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PROPUESTA DE INTERVENCIÓN EDUCATIVA

INNOVATIVE ACTIVITIES FOR ENGLISH LEARNING WITHIN THE CONTEXT OF CURRENT PROBLEMATICS

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

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Index

Introduction

According to the blog of Education First and the English Proficiency Index (2019) the teaching of English in Mexico and Latin-America is an educational area which is constantly evaluated in order to analyze the results obtained. Nevertheless, last year registered tests showed that the grade decreased comparing to other years.

These outcomes have to do with the fact of different elements, some of them are the changes in educational reforms the country goes through, the characteristics of the new generations along with their motivational aspects and resources available, among others. Therefore, all of this should be considered in order to adapt the way this foreign language is being taught.

However, one crucial element in this activity is the preparation teachers have to develop it, there are different programs that can provide you with the information and material necessary to enhance your teaching performance, by becoming aware of not only deeper aspects that language conveys, but also the needs and external factors that are immersed in our groups and that have to be taken into account whenever we want to improve the academic results by preparing our students in a more appropriate way, by providing them all the necessary tools to understand and express themselves in a L2 in real scenarios

In the following project different aspects related to teaching will be explained, with the purpose to provide a clear context of my identity, teaching philosophy, as well as the approaches intended to be used in a sequenced four lesson plan designed for a group in 4th semester in high school, with a A2 level; taking the material used at school as core but complementing it with other tasks in order to promote the intercultural competence and hopefully the improvement in the overall outcomes in the different skills developed.

As well different evaluation tools will be explained, starting with the ones already used in the school, and other 3 designed in order to achieve a more accurate assessment for the students, by adding other elements left aside in the ones already existing.

Finally, some of the adaptions made during this digital learning process, incorporated with the purpose to cover the educational program completely and provide activities attractive and beneficial for the students´ learning process.

Chapter 1 Philosophy and Theory

1.01 Teaching identity and philosophy

Education is one pillar of society, and through it, we have been able to evolve and find better ways not only to survive, but also to live together and coexist, looking for a manner to improve the way we live.

As many things that have transited, education has gone through different changes, always trying to fulfill the objectives of the population. The challenges of learning lie in the aim to prepare people for a globalized world.

As English language teachers we have an obligation to be updated with new strategies and approaches to be able to transmit and work as facilitators of knowledge.

Currently, education in Mexico is based in a competence model, it is important for a person to acquire knowledge, but also to be able to do things with that knowledge, that is why the process of teaching has had modifications, one of the most important aspects is that the center of the class must be in the student and teachers interact as guides.

As teachers we develop different roles depending on the group situation, in one group we could provide advices and get involved as tutors, in other we can narrow down our activities to only being a facilitator, it depends not only in the needs of the learners, but also in the way the environment of the class evolves.

In some cases, we may be able to identify problematic students and try to provide help by guiding them but if there is no willingness from their part, instead of being beneficial this can turn into a more difficult situation by decreasing the motivation of students, however, we should always take into consideration the guidance and help given by other areas such as tutoring and psychology.

I develop my labor as a teacher in a public high school, where I usually have to work with 3-4 different levels of English each semester and in average I have to develop these different activities among 300 students.

Whenever the amount of groups and students increase, the number of different roles you may have grows as well, I believe in some level I feel identified with many roles a teacher

may have outside the classroom: a needs analyst, because sometimes there are students which are in need of psychological assistance or in some other cases they lack resources to continue studying and if their academic development proves to be good, a scholarship can be looked for them to provide them some help to continue.

Another role that we, as teachers usually develop is as a counselor, in the school where I currently work we are assigned to be tutors of one group, in this group we have different tasks like identifying students which are in trouble of failing subjects or even dropping out of school due to a low academic performance, in order to search assistance by other teachers and provide them clarification in specific subjects.

And a role I believe most teachers may feel identified with is material developer, we constantly work with different material and in some cases we try to complement it according to the needs of the students, if we identify that some of the tasks included in the books are not the best suited for our learners; it is our job to look for some that will provide us with better results and them with a more meaningful learning experience.

When you develop this role it is likely that you can participate as well as curriculum developer, in this case I have provided advice, because in order to modify the curriculum a lot of things must be done and it has to be supervised by different areas which will evaluate not only the content, but the methodology as well as the skills expected to be learnt by the educational reform, that is why a team is built to be able to achieve this activity, nevertheless, the small part that I have had the chance to participate in this type of activity has proven to me the enormous amount of work that this conveys.

School is a formative part in students´ lives and at least in my case treating with teenagers to have the role as disciplinee is essential, without discipline and established rules, the teaching process can be harmed drastically. Of course this last concept of discipline has changed over the years in the country, what I personally consider very important is to have realistic rules, the idea is not to provide a sense of warden and prisoner, on the contrary, to have rules that will benefit everyone´s coexistence in class environment and something crucial to promote this behavior through all the academic term is to respect these rules, not only by imposing to them but also by following them.

The educational situation in Mexico varies drastically depending on different factors such as economic situation, geographical areas, school environment, resources that schools have and in many cases motivation. Therefore, teaching has become a labor where there must be an adaptation process in order to fulfil it in the best way according to all of these external elements.

As English Language Teacher it is necessary to continue preparing to be able to adapt to the current necessities of learners, this includes trying out different approaches, trying to use in the best way possible the resources available in the different classrooms, because from school to school there may change enormously and understanding that teaching a language it is not only about teaching grammar, spelling, pronunciation, etc.

It also involves identifying students background and problems they may have and which have repercussions in their educational development. As facilitators we must become empathic and realize in the way that we can take them to the corresponding area to try provide help.

Teaching is a very noble task which should be done with responsibility, different aspects are intertwined in order to achieve the construction of knowledge. I believe education in Mexico has different opportunity areas. Currently, more money is spent in evaluating teachers rather than training teachers and keeping them updated. Evaluation allows us to be better through constructive criticism, nevertheless, training is as important or even more and one of the aspects where education can be improved in my humble opinion, is by testing this progress that teachers should have through their evaluation, when it comes to teaching English as a foreign language there are a lot of different areas where every one of us can enhance.

In some cases, I believe teachers may have a good knowledge of approaches and methodology, however, their production could be better in terms of grammar, speaking or even spelling. And on the other hand there are English teachers who started to teach not because they studied to become a teacher but they have good knowledge of the language, but knowing a language is not enough to teach it and they lack a methodological background.

I identify myself with the second category and in both of the cases, it is essential to continue improving that is one of the reasons why I decided to enroll in this specialization, as a

strategy to improve in my labor as a teacher, because I truly believe that through education the reality of the country can change. Education is a pillar of society and by providing students a proper education we are able to change people's realities in different aspects. I am aware of the utopian sense these words have, but in my humble opinion education in any level it is not only about a specific subject (in this case a foreign language), it conveys opening student´s paradigm about coexistence in society and hopefully boosting empathy and tolerance among others.

Hence to define a teaching philosophy is a very demanding task to do properly, it does not only involve the cognitive, affective or behavioral dimensions, which each individually takes a part in the construction of our sets of beliefs of a language, but it is also the intertwined complementation of all our immersion in the cultural aspects and context which make language very particular depending on the place where this is spoken.

