learning.

3.2 Analytic rubrics for assessing writing and speaking.

Writing rubric

NUMBER OF WORDS	20	15	10	5
	Excellent	Good	Okay	Needs improvement
	Words completely covered with well stated ideas.	A fewer words but well stated ideas.	A fewer than the minimum but some ideas are relevant.	Not enough words to convey a message.
GRAMMAR & MECHANICS	20	15	10	5
	Excellent	Good	Okay	Needs improvement
	Hardly any errors, attempts to use higher structures than the ones covered in the partial.	A few errors using structures covered in the partial.	A number of errors may be presented but they don't impede communication. The structures are partially well covered.	Frequent errors conceal communication with hardly well used structures.
VOCABULARY	20	15	10	5
	Excellent	Good	Okay	Needs improvement
	Accurate word choice according to topics revised in the partial and beyond.	Good range of appropriate vocabulary according to topics revised in the partial.	Appropriate vocabulary according to topics revised in the partial.	Narrow range of vocabulary according to topics revised in the partial.
ORGANIZATION	20	15	10	5
	Excellent	Good	Okay	Needs improvement
	Valid ideas which are clearly organized.	Several valid ideas which could be better organized.	Somewhat choppy but main idea stands out.	Ideas often confused or disconnected.
TASK COMPLETION	20	15	10	5
	Excellent	Good	Okay	Needs improvement
	Ideas are relevant to the task.	Ideas are valid and related to the task.	Ideas are somewhat related to the task.	Insufficient ideas related to the task.

Speaking rubric

FLUENCY AND PAUSES	10	20	30	40
	Deficient	Needs Improvement	Good	Excellent
	S sounds choppy, needed to stop and decode words.	S stops now and then to work on a word	S sounds smoothly, knows every word	S Flows faster or slower depending on the mood.
CLARITY	5	10	20	30
	Deficient	Needs Improvement	Good	Excellent
	S mumbles a lot S shows a lot of failure at pronouncing words	S mumbles a bit. S shows some failure at pronouncing words	S pronounces all the words correctly	S Sounds natural, shows extra crispness to the pronunciation
Expression & Intonation	5	10	20	30
	Deficient	Needs Improvement	Good	Excellent
	S sounds monotone S doesn't change voice at all	S shows some rising and falling voice/rhythm	S Changes his/her voice to make it more interesting	S Changes his/her voice to make it more interesting the whole time. S sounds very professional.

4. Outcomes

4.1 Results of the lesson plan.

Once the lesson plan has been implemented and the performance of the students evaluated, we can conclude that despite continuing to present grammatical errors, the students are able to describe a person in a satisfactory way, in turn, they make use of the knowledge previously acquired, and some even use vocabulary they learned on their own. Considering the rubrics used, in terms of writing skills, most of the students used a learned vocabulary, they presented minor flaws in the use of grammar, their ideas are clear, and they adequately convey their ideas without the message be confusing.

Regarding the productive ability of Speaking, the students present failures when pronouncing some words, however, their expressions, intonation and fluency are adequate, and they manage to transmit a perfectly understandable message that fulfils a communicative purpose since they respond correctly to the interaction.

Part of the development and performance of students be appreciated at the following video.

https://drive.google.com/file/d/1ZJ7KIEue7YH_9HJIYrclKg1wEBcMAA4G/view?usp=sharing

The human being is, above all, a cultural being and this is what makes the difference between the human being and other types of living beings. Therefore, cognitive development as the process by which the knowledge, activities, cultural resources and goals that the community in which an individual lives or that society has developed for their survival are acquired; is the process through which an individual becomes a member of society (Vigotsky,1926-1930). Based on these principles, we can conclude that the lesson is working with its main objective, which is interculturality. It is through this activity that students open themselves to new perspectives and thoughts, which in turn activates their critical thinking and analysis towards new knowledge that makes them much more willing to open to new cultural knowledge of their own or outside of them.

4.2 Possible changes and solutions

Even though it is considered that the results obtained during the implementation of this lesson plan were great and satisfactory, there are some modifications that could be taken into consideration for the improvement of the lesson plan itself, such as for the improvement in the learning process and the performance of students.

