

**INTERNSHIP AT INSTITUCION EDUCATIVA EL CARMEN DE COTORRA  
(INSTECA), EDUCATIONAL INTERNSHIP**

**FINAL INTERNSHIP REPORT**

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**UNIVERSIDAD DE CORDOBA**

**FACULTY OF EDUCATION**

**LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES-  
INGLÉS**

**MONTERIA – CORDOBA**

**2023**

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**INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS OF  
THE DEGREE ON ENGLISH TEACHING PROGRAM**

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**2023**

**Approval page**

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**Advisor**

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**Judge**

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**Judge**

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## **ABSTRACT**

This report describes my experience during the "educational" internship at the I.E. El Carmen de Cotorra (INTECAR). The main focus of this type of internship is to accompany the English teacher in his teaching process in order to give the students (and at the same time, the teacher) a second teaching strategy, an alternative method of introduction to the lesson. that the teacher is working on the students.

It consisted of, through a request and agreement between the University of Cordoba and the Institution, developing and exercising the role of teacher in the classroom next to the local teacher (mentor) and being supervised and guided throughout this process by a Professor (advisor) previously assigned by the internship program of the University of Cordoba, belonging to the same (UNICORDOBA).

Therefore, I was required to complete a total of 22-23 hours per week, in which I attended daily, exercising 5 hours in an educational manner and 1 hour in an administrative manner (reviewing exams, quizzes, notebooks or planning extra exercises for classes) that in total would be 5-6 hours per day, adding 4 hours on Saturdays in extracurricular activities (pre-icfes classes) reaching a total of more than 30 hours per week.

**Keywords:** Internship, INTECAR, Classroom, Hours, Activities.

## **ACKNOWLEDGMENTS**

First of all, I want to thank God for all his blessings and for all the help and company he gave me during my studies and throughout my life. I also thank my mentor teacher Carmen Montes Caro, my advisor teacher Andrés Felipe Arango Arteaga for the constant support and good advice he gave me during this process. It was a very positive and significant learning experience for me.

I also want to give special thanks to the teachers Paula Garcia and Jaime Nieto, internship coordinators, who gave me the opportunity to be part of this great project and I also thank them for teaching other courses.

I also want to thank all of my classmates and friends for supporting me during every positive and negative times. Last but not minimum, my family's prayers, love, good wishes, and support have helped me become the person I am today, and for that, I am incredibly grateful.

## INTRODUCTION

The value of internships in the professional development of students has recently been demonstrated, allowing them to gain knowledge of the administration and planning of classes. According to Pineda, et al. (2011), it is important that student internships generate a proper integration between the university and the environment, allowing a transfer of knowledge focused on academic training and organizational development.

I made the decision that my degree work will center on the instruction and advancement of English skills to boys, to strengthen my teaching experience in a context where English teaching is taught, the objective of my internship was applying the human, theoretical and technical acquired knowledge during the formation process, explaining in the pedagogies and didactic of its studies discipline, for its enforcement and experience as a future teacher/professional in education.

Easing to the student the intervention and treatment of a correct reality, developing referent programs to its professional formation to exert in the implementation and application of the acquired knowledge in the years of study, making emphasis in theoretical, methodological, technical and research elements offered by the academics program which faculty belongs.

In my internship I develop some activities daily such as; I was tasked to manage the most part of the time of classes, giving instructions, ruling the activities, explaining the topics, taking care about kids, keeping the order, creating classes whit the teacher, social performances in the school, shows/presentations, substituting other teacher (English



teacher et all different subject's teacher), assisting in extra tutoring classes (Pre-Icfes). It means, being internship student requires to do the similar to be a fulltime teacher.

In the same fashion, having all of these duties, justifies the fact that this school needs attention and sacrifices to be done. The institution where I did my internship was Institucion Educativa El Carmen in the municipality of Cotorra, it was located in the urban zone. The institution is full high school (the current primary school was located in another place, almost 100 mts of distance, in the rear area, the future primary school its being building). Every grade from 6° to 11° had 2 groups (except 8°, it had three groups) in every group there were approximately between 24 to 32 students, there was one staffroom, two bathrooms, one cafeteria, two snack stores, one coordinators office, one Principals office, one painting/art room, one parking lot, a mini-lab and several bench in the free area.