Our teacher philosophy should always be evolving along with our practice, this most not lie in a comfort zone, a language is a combination of signs that is constantly transforming through the needs of the people who use it and as facilitators of knowledge it is our responsibility to continue adapting to this process.

As teachers we sometimes forget how much time we spent as students trying to understand certain concepts or structures in the L2, so when we forget about that and try to teach it; it is very important to take into account that there is a process with it and education is constantly changing along with the needs students may have.

It is not only a matter of exposing the target language and expecting the students to acquire it and learning it right away. In order for them internalize the knowledge we have to consider the level they have, what activities could be appropriate for the class depending on their learning styles, if they feel motivated, their affective filter and of course to have a very specific objective for the class and relate it to the expected outcomes.

It is important to remind that a serious evolution has happened in the foreign language teaching, from different schools of thought, theories of second language acquisition that involve analyzing what a learner is able to do and what he or she may achieve with help from an expert, through methods and approaches.

Nevertheless, this evolution should not cease; research should be boosted in the search of practical and better ways to continue developing this labor, which currently is an important part of the integral formation of students, and as foreign language teachers we provide learners tools to be able to evolve in their academic and professional development in a globalized world.

1.02 Theory underlying my teaching practice and identity

The process of learning a language is not an easy one, for this, diverse elements come into the equation, as native speakers of a language we are exposed to an enormous amount of input and we acquire our first language in sort of a natural way. We learn to use it before we even listen to the concepts "grammar or spelling" and much less "form and function". However, when it comes to a second language (regardless which one it is) the process changes drastically; instead of only acquiring a language we have a learning process, where we have to work with different aspects, such as vocabulary, grammar and different skills both including comprehensive and productive.

In this matter different theories have come up and put into practice in order to make this process of acquisition easier to understand and uncomplicated to be learnt, to do these different concepts have to be taken into account such as acquisition, learning, input, output, intake, interaction and motivation, among others.

As Stephen Krashen explains in his Second Language Acquisition theory, we need to consider two elements in order to plan lessons that are according for our students, one of the elements is the current level of development (i) and the level beyond that (+1), which we must integrate during the lesson planning.

In order to do this properly, a diagnostic evaluation should be applied to every group in the beginning of the term, to be able to delimit the two elements in a correct way, otherwise we may have the risk of having classes that are below their current level, and as consequence students will not learn and will feel unmotivated because the tasks are not challenging enough for them. Hence it is important to consider the level just beyond that and contemplate how to prepare tasks or assignments demanding for them and in this way achieve more than one thing, to capture students' attention and to promote their learning process. "Communication is successful, when the input is understood and there is enough of it, i+1 will be provided automatically" (Krashen, 1982)

Moreover, as language takes places in every part of our life and within language we will find different elements that contribute to our language evolution, one essential part as the socio cultural approach reminds us is the interaction. This is present in different places, such as in the family context, friends and acquaintances and of course at school; it helps not only to

have contact with a language (native or foreign) but also to practice, reflect, analyze and to learn from it, as well as to be emerged with input by being exposed to different vocabulary, grammar structures, functions and intentions for what the language is used for.

In addition, input is provided inside the classes where students have contact with new information through different resources, such as texts, recordings, flashcards, to mention a few. Whenever this input is comprehensible, yet interesting and presented in ways in which the student considers relevant, there is an interiorization process and then it transits into intake.

In the following four sequenced classes that will be explained, different activities are planned with the aim of creating awareness about the global warming; as well as adding the intercultural component by knowing how this affects different parts of the world and what are some of the actions that diverse nations have implemented in order to prevent this.

Two grammar structures are mainly immersed during the lessons: the zero and first conditional, this with the objective to explain causes and consequences, both in the present and in the simple future.

For this, it is very important to mention that the books used in the class will be taken as the core material and the books are not designed to use them in a specific sequence; we are allowed to apply some exercises from certain pages and skip some if we want to or to arrange them in a different order as they are printed in the book.

With this in mind different strategies are being taken into account by creating activities where a student is able to use the knowledge learnt in class, not only memorize and knowing what it means, but also to be able to use it properly with a specific intention in a coherent way to translate the message wanted in a clear way. Even though coherence defined by (Van Dijk, 1992) "is a semantic property of discourses, based on the interpretation of each individual sentence relative to the interpretation of other sentences.", as teachers we must create the opportunities for the learner to have as many tools as possible to express his or her ideas, emotions and opinions in the clearest way in a foreign language.

As you get familiar with the different characteristics and needs of your students you have to come up with solutions and strategies to adapt the material provided by the school in order to be able to accomplish the learning goals to the fullest; that is why a reading task will be added with the purpose to improve the text understanding by considering an interactive model.

Moreover, an exercise with a crossword will be incorporated with the objective of using technologic resources and as a way to practice different vocabulary seen through the different lessons.

Furthermore, the listening skill will also be complemented by adding a task focusing on the sound, which should be answered before the existing task which focuses on the meaning, with the objective of reaching a better understanding of the content.

All of this tasks are intended to promote competences by allowing students work individually as well as collaboratively and improve the different components of the communicative competence explained by Canale and Swain: the linguistic competence, the sociolinguistic competence, the strategic competence and the discourse competence.

The students develop the previously mentioned competences not only in the classroom, but also in different academic activities of the school, however, as facilitators of knowledge it is our task to promote the acquisition and learning of all them inside the classroom so they are able to perfect them outside in real scenarios

Of course, we shan´t forget to incorporate the Communicative Approach which has served as a base for language teaching for some years now in the country. This approach focuses in the productive part of the language, embracing the 4 different skills, but taking a special consideration into the speaking. This latter because results proved to be a difficult area for Mexican students. The communicative approach first promotes the fluency in the student and then addresses accuracy, trying that the student feels comfortable using the language and then providing feedback for its enhancement.

One way to promote the communicative approach is to complement this teaching with Kolb's Experiential Model. This model explains that meaningful activities should be presented in the beginning of classes in order to engage student's attention and to build a series of different tasks. These tasks may be some controlled and other should allow them to give

them certain autonomy in the learning process, also they should be increasing their difficulty, without forgetting that motivation is essential for the cognitive process.

Some examples to accomplish this is by starting with videos which are very beneficial in classes, they usually capture student's attention and in some occasions the serve as a model, for instance when the last activity is a conversation. I also believe that a lot of students are visual and to have something presented with different colors, different accents is good for their improvement.

Trying to implement meaningful activities it is not the simplest task, because it involves creating material. An activity that could be meaningful for a group or generation may lose sense for other students; but when this is achieved, students most of the times engage more in the subject and the cognitive process along with motivation thrive.

Nevertheless, I have tried to implement activities where they could feel that there would be a possibility for them to use the language, sometimes during a learning process I believe that most of us had been asked to answer problems with imaginary situations and when this happens we usually look at this activities like as impossible scenarios, so sometimes we associate these tasks with things that are not likely to happen, and this in long term has real repercussions because we do not see this target knowledge useful for real situations.

So when we develop and apply meaningful activities, we increase the opportunity for the learner to practice with the language in things that could catch their attention and that may have an impact for them.