Among some of the factors that most affected the planning and implementation of this lesson plan, we can mention the syllabus to be covered according to the educational program proposed by the institution, the times established for the teaching of the syllabus, the short periods of time between each evaluation and the adaptation of the classes via remote where both students and teachers feel an important impact on the interaction, development and creation of activities, as well as their limitation.

Some of the modifications that could be implemented to this lesson plan are the following:

- a. Increase the duration of the sessions by spending 2 full hours instead of just 1.5 hours.
- b. Dedicate a maximum of one hour in a single session to the grammar topic established in the educational program.
- c. Dedicate the remaining time to deepen the intercultural topic so that students can develop by themselves a process of investigation and presentation in teams.
- d. Implement the lesson plan in a group with a larger number of students to encourage collaborative work.
- e. Re-implement the lesson plan in face-to-face classes by adapting some already created materials and creating new ones.

Conclusions

When starting teaching, some beliefs that only grammar, correct spelling, correct use of punctuation marks, correct pronunciation of words was the most important thing when teaching and evaluating the performance of students in the language. Also, the classes used to be highly structured, and the use of various materials was not common for me. It could be said that in the attempt to maintain an environment of respect and credibility towards me as a teacher (since the students are usually only a few years younger) it was a recurring and worrying theme.

Over the months, the perspective and the way of teaching change derived from personal observation. The students showed little interest in the class, they experienced feelings of frustration and they were also really bored. At that time, I took into consideration my experience as a student and remembered that I had quite good experiences with two teachers in my student days. His classes were very dynamic, they used countless materials, the activities were varied, and the interaction or exchange of ideas was essential. In this way, English classes were not only something I looked forward to all week, but my improvement in the language was to some extent unconscious, since I did not spend too much time studying the structure of the present perfect or the past simple; learning occurred in a somewhat natural way as it was used for real or functional social purposes. By reflecting on these aspects, I was also able to understand that I have a degree of respect and admiration for these teachers and at no time showing a fun, open or flexible attitude were factors that negatively damaged the perspective on their professionalism. Contrary to what I believed that attitude, dynamism and variety in the classes were key elements for the teaching-learning process to be something enjoyable and satisfactory. So why not take that experience to improve and enrich my own teaching process and favour the learning process of my students?

As we have already seen throughout the theories and work of different personalities such as Chomsky, Krashen, Byram, among others; The correct learning of a second language or a language is not restricted to grammatical, phonetic, or structural knowledge of it, but the language is a communication tool that is vital when socializing, expressing our ideas, our feelings. We have also seen the importance of interculturality when creating materials, lessons,

and rubrics as this is also a key point for students to achieve an adequate learning process that favours their critical thinking and opens their minds to new knowledge.

Finally, it is important to mention that the teaching-learning process is not only the one that is given from teacher to students, students also become providers of knowledge and we can learn a lot by observing, analysing and taking into account their performance, behaviour and their own way of seeing things, because in this way they fill us up and make us always seek to do our best in class, not only as teachers, but as human beings.

4. Appendixes

JUSTIFICATION OF THE LESSON PLAN



University students with a pre-intermediate level (A2+/B1).

Describe in a spoken and written way the physical characteristics of a person.

Know what is considered attractive in some countries and / or ethnic groups.

Which words do you know related to describing people's character and appearance?

- | | |
|-------------|--------------|
| ▶ Character | ▶ Appearance |
| ▶ Happy | ▶ Old |
| ▶ Sad | ▶ Handsome |
| ▶ Angry | ▶ Tall |
| ▶ Excited | ▶ Small |
| ▶ Scaring | ▶ Clean |
| ▶ Boring | ▶ Dirty |
| ▶ Grumpy | ▶ Fat |
| ▶ Nice | ▶ Slim |
| ▶ Cute | ▶ Thin |
| ▶ Lazy | ▶ Beautiful |
| | ▶ Long hair |

SCHEMA



VOCABULARY QUIZLET



DESCRIBING PEOPLE

► has ('s) / have ('ve)



She has got long dark hair.
Tony's got big brown eyes.