I worked with 4 grades (all 8°, 9°, 10° and 11°) they were amazing kids, there was a great variety of students in terms of personalities, way of thinking and behavior. The classes always were fun, but they were not interested in learning English despite the current English Teacher Carmen Montes wasn't able to engage the students interest due to her low strategies to make a class more interesting, but with me they felt more confident and very interested to be in classroom and participate on it. So, I implemented activities focused on speaking/writing that were at everyone's level. I decided to work on that skill, because at the time of carrying out a class with children, with certain problems and a lack of the most basic English concepts, I noticed, it was not advantageous to start teaching a new language based on writing, reading or listening activities, because they are

students who have not developed some of their skills, for example, the ability to read and write.

In some cases, I had to support to other teachers in other subjects when they were missing at classes or they felt ill; it was very positive to me, because I have a wide knowledge about History (especially in WW I and II), Art/painting, Philosophy and general culture.

In fact, they are children with a lot of energy, good attitude towards classes, and they are very active. These reasons are beneficial for them, because it makes them very participative, it also helps them to express their ideas without fear, and to be able to carry out a learning monitoring process easily.

"The value of internships in the professional development of students has been recently demonstrated, allowing them to gain knowledge of class administration and planning". According to Pineda et al. (2011), it is crucial for student internships to facilitate proper integration between the university and the environment, enabling a transfer of knowledge focused on academic training and organizational development.

I have decided to center my degree work on the instruction and advancement of English skills for boys to enhance my teaching experience in a context where English teaching is emphasized. The objective of my internship was to apply the human, theoretical, and

technical knowledge acquired during the formation process. This involved explaining the pedagogies and didactics of the discipline, with an emphasis on its enforcement and my experience as a future teacher/professional in education.

My internship aimed to ease the students' intervention and treatment of a correct reality, developing referent programs for their professional formation and the application of acquired knowledge from their years of study. I focused on theoretical, methodological, technical, and research elements offered by the academic program to which the faculty belongs.

During my internship, I engaged in various daily activities, such as managing the majority of class time, giving instructions, overseeing activities, explaining topics, caring for the students, maintaining order, co-creating lessons with the teacher, participating in social performances in the school, shows/presentations, and occasionally substituting for other teachers (English and different subject teachers). I also assisted in extra tutoring classes (Pre-Icfes). Being an internship student required me to perform tasks similar to those of a full-time teacher.

Furthermore, the fact that the school demands attention and sacrifices is justified due to all these duties. The institution where I did my internship was Institucion Educativa El Carmen in the municipality of Cotorra, located in the urban zone. It is a full high school (the current primary school was situated elsewhere, almost 100 meters away, in the rear

area, and a future primary school is under construction). Each grade from 6° to 11° had 2 groups (except 8°, which had three groups), with approximately 24 to 32 students in each group. The school comprised one staffroom, two bathrooms, one cafeteria, two snack stores, one coordinator's office, one principal's office, one painting/art room, one parking lot, a mini-lab, and several benches in the free area.

During my internship, I worked with 4 grades (8°, 9°, 10°, and 11°). The students were amazing, displaying a great variety of personalities, ways of thinking, and behaviors. The classes were always enjoyable, but the students were not initially interested in learning English, likely due to their current English teacher, Carmen Montes, who struggled to engage them with low teaching strategies. However, with me, they felt more confident and became very interested in participating in the classroom. So, I implemented activities focused on speaking/writing that were suitable for everyone's level. I chose to emphasize this skill because many students faced challenges in basic English concepts, such as reading and writing.

In some cases, I had to support other teachers in different subjects when they were absent or unwell. This was a positive experience for me, as I possess ample knowledge about History (especially WWI and WWII), Art/painting, Philosophy, and general culture.

Indeed, the students have a lot of energy and a positive attitude towards classes, making them very participative. This atmosphere helps them express their ideas without fear and facilitates the learning monitoring process."

## **PEDAGOGIES**

In the realm of education, fostering an environment that encourages active student engagement and meaningful interaction has proven to be a powerful catalyst for enhanced learning outcomes. Collaborative learning, as a pedagogical approach, has emerged as a prominent method for promoting knowledge exchange, critical thinking, and interpersonal skills among students. By creating a setting where students work together, sharing ideas, clarifying doubts, and collectively pursuing desired outcomes, collaborative learning unlocks a plethora of benefits for both the individual and the group as a whole. This chapter delves into the manifold advantages of collaborative learning, exploring its role in developing leadership skills, expanding students' knowledge base, and improving retention. This chapter examines the significance of oral production and spoken interaction in language learning, emphasizing their complex nature and their profound impact on students' ability to communicate effectively in real-life scenarios. Through an exploration of these collaborative and interactive learning approaches, educators can gain valuable insights into fostering a dynamic and enriching educational environment that empowers students to thrive academically and socially.