Chapter 2: Methodology and practice

2.01 A practical and useful lesson plan.

1.- Lesson plan identification cell.	
Author	Michelle Miguez Gutiérrez
Educational stage	4th semester of High School (Level A2.2)
Title of your Lesson plan	Relation between cause and effect
Learning Objective of the plan/ Competency	Language purpose: To develop in the student, the skill to identify cause and effect by using the zero and first conditional through content. Intercultural formative purpose: To promote reflection of the consequences global warming has in different places on Earth.
Communicative skill considered	Reading/Writing/Listening/Speaking
State of the following options	
Functions	-To talk about actions and consequences in the present. -To talk about actions and consequences in the future.
Main Grammar Structure	Zero and first conditional
Other Grammar Structures	
Brief Description of the plan	The lesson "Global Warming" is taken from the book "Make it Real A2.2" and is complemented with extra tasks
Hours of the plan implementation	8 hours
Number of sessions	4 lessons
Contents required for the lesson	Global warming
Link of the content	
EEAILE tutor on line	Alma Delia

2.- Introduction to the lesson.

Step of the lesson	Teachers activities	Students activities	Session number
Activation Before the lesson	Teacher writes down on the board	Students elicit what they understand	01

	the words "Global Warming"	about global warming as a brainstorm.	
During the lesson	Students look at 5 pictures in the book (picture 1 from the appendixes), which are some consequences related to global warming.	Students match the pictures with the vocabulary.	
	Teacher plays a video about different consequences of global warming in the world by the Deutsche Welle.	Students watch the video "The regional impact of climate change around the globe"	
	Teacher elicits information seen in the video where there are different consequences due to global warming in different places of the world.	Students identify which consequence from exercise 1 are happening in the different place shown in the video.	
Closing	Teacher writes down some sentences using the zero conditional.	Students identify the tenses used in the zero conditional.	
	Teacher asks students to work in pairs and discuss which of the consequences identified in the video, do they see happening in Mexico as well	Students work collaboratively to talk about consequences of Global Warming in the country and share some of the with the rest of the class	

3.- Communicative skills development.

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Activation	Teacher shows pictures related to the vocabulary from the previous class.	Students mention what the pictures represent (flood, drought, wildfire, etc).	Projector Pictures	02	
During the class.	Teacher asks students to read in pairs the text "What will happen if the world gets warmer and warmer?" (picture 1).		Book		Students´ participation
	Teacher writes down some sentences on the board	Students identify if the statements are true or false.	Board Markers Notebooks		Students´ Participation
	Teacher reads the question aloud and clarify their understanding	Students answer questions and compare answers with other classmates.	Books		
	Teacher writes down on the board Natural disasters, environmental issues and natural resources and elicit		Books		

Closing Closing	information from the students about what is the difference and examples. Teacher asks students to answer Exercise 2 from picture 3 of the appendixes. Teacher gives students a sheet of paper with a crossword with vocabulary seen in the lesson	Students look for unfamiliar vocabulary and classify the words in the different categories. Students read the definitions and answer the crossword.	Activity sheet		Crossword answers
Activation During the lesson.	Teacher asks students to open their books in the vocabulary page (picture 3) and reads the definitions aloud. Teacher plays a part of a documentary of global warming with some blanks to fill in and plays a track. Teacher asks students to open their books (picture 2) listen again to the track Teacher asks students to go to the grammar page of the lesson (picture	Students match the words with the definitions. Volunteers say the answers aloud. Students listen to the extract from the documentary and fill in the blanks with the words missing. Students match the degrees and the consequences. Students work in pairs to match the causes and	Book Projector Board Speaker Books Speaker Board Markers Books	03	

Closing	4). Asks a student to read the example aloud and highlight the tenses used in the sentence. Teacher uses the sentences to highlight the tenses used in first conditional, teacher asks students to read some sentences aloud. Teacher chooses one of the sentences from exercise 3 and elicit some possible complements for it from students. "If more and more people have cars…"	effects in the sentences. Students mention differences between zero and first conditional. Students write two possible complements for each sentence. Then exchange the sentences with a classmate, with pencil they write down some suggestions or advices to improve their task. Students work with the draft made in class and rewrite an improved version as homework.	Board Markers Board Markers Books Notebooks		Written task rubric
Activation	Teacher asks students randomly to	Students mention some of the possible	Notebooks	04	

During the lesson	mention some of the sentences they worked with as homework. Teacher writes down on the board vocabulary seen during the last lessons and asks students to open their books on the vocabulary page of the lesson (picture 3).	complements they wrote, by using first conditional. Volunteers read aloud the examples on the book and work individually to use the vocabulary written on the board to write more sentences by using "is caused by…, is the result of…, comes from…, leads to…"	Board Markers Books Notebooks		Students´ Participation
Closing	Teacher asks students to join in teams of 3 or 4 people, to prepare some proposals to prevent global warming and explain them to the rest of the class	Students join in teams and look for information on their phones about ecological activities developed in other countries to use as inspiration for their oral presentation	Markers Board Phones		Holistic Rating Scale for Speaking

4.- Intercultural component: Students will be able to identify some problems related global warming that are happening in other parts of the world as well as to recognize some "greener" activities developed in other countries and which could be implemented in their school, city or the country.

5.- Evaluation: the tasks developed during the four lessons will be graded as part of their summative grades, in the specific case of the two main productive activities (written and speaking) they will be assessed with specific rubrics

6.- Conclusion: the topic has two main purposes, one is to learn the use of zero and first conditional and the other one is to create awareness of a current problem and how this affects everyone in the present and in the future, therefore it is important to know about activities that could prevent this.

7.- Follow up activities: Students commit to themselves to start doing some of the activities proposed by them or their classmates.

2.02 Designing of necessary tools to assess/test the progress of students.

Testing and assessment are essential parts in the learning process, depending on the educational level or the purpose of the course, these two elements can be included differently.

In the specific case of languages, we can not only limit to test and assess grammar and vocabulary; we have to evaluate the performance of how these two essential parts of the language are used in the four different skills: reading, writing, listening and speaking.

Hence, the strategies that we develop through the courses must be adapted when necessary in order to fulfill the accomplishment of the learning goals in the best way possible.

To evaluate the program which is being taken into account in the lesson plan, we carry out 3 mid-terms, each one of them by integrating hetero-evaluation (90%), co-evaluation (5%) and self-evaluation (5%). The last two aspects are answered with a rubric and their purpose is to create a sense of awareness of how well the topics were understood or learnt.

However, hetero-evaluation is rated by different elements and activities developed inside and outside the classroom; we have a test which values 40% and covers the 4 different skills we also work with a book and we integrate an evidence portfolio where we have different designated activities, such as written tasks, self-access activities and graphic organizers.

For these evaluations and with the purpose to be able to provide assessment, we are given some evaluating tools, mainly focusing on the productive skills: writing and speaking.

We use a checklist for self-access activities and we have an analytic rating scale to evaluate the writing skill, which we use to assess the written tasks on the portfolio and the writing activity of the test. It includes 4 bands and 3 descriptors: task completion, language use and communicative quality.

This analytic rating scale is designed to be used in all of the levels taught in high school and although it is a great a tool to assess and allows the student to have evidence of their own progress, it is very general.