► Verb to be (am, are)

I'm short and funny.

Patty is slim and tall.

John is selfish and fat.



QUESTIONS



GRAMMAR EXPLANATION

PICTURES FOR SPEAKING ACTIVITY



The screenshot shows a Zoom meeting interface. On the left, a poll titled "908 - 937 / 12" is displayed with five options: Pandas, Oxen, Alligators, Lynx, and Wolves. Each option has a horizontal bar with a slider and a question mark icon. On the right, a video feed shows a student with a green background. To the right of the video feed, the text "STUDENT'S PARTICIPATION AT CLASS" is written in blue.

Two side-by-side screenshots of a Zoom meeting. Each screenshot shows two video feeds of participants. The left feed shows a man with glasses and a black shirt, and the right feed shows a man with a beard and a blue shirt. The name "Ibrahim" is visible below the feeds in both screenshots.

OUTCOMES

At writing, most of the students used a learned vocabulary, they presented minor flaws in the use of grammar, their ideas are clear

At speaking, the students present failures when pronouncing some words, however, their expressions, intonation and fluency are adequate, and they manage to transmit a perfectly understandable message

Students expand their vision and perspective about the multicultural aspect about beauty culture and physical appearance.

Students also become providers of knowledge and we can learn a lot by observing, analysing and taking into account their performance, behaviour and their own way of seeing things

Inglés I 1IN7/1DNM1

Angelica Mariana Avila Hernández

Código de la clase: ugmdbwe

Enlace de Meet: <https://meet.google.com/lookup/ab617ug6wt>

MARIANA AVILA HERNANDEZ

Seleccionar tema
Subir foto

Próximas entregas

No tienes ninguna tarea para esta semana

[Ver todo](#)

Annuncia algo a tu clase

Angelica Mariana Avila Hernandez ha publicado nuevo material: ONLINE SESSION 12-JUNE-2... 12:42



1ST PARTIAL BOOKLET ACTIVITY 1

HOMEWORK 1.pdf

VOCABULARY Appearance

1.3 a. Match the sentences and pictures. Then listen and check.

2 She has curly red hair.			
3 She has long straight hair.	1	2	3
1 She has big blue eyes.			
6 She has dark wavy hair.	4	5	6
5 He has a beard and a mustache.			
4 He's bald.	7	8	9
7 He's very tall and thin.			
9 He is short and a little overweight.			
8 He's medium height and slim.			

Página 3 de 4

1ST PARTIAL BOOKLET ACTIVITY 2

Tereso Mendoza Jonathan 100/100

Archivos
Entregado el 13 nov a las 11:58
Ver historial

TeresoMendozaJ...

Calificación
100/100

Rúbrica 100/100

FORMAT A... 20/20

AUTHENTL... 20/20

Write about your best friend. Include:

- Name, nationality, age, family, work/study
- Physical appearance
- Personality
- What hobbies usually does during the week?

My best friend is called Victor Gomez. He is 25 years old and he is Mexican. He likes to play soccer and he likes to go to the gym. He is very friendly and he is very smart. He likes to read books and he likes to travel. He is a very good person and he is a very good friend.

Inglés I 1IN710NM1
Angélica Mariana Avila Hernández

Instrucciones Trabajo de los alumnos

Enviar 100 puntos

Todos los alumnos

Ordenar por estado de entrega

Calificados

<input type="checkbox"/>	HUAZO MAYA ERIC SAMUEL	80	Completada 100%
<input type="checkbox"/>	WENANDIA SAMA PAIT...	80	
<input type="checkbox"/>	Posedo Lora Laura Guad...	100	
<input type="checkbox"/>	Tereso Mendoza Jonathan	90	
<input type="checkbox"/>	Bunco Cruz Miguel Angel	90	

HUAZO MAYA ERIC SAMUEL 80/100

Tereso calificada (Ver historial)

Vocaroo | Online voice recorder
<https://vocaroo.com/1D41Hy8PkwG>

Rúbrica 80/100

FLUENCY AND PAUSES 40/40

CLARITY 10/30

Expression & Innovation 30/30

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