## **Collaborative Learning:**

Groups of students work together in a collaborative learning environment to share ideas, clear up doubts, and ultimately produce a desired outcome (J.T. MacGregor, 1990). Thus, students have the freedom to share their opinions, giving them the chance to comprehend various viewpoints and develop ideas that can aid in work completion. Additionally, this strategy has advantages for both the group and the individual. Here are a few examples of the collective advantages:

**Leadership Skills Development:** This advantage enables individuals to take advantage of the chance to develop advanced organizing, allocating, and teaching abilities while collaborating. They are developing their ability to efficiently and productively manage both themselves and others, allowing them to lead a team towards productive outcomes and contributions.

**Students' Knowledge Enhancement:** As a result of this advantage, students gain new knowledge and solidify existing knowledge when they instruct or explain subjects to their classmates. However, they do more than just increase their knowledge; they also aid in their classmates' skill development, leading to mutual learning among all students.

**Improvement of Knowledge Acquisition and Retention:** In comparison to learning in a non-collaborative situation, the collaborative learning process enables participants to reach

higher levels of thought, and the acquired knowledge is retained for a significantly longer period of time. This increased retention is due to their shared information and common objective during the formation of the work group.

**Improvement of Relationships Across Groups:** While some people may not feel comfortable working with others, this strategy challenges them to forge new connections and find ways to collaborate, resulting in a wonderful outcome for the group.

However, students can also gain personal advantages from group learning, such as making learning an active process, emphasizing the significance of the essential function that the student performs when creating a unique piece of work. By supporting their point of view with coherent and well-organized arguments, students can participate actively, enhancing their learning experience.

### **Oral Production:**

When it comes to oral production, Goh and Burns (2012) acknowledge that "speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes—cognitive, physical, and socio-cultural—and a speaker's knowledge and skills have to be activated rapidly in real time" (p. 166). In other words, the ability to talk can be viewed as a complete talent because it considers various aspects of a student's development and, as a result, helps them function better in social circumstances.

According to Byrne (1991), "oral jobs" require both the producing skill of speaking and the receptive skill of understanding, meaning that oral assignments contribute significantly to students' education. By completing these tasks, students can hone their speaking abilities and become more accustomed to the language. Chastain (1998) emphasizes that speaking is a productive skill that involves many components and goes beyond making the right sounds, choosing the right words, or getting the grammatical constructions correct (p. 330). Teachers should avoid pushing students to speak a second language flawlessly while they are still learning it since this might result in sentences that are incorrectly structured due to word-by-word translation. Hedge (2002) suggests fostering a pleasant learning environment and employing meaningful activities, such as pair work, to improve fluency and help students build self-confidence.

### **Spoken Interaction:**

It is envisaged that learners will be able to "enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life" in terms of speaking ability and interaction (Council of Europe, 2018, p. 83). In other words, successful input into the contents of English lessons requires good communication between teachers and students, allowing them to acquaint themselves with the topic and explore their interests. According to the Ministry of National Education (2006), concentrating on "spoken interaction" when teaching a second language, including through communicative activities, debates, and other oral activities, in order to ensure active participation in oral



activities and achieve language results. Thus, the goal of the speaking assignments is to improve the students' English language expression.

It indicates that language use goes beyond merely attempting to convey the speaker's thoughts and feelings to the listener. Both individuals are simultaneously defining their relationship to one another, identifying themselves as members of a social group, and determining the type of speech event they are in through the use of language in nuanced ways (Fasold, 1990, p.1). Therefore, when people interact with one another, they are doing so in a formal way to communicate and share ideas about a topic that interests them, as Thomas (1983) has noted, because if we express ourselves inappropriately, we run the risk of being perceived as just plain rude (pp. 96–97).

## **METHODOLOGIES**

The techniques or processes used by the teacher during the learning process with the goal of addressing the requirements of the students and transferring knowledge to them can be referred to as the methodology. The methodology is typically chosen by the teacher and their preferences while taking into account the learning objectives and the learning styles of the students. This chapter intends to demonstrate various approaches, plans, and instructional aids that were used throughout the tutoring sessions.