Analytic Rating Scale for Writing

Descriptors	Bands				
	N/A	Developing		Competent	Exceptional
	0	1	2	3	4
Task completion	Candidate is unable to describe any of the tasks or He/she shows irrelevant or illegible response to the task.	Candidate writes less than 15 words. He/She does not describes the aspects required; a lot of difficulties in describing the tasks with many noticeable errors that affect clarity in expressions.	Candidate writes only about 20 words. He/She partially describes the aspect required, difficulties in describing the task with some errors that affect clarity in expressions, and comprehension for the reader.	Candidate exceeds more than 10% above or less than the word requirement; (more than 10 words above or less than), using partially aspects asked.	Candidate's piece of writing fulfils the words requirement, allowing 10% more or less than the requirement, considering aspects asked.
Language use	Errors in the structure of the language to describe the tasks are so severe and extreme lack of vocabulary that make comprehension virtually impossible.	Very noticeable errors (more than 8) in the structure of the language and spelling to describe the tasks and use of inappropriate terms or chunks of language that impairs comprehension. Reader often has to rely on own interpretation.	Minor errors (8 maximum) in the structure of the language and spelling to describe the tasks and use of appropriate terms or chunks of language, however, does not interfere with comprehension.	Few noticeable errors (5 maximum) of grammar, spelling and use of vocabulary according to the task.	
Communicative Quality	The writing displays no ability to communicate and no organizational structure.	The writing displays an ability to communicate although there is occasional strain for the reader as well as inappropriate logical organizational structure.	The writing displays an ability to communicate with few difficulties for the reader as well as appropriate logical organizational structure.	The writing displays an ability to communicate without causing the reader any difficulties as well as completely logical organizational structure.	

That is why the intention in this project is to include another tool to evaluate their writing execution by considering not only the content, but also the organization, this tool can be used by the teacher to evaluate students or also it could be used to work in pairs by promoting collaborative work in order to notice certain things partners could improve in the written tasks and as well interiorize these elements in their own writings.

These types of exercises have been proved to be beneficial, when we are developing activities to practice this skill by treating challenging activities as a process by having different drafts; the opportunity to be able to read someone else´s work can make you notice some errors or could help as examples to look things in different perspectives.

The following is an option where I tried to include different aspects that are important but I consider they could be evaluated in some occasions by other students, these elements do not focus in grammar or spelling mistakes, they are intended to pay attention to the organization of their writing, which sometimes is not considered too much and it could be left aside.

Writing Organization Rubric				
	5	3	1	Score
Title	It has an attractive which relates clearly to the content.	The title is not attractive or is not easy to understand.	The title is very and it does not catches the reader´s attention	
Structure	There is a clear begin, middle and end	The story is generally easy to follow	There is not a clear structure.	
Idea organization	It is distributed in paragraphs, respecting periods, commas and capital letters	The paragraphs are very long, there are some periods or commas missing.	It is not divided in paragraphs.	
Extension	The assignment covers the number of words suggested.	It exceeds or lacks 10% than requested	It exceeds or lacks more than 15% than requested.	

When it comes to this productive skill I have seen in a lot of occasions that one of the things we struggle with are the distribution of the paragraphs, there are times where students write whole assignments in one sentence; and to introduce these elements is helpful.

On the other hand, we are also given an instrument to evaluate speaking, which is a holistic rating scale, it includes 5 descriptors and it is designed to be used mainly on tests. This tool is very wide and it can be applied to evaluate a lot of tasks; whether it is a conversation or a presentation about a specific topic; however, to test and assess speaking tasks is a very challenging labor and with instruments with very general aspects; it may become subjective sometimes.

Holistic Rating Scale for Speaking

	Bands						
	Developing			**Competent**			**Exceptional**
	0	**1**	**2**	**3**	**4**		**5**
Descriptors	No attempt to the task	Addresses the task unsatisfactorily with only slight parts of it; very noticeable errors in language structure and use, as well as vocabulary and pronunciation.	contains some parts of 1 and 3	Addresses the task satisfactorily with some parts of it; noticeable errors in language structure and use, as well as vocabulary and pronunciation.	contains some parts of 3 and 5		Addresses the task effectively and fully; unnoticeable errors in language structure and use, as well as vocabulary and pronunciation.

Key:

Unsatisfactorily: *inadequate or not good enough performance below the level to be acceptable.*
Satisfactorily: *adequate or good enough performance within the level to be acceptable.*
Effectively: *more than acceptable and/or with a successful performance above the level.*

Very noticeable: *More than 11 general, relevant and consistent mistakes, including language structure, language use, vocabulary and pronunciation.*
Noticeable: *From 6 - 10 general, relevant and consistent mistakes, including language structure, language use, vocabulary and pronunciation.*
Unnoticeable: *From 0 - 5 general, relevant and consistent mistakes, including language structure, language use, vocabulary and pronunciation.*

In the lesson plan it is included a short oral presentation where students have to explain to their classmates some suggestions they could do in order to prevent the increase of global warming, the intention of this activity is to be done in teams and I would like to use another tool to evaluate the activity, with the purpose to be able to provide more accurate feedback.

The following instrument includes among other elements nonverbal language, which is not evaluated in the previous holistic rating scale, contemplating that in their level the goal is mainly to promote and practice micro skills in the speaking domain; and as well to start including some macro skills such as connecting ideas effectively or the communicative functions accomplishment.

This rubric focuses on five different categories: content, word choice, fluency, eye contact and posture and at last volume and pronunciation. Even though, some aspects may be repeated with the previous tool, in this case some other things are added to be evaluated.

In my opinion some of the things I have struggle with when evaluating oral presentations is the volume that students use. It is very common that they use a low volume because they may not feel very confident speaking in a foreign language, so I considered important to add

this aspect in order to be something that they could start taking into consideration for further presentations.

Rubric for Oral presentations and speeches					
	4	**3**	**2**	**1**	**Score**
Content	The information was accurate and clear.	The information was mostly accurate.	The information was unclear.	The information was incomplete or irrelevant.	
Word Choice	The use of words was appropriate for the audience.	Some of the words could be replaced, but most of them are used correctly.	Some words caused confusion to the audience	The words were not chosen appropriately	
Fluency	The speech was delivered without unnecessary pauses	The speaker had few hesitations but they were not too noticeable.	There were some pauses and "ers" or "ums".	The speaker hesitated a lot and struggle to remember what he/she meant to say.	
Posture and Eye Contact	The speaker had excellent posture and kept eye contact with the audience	The speaker maintained good eye contact most of the time	The posture was not adequate and not there was not enough eye contact from the speaker.	There was none eye contact with the audience.	
Volume and pronunciation	The speaker´s pronunciation was great and the audience did not have trouble listening to him/her	The speaker had few mistakes in pronunciation.	The pronunciation had several mistakes and the made it hard to understand the message	The speaker talked in a very low volume which made it very hard to understand.	

Even though, rubrics and checklists are not necessarily used in every class or for every single activity developed, is essential to provide feedback as often as we consider. Assessment "can be checked and changed according to the progress of the group. We focus our attention on the process, rather than on the results, taking into account the context of our teaching, and adapting our syllabus to the real needs of our students." (Lazaro, 96).

Hence, I plan to incorporate one more evaluation instrument, one that is considered to be used in a normal class without elaborated knowledge products, with the aim to be able to determine the level of interest presented by the students, not necessarily with the intention of summative purposes but more with the objective of analyzing the teaching and learning process.