The grammar translation approach was developed to aid students in reading and comprehending literature written in another language (Larsen-Freeman, 2000). It was a productive technique to pick up new vocabulary and grammatical concepts.

Students would recognize the characteristics of two languages that would facilitate language learning by concentrating on the grammatical rules of the target language. This method's translation from one language into another plays a big part. The mastery of grammatical principles and vocabulary are consequently stressed in this strategy. The idea has been to facilitate learning.

The grammar translation technique gives students the skills and practice they need to communicate properly, meaningfully, and effectively (Fish, 2003). The main abilities that students learn using this approach are reading and writing. In addition, students will benefit from translation exercises since they will gain clarity and have the chance to sharpen their accuracy in the target language. Students' language awareness will

increase and their capacity for independent study will be strengthened when they can discuss form and meaning (Fish, 2003). According to Vienne (1998) further notes that translation operations will increase knowledge of the two civilizations as well as the native tongue and the foreign language.

Mart, C. T. (2013). The grammar-translation method and the use of translation to facilitate learning in ESL classes. *Journal of Advances in English Language Teaching*, 1(4), 103-105.

Direct Method should not be translated into the original language but rather connected directly with the target language. The objective is to provide language learners a practically useful understanding of communication. Mention anything so that the communication is clear. The teacher is permitted to directly utilize the target language in class rather than translate the lesson plans because this is the most effective way to teach a language.

Instead of explaining, the teacher should use actions and demonstrations to help students associate the idea. This time, grammatical principles are introduced to students who are learning about the particular subject through illustration and demonstration. With this approach, student-student and teacher-student interactions are acted out. Using well-

known words, new vocabulary is taught using this method, which pays close attention to proper pronunciation.

The fundamental goal of this approach is to improve language success through word meaning, expression gestures, and mental imagery. When you think of something, you may have such a clear memory or mental image of it that you appear to be able to see it (Larson-Freeman, 1986). The Direct Method, also known as the Natural Method, is very well-liked because it allows students to do a specific thing and gives them the chance to share or exchange information with others in a foreign language, which consists of a series of sounds or written symbols.

Batool, N., Anosh, M., Batool, A., & Iqbal, N. (2017). The direct method: A good start to teach oral language. *International Journal of English Language Teaching*, 5(1), 37-40.

## Chart

INSTITUCION EDUCATIVA EL CARMEN - HORARIO 2023 (Provisional)

profesor CARMEN MONTES CARO

prueba

	1 6:30 - 7:25	2 7:25 - 8:20	3 8:20 - 9:15	4 9:15 - 10:10	5 10:35 - 11:30	6 11:30 - 12:25
Lu	IN 10°1	IN 10°2		IN 8°1	IN 8°3	IN 9°1
Ma	IN 8°1			IN 8°2	IN 10°1	IN 11°2
Mi		IN 8°3	IN 9°2	IN 11°2		IN 8°2
Ju	IN 9°1	IN 11°1	IN 8°2	IN 9°2	IN 10°2	
Vi	IN 9°2	IN 9°1		IN 8°3	IN 8°1	IN 11°1

Every day I had to work whit at least 5 groups, I worked with 4 grades (all 8°, 9°, 10° and 11°).

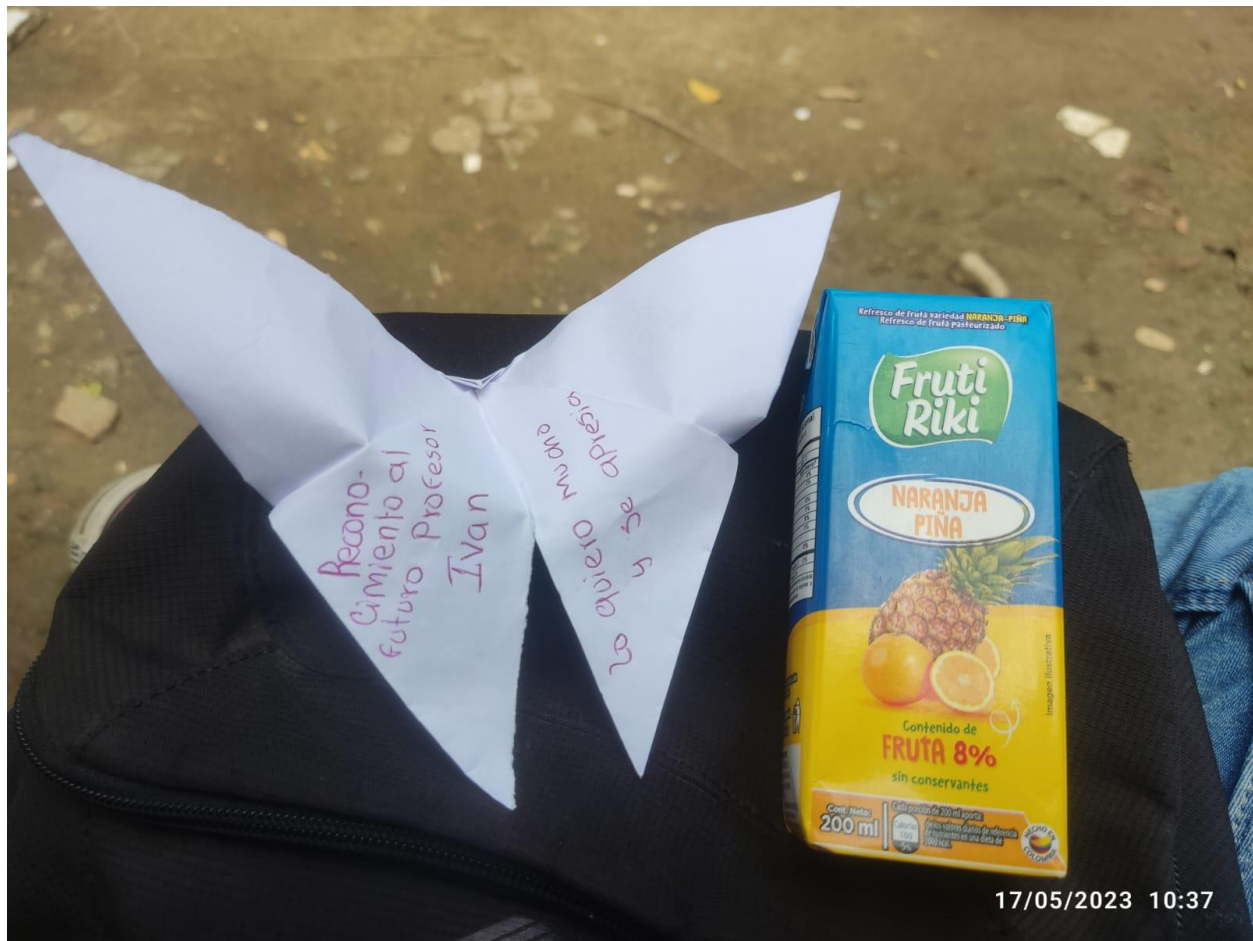
## **RESULTS OF MY EXPERIENCE**

### **Personal Growth**

This internship presented a significant challenge for my personal development because it forced me to confront some anxieties and character flaws. However, because I was able to correct those flaws, I was able to experience a significant and effective shift in my personal life. One of them was being late, but I was able to improve this quality during my time as a teacher by showing up early and completing and presenting lesson plans on time, among other things. I used to lack patience, which was another flaw, but I overcame it once I realized that this would be my career for the rest of my life. As a result, I started to show my students that I was empathetic and had a positive attitude, in all their educational process.

Another aspect to recognize is that I was quite timid and reserved, and I had no idea how to interact with teenagers or managed a class. However, at the conclusion of my internship, I had learned how to be a more spontaneous, enthusiastic, and innovative person in my teaching experience. On the other hand, I can say that I learned a lot from the students because they demonstrated to me that, despite any punishments or unpleasant experiences they had throughout the day, it did not affect their mood, and in the end, they were able to enjoy their day regardless of the circumstances. As a result, I was able to learn how to control my anger in challenging situations.

In conclusion, this encouraged me to strengthen my confidence in difficult circumstances when I initially doubted my ability to succeed.



A gift as “recognition of the best future teacher” from an 8°2 student.

## Professional growth

For me, this process was incredibly important since I learnt a lot of things that would help me in both my professional and personal lives. Firstly, I discovered how to be more dedicated to my duties, in this instance attending class every day and developing the lessons with a significant understanding of the material. Second, I was able to implement planning addressed at high school students utilizing various teaching techniques. Third, I

succeeded in leading and managing numerous students with a variety of behaviors and building a strong teacher-student relation.

Finally, I learned to demonstrate my love for my profession by being truly interested that students receive the best instruction possible so that they can increase their levels of learning.