General performance rubric				
	Excellent	Good	Regular	Unsatisfactory
Work Habits The student completes tasks and assignments on time and with quality				
Collaboration The student works with ease in different teams, is open to ideas from their classmates, works with respect.				
Attitude Shows interest and participates actively in class.				

This rubric is not intended to use in every class, but it could be applied to assess other type of performance; this could be applied maybe every week or in the end of every mid-term; and I consider that this kind of instrument could be helpful to provide feedback for the students, but as well to identify what could be certain areas where we could pay attention in order to improve. If we identify that a lot of students have problems working in teams, for example; we could try to implement certain activities (even though they are not language related) to enhance the collaboration among learners; which in general will be beneficial to improve the general performance of the group.

2.03 Attached evidences of (graphics, photos, images)

During the pandemic season the work was through a google drive folder, where students had access to another one that includes instructions and rubrics, where they had to read about the material they had to use and the different tasks they had to submit.

Another one where they had to upload the assignments and a last one where they could see their grades and read some observations of the activities.
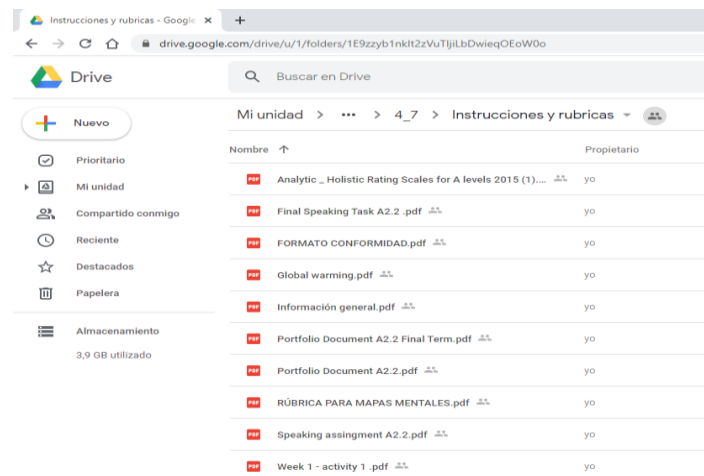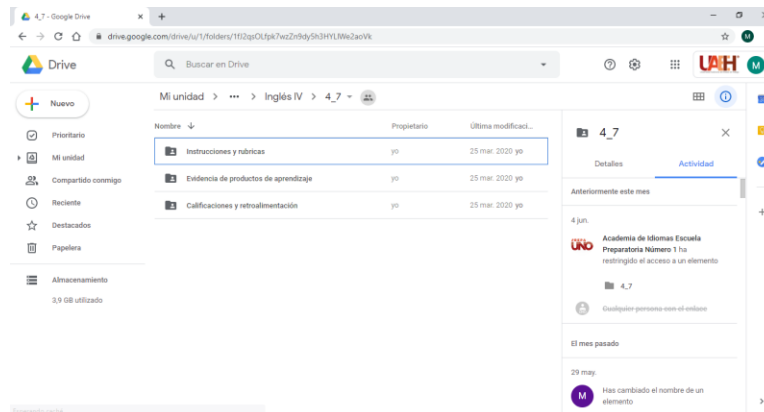
3.1 Relación causa y efecto

3.1.2 Mostrar acciones en el presente y consecuencias en el futuro

Competencias a desarrollar:

Comunicación: escucha, interpreta y emite mensajes pertinentes en distintos contextos, mediante la utilización de medios, códigos y herramientas apropiados.

Creatividad: desarrolla innovaciones y propone soluciones a problemas a partir de métodos establecidos.

INSTRUCTIONS:

Part 1

Watch the next video "Causes and Effects of Climate Change" by the National Geographic https://www.youtube.com/watch?v=G4H1N_yXBiA.

Task 1: Answer the following exercise from the book Make it Real A2.2 Junior Page 11

1. Real Use of English

Write the correct word or phrase below each picture. Then, in pairs, discuss what you know about global warming and how it is affecting the world.

wildfire • deforestation • glacier melt • flood • drought

Task 2 Read the text from page 11 "What will happen to the world if it gets warmer and warmer and answer the questions below

Read the article and answer the questions below.

What will happen to the world if it gets **warmer and warmer?**

First conditional:

The first conditional uses **if/when + present simple**

consequences in the future

If they keep cutting down Trees, the trees will Disappear

The world in the future

If we keep spending the water, it Will be over

If the grlaciar melts, Animals may disappear

If we don't protect bees, it will be our end

ABEJAS: EN PELIGRO DE EXTINCIÓN

Página 2 de 2

LOPEZ_CABRERA_MARISELLE_QUETZALLI_3.1RELACION CAUSA Y EFECTO 2.pdf   Abrir con

If we don't save water, in a few more years it can end

If I do not study for my English exam I failed the partial

CAUSES IN THE PRESENT WITH CONSEQUENCES IN THE FUTURE

If we don't take care of the environment we will all die in a few years

If I finish high school I will have an important career

Página 2 de 2

Senior High School Number 1
Student's Name: Camila Ivonne Ayala Aguirre
Teacher's Name: Michelle Miguez G

Comparative chart

Homework Number_____02_____

Instructions:
Do a conceptual map about CONDITIONALS (Zero and first), including: • Main uses • Grammar structure • Examples

ZERO CONDITIONAL

CONDITIONALS

FIRST CONDITIONAL

MAIN USES
This conditional is used when the result will always happen. :

EXAMPLES:
1.If people eat too much, they get fat.
2.If it touches a fire, it gets burned.
3.People die if they don't eat.

MAIN USES
It is used to talk about things that could happen in the future

EXAMPLES:
It ___ ___ not go to the park.

GRAMMARS STRUTURE:

GRAMMARS STRUTURE:

Página 5 de 11

Senior High School Number 1

Conceptual map

Number_____02_____

Instructions: Do a conceptual map about CONDITIONALS(Zero and first),including:
*Main uses, *Grammar structure ,*Examples

Conditionals

the — the

uses → Zero conditional
* is used to express facts that are always true
* to give instructions

First conditional ← uses
* We use the conditional one to talk about a real possibility in the future; that is, from an action that is likely to occur in the future as long as the condition is met.

structure

structure

examples

examples

If subject + present simple + object, subject + future simple + object.

IF/WHEN + PRESENT SIMPLE, + PRESENT SIMPLE

-If my dog sees the postman, he barks.

+If you steal that money from her, you will regret it.

Página 5 de 9

Homework Number_____4_____

Instructions: Do a conceptual map about CONDITIONALS (Zero and first), including: Main uses, Grammar structure, Examples

CONDITIONALS

It is when

One action depends on another.