On the other side, I feel that I was able to handle some challenging circumstances, such as learning difficulties, where I had to adapt the methodologies based on the students' abilities in order to hold their interest and inspire them through activities to concentrate on the subjects and achieve good language advancement and better outcomes.



## Evidences

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS  
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés  
Comité de Práctica Pedagógica  
LESSON PLAN

STUDENT TEACHER: Ivan J Viloria Bernal SCHOOL: INSTECAR GRADE: 9º HOURS/WEEK: 4  
UNIT TITLE: Adverbs of Frequency LESSON DATE: TIME: 55 Mins

TASK/PROJECT/PROBLEM/ LEARNING OUTCOME	Performance indicators:	Lesson Teaching Points
In this lesson students will learn how to describe their daily routine and free time activities. The grammar will be focused in adverbs of frequency.	<p><b>Knowing:</b> Identify correctly adverbs of frequency in real situations.</p> <p><b>Doing:</b> Students will find the adverbs of frequency lesson and discus their meaning.</p> <p><b>Being:</b> Students will learn adverbs and expression of frequency at the moment of talking about their daily routine.</p>	<p>Adverbs of frequency</p> <p>Expressions of frequency</p> <p>Daily routine</p> <p>Free-time activities</p>

### INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
The class starts making questions using "how often" to focus in the use of adverbs of frequency.	English Please 9th (guide book)	15 mins

Core activities		10 min
<p>The teacher explains the grammatical use of adverbs of frequency.</p> <p>After that, students will develop an applied exercise taken from guided text.</p> <p>Next, students will socialize the exercise development.</p>		
Closure		20 min
Finally, students will develop a workshop taken from the guide text.		

### ASSESSMENT:

Formative assessment: checklist

## Lesson Plan 9°



A normal class in 9°2

## **Students Improvement/advances**

At the initial phase of my internship, I was able to observe that the majority of the preschoolers had little to no prior English experience because they had never taken complex English classes, and as a result, their English level was low. However, some of them were unknown with fundamental concepts like pronouns, regular and irregular verbs, making it difficult to begin introducing this language to young boys who had just knew basic information. In order to encourage good language output, I prepared my lesson plans to emphasize speaking, the development of artistic tasks, and cooperative activities.

In order to achieve an effective learning process, I mainly utilized fundamental pedagogical tactics that their teachers in the various classes used based on the phases of the work. In other words, at the beginning of class, students felt anxious and uneasy since they didn't know how to handle the language, but it was my job as a teacher to find various ways to inspire them. Use movies to draw their attention to the issues, for instance, or make remarks on commonplace events to help kids comprehend the material. So, the students performed tasks that were more closely related to the subject and confidently expressed their ideas. At the conclusion of each lesson plan, I observed the improvement in each student's speaking ability and the knowledge they had acquired. Their positive outcomes were also seen when the suggested activities were discussed with the class.

To sum up, I saw that all of the students went through a positive learning process while working both individually and in groups, picking up new words, phrases, and a foundational understanding of English.

## Evidences



## **CONCLUSIONS AND RECOMMENDATIONS**

To sum up the impact of internships on my professional development, I can say that they had a significant positive impact on my professional growth because they help in my development of job skills. As a result, I learned what skills and responsibilities a teacher should possess in order to effectively manage both their subject matter and the learners.

For those with the desire to teach and the authority to affect how others learn, this experience is a huge benefit. From my perspective, this enhanced my personal growth because it significantly influenced my moral character, helped me to change my social attitudes, and made me more cognizant of the issues facing the actual world thanks to my experience as a teacher.

In regard to the students, despite this being their first classes in a second language, they demonstrated effective output throughout the process, and at the conclusion, their English level was improving, and finally, they were able to reach a basic level in this language.

I recommend this institution and another public schools to concentrate on teaching English from primary to high school grade because it is crucial to start teaching this language at a young age in order to be able to speak a native language when students graduate. In reality, provide multilingual courses to those who want to take additional lessons.

## **LIMITATIONS**

The biggest constraint in all classrooms was the absence of resources for the creation of class assignments, such as personal computers and video beams, which were very helpful for showing students instructional movies during class.

Since the doors to the other rooms are not entirely closed, I also heard noise coming from the students there, which was distracting for the students.

The institution's final drawback is that there is only one photocopy available, therefore I had to go to other locations to get the worksheets.



## APPENDIX











## TASKS/EXAMS

Past Continuous vs Simple Past

### 1. Reading comprehension: Mark the sentences TRUE or FALSE

#### A lucky escape

My friends and I were going on a camping trip, when we almost had a terrible accident. It was late at night and it was raining heavily. Suddenly, a lightning struck and hit a tree, which fell down in the middle of the road. My friend, who was driving, tried to stop the car but the road was very slippery and the car started sliding. We hit the tree hard. While I was waking up from the shock, I heard my friend shouting "is everyone all right?" We all answered "yes!". Some minutes later, the fire truck arrived and helped us get out the car, which was completely destroyed. We were so lucky to be alive!

- |   |   |
|---|---|
| 1. The sun was shining before the accident happened.              | <input type="checkbox"/> T / <input type="checkbox"/> F |
| 2. An animal crossed the road and the car hit it.                 | <input type="checkbox"/> T / <input type="checkbox"/> F |
| 3. The driver didn't see the tree, that is why they crashed.      | <input type="checkbox"/> T / <input type="checkbox"/> F |
| 4. All the friends in the car were safe in the end.               | <input type="checkbox"/> T / <input type="checkbox"/> F |
| 5. The writer was waking up when his friend checked on everybody. | <input type="checkbox"/> T / <input type="checkbox"/> F |
| 6. The police helped them get out of the car.                     | <input type="checkbox"/> T / <input type="checkbox"/> F |
| 7. The car was not in good conditions after the accident.         | <input type="checkbox"/> T / <input type="checkbox"/> F |

### 2. Match sentences halves.

- |   |                                       |
|---|---------------------------------------|
| a. While we were walking down the street, | 1. I was having a shower.             |
| b. I couldn't answer the phone because    | 2. when she choked?                   |
| c. Where were you going                   | 3. we met an old friend from school.  |
| d. What was she eating                    | 4. the police arrived and stopped it. |
| e. As they were leaving the party,        | 5. when I saw you?                    |
| f. When I arrived home,                   | 6. everyone was sleeping.             |

### 3. Complete the sentences with **was / was not / were / were not**

- a. Where  you running yesterday morning?
- b. I  having dinner at home, I was out at the cinema with friends.
- c. What kind of music  she listening to?
- d. They were studying quietly in the library, they  making any noises!

### 4. Choose the correct option: **when** or **while**

- a. We were having such a great time  **when / while** we were watching the show!
- b.  **When / While** we were celebrating, the lights went off!
- c. Last night  **when / while** she arrived, everyone was having dinner.
- d. What were you doing  **when / while** I phoned you?
- e. Where were you driving  **when / while** I met you?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## GRAMMAR WORKSHEET

# PAST SIMPLE

### Positives, Negatives and Questions



- Write the sentences below in the past simple.

1. He goes to bed early. He went to bed early.
2. We don't like onions. We didn't like onions.
3. Stewart lives in Vancouver. \_\_\_\_\_
4. Does she exercise? \_\_\_\_\_
5. I hate cooking. \_\_\_\_\_
6. They play video games. \_\_\_\_\_
7. He knows the answer. \_\_\_\_\_
8. I forget his name. \_\_\_\_\_
9. They don't study history. \_\_\_\_\_
10. Do they drive? \_\_\_\_\_
11. Jenny works at a hotel. \_\_\_\_\_
12. Do you swim? \_\_\_\_\_
13. We don't like the movie. \_\_\_\_\_
14. Where do you live? \_\_\_\_\_
15. They don't drink tea. \_\_\_\_\_
16. They start class at 8:00. \_\_\_\_\_
17. Does he eat breakfast? \_\_\_\_\_
18. I don't run fast. \_\_\_\_\_
19. He has a car. \_\_\_\_\_
20. Do you enjoy sports? \_\_\_\_\_



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# GRAMMAR WORKSHEET

## PAST CONTINUOUS



I	was	
You	were	
He	was	
She	was	playing.
It	was	
We	were	
They	were	

I	wasn't	
You	weren't	
He	wasn't	
She	wasn't	playing.
It	wasn't	
We	weren't	
They	weren't	

wasn't = was not  
weren't = were not

Was	I	
Were	you	
Was	he	
Was	she	playing?
Was	it	
Were	we	
Were	they	

Yes,		No,	
I	was.	I	wasn't.
you	were.	you	weren't.
he	was.	he	wasn't.
she	was.	she	wasn't.
it	was.	it	wasn't.
we	were.	we	weren't.
they	were.	they	weren't.