CONDITIONAL "ZERO"

CONDITIONAL "FIRST"

examples

The verb tense in both propositions is the "simple present.

is

A possible condition and its probable result

It is to write real events

-- You get green if you mix blue and yellow.
-- If you mix blue and yellow, you get green
-- When a cat is scared, it hisses

use

"if" or "WHEN" (condition)

use

To refer to the present or future when the situation is real. The conditional type 1 refers to a possible condition and its probable result.

and

examples

Both parts of the sentence are in the present simple(result)

Página 5 de 17

grammar structure

Lazcano_Calderón_Zabdi_Final Speaking Task A2.2.mp4   Abrir con ZIP Extractor

Sweden and Mexico

0:00 / 1:40

Top screenshot (Google Drive folder):
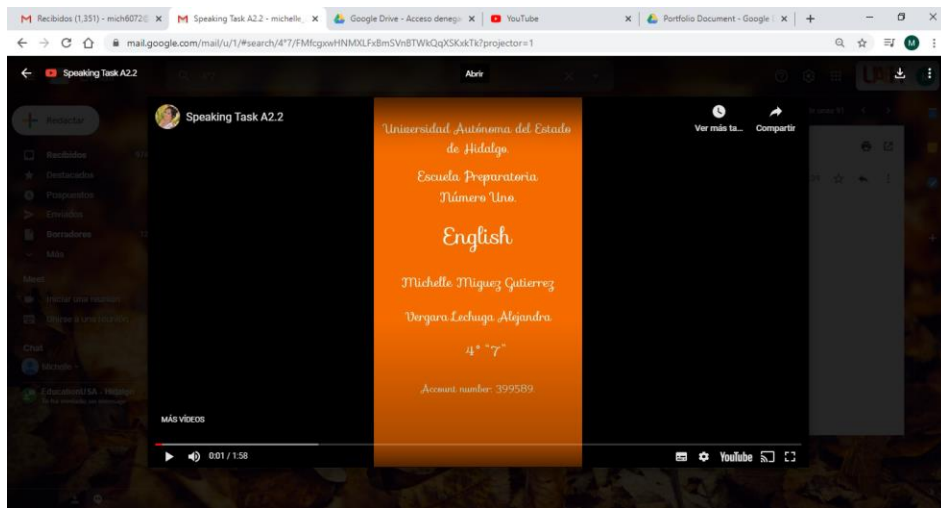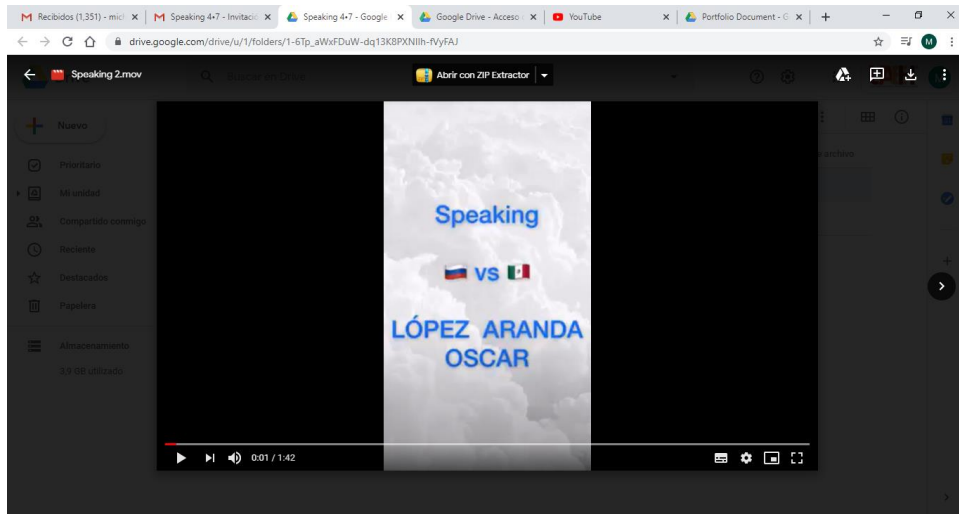
Drive — Buscar en Drive

Mi unidad > ... > 4_7 > Calificaciones y retroalimentación

Nombre ↑	Propietario	Última modificación mía	Tamaño de archivo
Calificación de portafolio 4°7.pdf	yo	13 abr. 2020	251 KB
Calificación de Prueba Objetiva 4°7.pdf	yo	17 abr. 2020	229 KB
Portafolio Ordinario 4°7.docx.pdf	yo	21 may. 2020	354 KB
Prueba Objetiva Ordinario 4°7.pdf	yo	21 may. 2020	229 KB

Nuevo · Prioritario · Mi unidad · Compartido conmigo · Reciente · Destacados · Papelera · Almacenamiento · 3,9 GB utilizado

Bottom screenshot (PDF preview):

Nombre del profesor: L.G. Michelle Miguez Gutiérrez
Asignatura: Inglés IV
Semestre: 4   Grupo: 7
Actividad: Portafolio

No.	No. Cta.	Nombre del alumno (a)	Activity 1 & 2	Written tasks	Online activities	Promedio Portafolio	Calificación Auto Aprendizaje	Observaciones
1	398847	ARCE LEON IVONNE	9	10	10	9.7	10	
2	400068	AYALA AGUIRRE CAMILA IVONNE	9.5	9	9	9.2	10	There are some grammatical mistakes in the written tasks. The online activities do not have the items requested.
3	402283	BADILLO LUNA ALEIDA	9	9.5	9	9.2	10	The example of the first conditional in the comparative chart was incorrect. The online activities do not have all the items requested
4	406012	BADILLO ROLDAN JOSE ENRIQUE	10	10	9	10	5	The online activities do not have all the items requested
5	399173	BARRERA IBARRA EVELYN ITZEL	9.7	10	10	9.9	10	
6	407724	BARRERA PEREZ JOVANI	9.7	10	9	9.6	10	The online activities do not have all the items requested
7	401175	CABRERA COPALCUA IAN EESTIL	6	9	10	8.3	10	

Página 1 de 5

CALVA ALAMILLA FERNANDA ... There are some mistakes in the comparative chart. The online activities were not in the portfolio

Enero – Junio 2020

Nombre del profesor: L.G. Michelle Miguez Gutiérrez

Asignatura: Inglés IV

Semestre: 4 Grupo: 7

Actividad: Prueba Objetiva

No.	No. Cta.	Nombre del alumno (a)	Reading, Use of English, Listening (60%)	Writing (20%)	Speaking (20%)	Calificación de examen
1	398847	ARCE LEON IVONNE	9.7	10	9	9.6
2	400068	AYALA AGUIRRE CAMILA IVONNE	8	9	8.5	8.3
3	402283	BADILLO LUNA ALEIDA	5	9.5	7	6.3
4	406012	BADILLO ROLDAN JOSE ENRIQUE	5	10	8.5	6.7
5	399173	BARRERA IBARRA EVELYN ITZEL	7.7	10	9.8	8.6
6	407724	BARRERA PEREZ JOVANI	7.7	10	8	8.2
7	401175	CABRERA COPALCUA IAN EESTIL	7	9		6
8	378363	CALVA ALAMILLA FERNANDA DANAI	4	10		4.4
9	379365	CRUZ ANGELES PABLO EDUARDO	4.3	9.5	8	6.1
10	377405	CRUZ DELGADO ALEXANDRA	7.3	9		6.2
11	403127	DORANTES RAMIREZ ALEJANDRO	8.3	9	9.7	8.7
12	399279	FLORES HERNANDEZ KARLA YARETH	5.3	8	8	6.4
13	400224	GARCIA AGUILAR GABRIELA GUADALUPE	8.3	9	9.5	8.7
14	400223	GARCIA CALVO JATZIRI	6.3	9.5	8.5	7.4
15	403262	GARCIANO	7.3		9	8.0
16	405148	HERNANDEZ MARTINEZ JATZIRI BRISHEL	3.7	9	8	5.6

Página 1 de 2

33

Chapter 3: Experience Report

Through the semester contemplated from January to June, the different activities developed during the Specialization were worked and applied to the same group of fourth semester.

For the last months, since the end of March due to the health emergency caused by the disease Covid 19, the strategies implemented to complete our educational program had to change dramatically.

We had to change materials and methods of assessment and even the time developed to fulfill the educational needs in order to complete fully the topics contemplated in each of our programs.

In my particular case the first week I had to look for a lot of different resources to be able to share different kind of tasks, searching for playful activities, attractive videos in order to explain different grammatical structures or introduce vocabulary; trying to make this transition as smooth as possible.

In order to accomplish this conversion, as teachers we had to come up with strategies to be able to achieve our learning objectives and on the other hand to take into consideration that our students have diverse realities and their circumstances change from house to house; some of them having the resources to work on line and some of them adapting by sharing devices with their family members with the aim of continuing the high school education.

With that in mind, one of the strategies implemented was to developed a lot of material during the first week, with the intention to upload all the information and resources at the beginning into a google drive folder, and provide certain flexibility in terms of activities submission to avoid harm anybody´s development by asking them to connect online at a specific when they sometimes lack the resources to do it.

During this process we had two evaluations where we developed different activities in order to verify the students' progress in the diverse generic and specific competences such as communication, formation and collaborative leadership, all part of the content of fourth semester.

Nevertheless, different obstacles presented and adaption was crucial; in some cases, some students returned to their hometowns and did not possess there some of material used on the course, or in some other cases, when students were able to have internet access in order to continue with the lessons, they had already missed a lot of the content and their final grade was not satisfactory.

For this last case a reinforcement course was suggested, contemplated for the month of June were students with extraordinary circumstances could have the chance to read, practice and analyze the different activities with other approaches and improve their notes.

However, with the group where the project and other complementary activities were developed this was not necessary. The group showed and enhancement in the different aspects evaluated and ended the course with a good average.

I believe that even though, all the complementary tasks on the project were not able to put into practice in order to evaluate their help, some of the assessment that was provided to the students was by taking into consideration different aspects read during the specialization.

If there were activities not clear for them, they could send emails or texts through what's app in order to ease the process, and when some common weaknesses were identified in several students I could send them complementary material to revise; not considered in their final note because the activities had already been designated and approved by the academy since the beginning; but for them to promote self-learning and improvement in areas where there were still many doubts.

One of the resources that I found very helpful was the material provided by the British council website, this page provides, texts, videos and different tasks aiming the different skills and also vocabulary, something that I liked about this tasks was that it provides you grades and feedback, which boosts critical thinking and allows the student to answer the exercises several time until the ideas are clear.

Another strategy that was added, was to incorporate different games like jeopardy or ordering the sentences with time limit to practice the different topics in a more ludic way.

Nevertheless, something crucial that was not left aside since the beginning of the planning of all these activities was the intercultural competence, which was not developed as planned on the project but, was considered all along; by having different topics like global warming, where they saw some of the consequences in different parts of the world, or with a text that talked about culture shock and they had to analyze the different stages a person goes through when moving to another country, or with a speaking where they had to record a video where they talked about the differences between Mexico and another country that they could choose.

All of these tasks in my opinion were interesting topics which could be attractive for them. One very important part that should be taken into consideration in education is motivation and by presenting to them topics that are interesting but also challenge them little by little as Krashen (1982) suggests in his i+1 theory they can achieve possible yet important improvements in their learning process.

Chapter 4: Conclusions

Education as many things that convey society goes through transitions and must be adapted in order to fulfill the necessities of the learners and population. In this process of transformation different elements are added and evaluated to assess if the outcomes are the expected.

In the specific case of language teaching one of the key elements that has been boosted in the last years is the intercultural competence; element that is essential to include in the curriculum and material design.

Language goes hand in hand with culture and it is important to promote empathy and cultural awareness in our students no matter their age in order to have better outcomes to have cultural competent people in the world, considering that it is not only important that they are able to understand and to communicate a message, but also that they take into consideration the context in a proper way in order to transmit their message in the best manner.

Foreign language teaching as the other subjects in education went through a transition in this year caused by a pandemic. However, education is an activity that is fundamental in society and shall not be stopped.

As teachers is fundamental that we continue preparing ourselves constantly in order to develop our labor as facilitators of knowledge in the best possible way; speaking a language is important, but clearly Is not enough, to be able to teach it properly we must have a good methodological knowledge to be able to make decisions according to what are the best approaches and strategies to be used in our groups.

By applying different activities designed with the objective of ease the comprehension of global warming and the first conditional I could notice better development in the students; I consider the topic was attractive for them and their intercultural competence was enhanced.

Moreover, the vocabulary activities added in order to practice and consolidate the new words had in my opinion very good results, however, even though another task was added to the text in order to ease the reading comprehension; the outcomes were not as great as

expected. I consider this skill, especially with challenging texts for students have to be worked with different strategies in order to promote in them deep reflection and analysis of the information.

Nevertheless, the students showed a gradual improvement in their grades during the semester and I truly consider that one of the factors for that, was the implementation of other strategies for the design of activities, evaluation and assessment.

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https://www.ef.com.mx/epi/

Appendixes

LOOKING AHEAD

1. Real Use of English

A 📖

1 Write the correct word or phrase below each picture. Then, in pairs, discuss what you know about global warming and how it is affecting the world.

| wildfire • deforestation • glacier melt • flood • drought |

flood   drought   deforestation   wildfire   glacier melt

2 Read the article and answer the questions below.

What will happen to the world if it gets warmer and warmer?

Global warming is a great concern for scientists and climate experts around the world. The world's average temperature has increased by about 1°C in the last 100 years and it is hotter now than it has been for thousands of years. In many parts of the world such as Australia, western USA and England, the effects of this climate change are affecting people's lifestyles as some land becomes drier and other land becomes more fertile.

Experts believe that an average increase in temperature of between 1 and 6 degrees Celsius is certain over the next century if nothing is done to prevent it. Most experts agree that human activity is responsible for much of this global warming. As the world warms degree by degree, there will be extreme consequences for our planet. Climate change means a complete change in the way the climate system operates, with droughts in some places and floods in others that did not have them before.

Mark Lynas, author of the book "Six Degrees: Our Future on a Hotter Planet", predicts that if the world's temperature continues to increase, glaciers in Greenland and the Himalayas will disappear, the Amazon rainforest will turn into a savannah and extreme weather will be common almost everywhere. As a result of glacier melt, ocean levels will rise dramatically, flooding inhabited areas and forcing people to migrate. Other regions of the world will also become uninhabitable as they turn into deserts and no longer offer people resources to survive there.

The situation is alarming. If we don't act to prevent global warming now, a time will come when we will no longer be able to stop it. What kind of future do we want for our world, for our children and their children? The decision is ours, now!

a What countries are mentioned as examples of places suffering the effects of global warming?
Australia, western USA and England.

b How much could the world's temperature increase in the next century, according to experts?
1-6°C

c What examples of natural disasters are mentioned in the text as the result of climate change?
Droughts, floods, glacier melt, forest becoming savannah, rising ocean levels, extreme weather...

d Why may some regions of the world become uninhabitable in the future?
They may become deserts.

e What do you think is the purpose of the article?
To get people to act (react and act).

1 Listen to an introduction to the National Geographic documentary film "Six Degrees Could Change the World"*, based on Mark Lynas's book. Answer the questions.

- What is the purpose of Mark Lynas's book and lectures, and the documentary?
  To help people visualize the future impact of global warming so that they do something to stop it.
- What analogy does the speaker use to make the effects of global warming clearer to the audience?
  A 6°C change in the world's temperature = difference between today's climate and the last ice age.

* If you are interested in the documentary, you can find it at: www.youtube.com/watch?v=R_pb1G2wloA

2 Listen to an extract from the introduction to the documentary and match the temperature increases to their effects.

ⓐ +1°C ___4___   ❶ Coastal cities like London, New York and Shanghai will become flooded.

ⓑ +2°C ___1___   ❷ There will be many climate refugees and conflicts over resources.

ⓒ +3°C ___6___   ❸ Some of the most important rivers will dry up.

ⓓ +4°C ___3___   ❹ New deserts will form.

ⓔ +5°C ___2___   ❺ Great cities will be abandoned and natural disasters will be common.

ⓕ +6°C ___5___   ❻ The heat in some areas will become intolerable. People may die from the heat.

C

1 In groups, write four proposals of what you and your school can do to prevent global warming. Identify some problems that contribute to it and give suggestions to avoid them. Look at the box for ideas.

Example: Most of us come to school by .... or .... We can come to school by .... or walk.
In that way, we will reduce emissions of .... (CO_2). It can also make us healthier.

use energy-saving light bulbs
install solar panels • install solar water heaters
turn off lights (at home, in classrooms)
electric or hybrid buses • ??????????

D

In teams, prepare a presentation of your proposals with visual material. Present your proposals to the class in a maximum of five minutes.

2. Focus on Language

A | Vocabulary

1 Match each word with its definition.

a Celsius _7_   **1** A long period when there is little or no rain.

b carbon dioxide _3_   **2** A natural disaster when water from rain and rivers covers land that is usually dry.

c glacier _6_   **3** A gas produced when people and animals breathe and fuels are burned.

d drought _1_   **4** A flat area of land with grass and very few trees.

e flood _2_   **5** A mineral substance used as a fuel to produce energy.

f savannah _4_   **6** A large mass of ice formed from snow which moves very slowly.

g coal _5_   **7** A scale for measuring temperature.

2 Classify the words from the box and write them in the right category.

> water • sunlight • tsunami • coal • global warming
> forest fire • greenhouse effect • earthquake • acid rain • deforestation
> volcanic eruption • natural gas • fossil fuels • hurricane • air pollution

Natural disasters	Environmental issues	Natural resources
tsunami	global warming	water
forest fire	greenhouse effect	sunlight
earthquake	acid rain	coal
volcanic eruption	deforestation	natural gas
hurricane	air pollution	fossil fuels

3 Using words from Exercises 1 and 2, write three sentences expressing relationships like the ones in the examples. Use phrases like the ones in the box. Work in pairs.

> __ is caused by __   __ is the result of __   __ comes from __   __leads to __   __ contributes to __

Example

- Burning fossil fuels contributes to carbon dioxide emissions.
- Global warming is caused by our consumption of energy.
- An increase in the world's temperature will lead to severe consequences for our planet.

B] Grammar

1 Read the sentences (a-c) and answer the questions (1-3).

a If the average temperature increases just one degree, new deserts will emerge.

b Ocean levels will rise dramatically if many glaciers melt.

c If I get the scholarship, I will celebrate with my friends.

1 Which part of a 'first conditional' sentence has the simple present? The 'if' part, conditional clause.

2 Which part has the *will* future? The other part, main clause.

3 Is the grammar of the equivalent type of sentence in Spanish very similar or very different?
It is similar, e.g. *Si gano la beca, celebraré (o voy a celebrar) con mis amigos.*

2 Match the second parts of sentences on the right with the first parts of sentences on the left to make complete sentences.

a If we don't reduce global warming now 4

b Many people will not have drinking water 5

c If natural resources become limited 1

d If he doesn't study 6

e They will cancel the soccer match 3

f I will buy an electric or hybrid car 2

1 people and countries will fight over them.

2 if they become cheaper.

3 if it rains.

4 we won't be able to stop it.

5 if rivers dry up.

6 he will fail the exam.

3 In pairs, complete the following sentences. Then, in groups, compare and discuss your sentences.

a If more and more people have cars, _____.

b People will have to change their lifestyles if _____.

c If the world population continues to grow, _____.

d Mexicans will stop emigrating to the USA if _____.

e If I get a job with a very good salary, _____.

4 Work in groups. Select your candidate for President of Mexico and prepare a speech for him or her. Then the candidates of each group (or party) take turns to give their election campaign speech and answer questions from the public. Finally, hold the election, with the whole class voting for the different candidates.

If I win the election, I'll prohibit.....

What will you do if.....?

Extra activities designed

What consecuence is global warming having in each of these places?

Artic

Vietnam

Germany

California

Read the following statements and circle T for true and F for False

- The temperature is warmer now than in the past.   T   F

- Global Warming is mainly caused bu human activity.   T   F

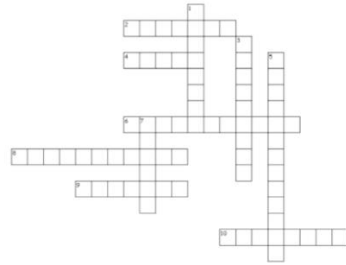- There will be more habitable places.   T   F

- We can prevent global warming to continue increasing. T   F

Read the definitions and complete with different words related to global warming.

Global Warming

Across
2. ACCUMULATION OF SNOW IN THE POLE.
4. ACUMULATION OF WATER
6. INTENSITY OF HEAT
8. ALIVE ORGANISMS IN INTERACTION
9. LACK OF RAIN IN A PLACE
10. NATURAL AND USEFUL SUBSTANCES

Down
1. UNCONTROLLED FIRE
3. PRESENCE OF HARMFUL SUBSTANCES
5. REMOVAL OF TREES
7. CAPACITY TO PERFORM WORK

Listen to the documentary and fill in the blanks.

- If the world´s _____ increases one degree, new deserts will emerge in the US. This will make agriculture impossible in affected areas. Some species will adapt to the new conditions. Others will die or _____ to new places.

- If the world becomes two degrees warmer, we could lose coral reefs due to a change in the marine _____. Glaciers will melt at a faster rate. Ocean levels will rise and coastal cities like London, Bangkok, New York and Shanghai will _____ under the sea.

- If the world gets warmer by three degrees, the _____ will make people suffer. Life in parts of the Middle East, North Africa, Central Europe and other places will become very _____ for the people who live there. Vulnerable people like children and older adults could die.

- At four degrees, it is possible that some of the most important rivers in the world will ___ up. This will affect the survival of millions of people. If the rivers dry up, many people will not have access to _____ water.

- It is difficult to imagine our planet plus five degrees. Some areas will become uninhabitable, so there will be lots of climate _____. If _____ are limited, people and countries will start fighting over them.

- At six degrees, many of our great cities will be _____ and abandoned. Natural disasters will become more common.