- Fill in the blanks below to complete the sentences. Use the words in the above boxes.

- A: Were they watching TV at midnight? B: No, they weren't.
- We \_\_\_\_\_ eating lunch in the cafeteria at noon.
- A: \_\_\_\_\_ you talking on the phone a few minutes ago? B: No, I \_\_\_\_\_.
- I \_\_\_\_\_ walking home when I saw the car accident.
- My classmate and I \_\_\_\_\_ studying together at the library.
- While he \_\_\_\_\_ cleaning the house, we \_\_\_\_\_ cooking.
- A: What \_\_\_\_\_ you doing at one o'clock? B: I \_\_\_\_\_ sleeping.
- The car engine \_\_\_\_\_ working, so I had to fix it.
- A: \_\_\_\_\_ you listening to the teacher? B: Yes, I \_\_\_\_\_.
- At seven o'clock, Mr. Smith \_\_\_\_\_ robbing the bank.
- Steven \_\_\_\_\_ doing his homework, he was playing with his friends.
- It \_\_\_\_\_ raining last night, so I took my umbrella.
- Anne \_\_\_\_\_ studying in London last year.
- I \_\_\_\_\_ working as a teacher when I first met your mother.
- We \_\_\_\_\_ swimming while you \_\_\_\_\_ playing volleyball.

## READING COMPREHENSION

### Tom's busy day.

#### • Read and answer

Tom is a student at the university in London.

He studies history there. He is the first year student .

But Tom is a bad student .

Every day he is very, very "busy".

His alarm clock rings at 7:00 o'clock. But he usually turns over and goes to sleep because he's tired. Sometimes, he throws the alarm clock across the room. So he wakes up late, at about 8:30 o'clock. And he runs to the bathroom to wash and brush his teeth. He doesn't have time to have a shower.

He doesn't have time to eat and he has to drink his tea in a hurry!

He takes his bag and runs to the bus stop to catch his bus. He gets to university only at 9:30. Every morning Tom is late to the first lesson.

Tom comes home at about 16:00 o'clock and he has dinner. After dinner, he sometimes watches TV, plays the guitar but he usually goes out with friends

Tom never does his homework.

He comes late at 2 or 3 o'clock at night.... and he goes to bed because he is always very tired at this time.

And tomorrow he has another "busy" day!



1. Where does Tom study? \_\_\_\_\_
2. What time does his alarm clock ring? \_\_\_\_\_
3. Why can't he get up? \_\_\_\_\_
4. Does he have time to have a shower? \_\_\_\_\_
5. What does he eat for breakfast? \_\_\_\_\_
6. What time does Tom get to university? \_\_\_\_\_
7. What time does he have dinner? \_\_\_\_\_
8. What does Tom usually do after the dinner? \_\_\_\_\_

#### 7. Complete the questions with: Where, When, What, Who, How, Why.

1. ... .. studies history? (Tom)
2. ... ..does he go to the university? (by bus)
3. ... .. does Tom study history? (in London)
4. ... ..does Tom drink for breakfast? (a cup of tea)
5. ... ..does he go to bed at night? (at 2 or 3 o'clock)
6. ... ..does Tom never do his homework? (because he goes out with friends)

## SOME LESSON PLAN

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**Comité de Práctica Pedagógica**  
**LESSON PLAN**

**STUDENT TEACHER:** Ivan J Viloria Bernal      **SCHOOL:** INSTECAR      **GRADE:** 10  
**HOURS/WEEK:**      **UNIT TITLE:** Can vs Could      **LESSON DATE:**      **TIME:** 55 mins

<b>TASK/PROJECT/PROBLEM/ LEARNING OUTCOME</b>	<b>Performance indicators:</b>	<b>Lesson Teaching Points</b>
Based on this topic students will learn how to interact with others through the correct use of possibilities using can and Could.	<p><b>Knowing:</b> Identify key words in the text that allow you the differences between can and could.</p> <p><b>Doing:</b> Students will make sentences and will exchange theirs with others.</p> <p><b>Being:</b> Students will be able to differentiate their meaning and they will know how to use them.</p>	<p>Can – Could</p> <p>Possibilities</p> <p>Reading plan comprehension</p> <p>Cause/effect expressions</p>

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**Comité de Práctica Pedagógica**  
**LESSON PLAN**

**STUDENT TEACHER:** Ivan J Viloria Bernal. **SCHOOL:** INSTECAR **GRADE:** 9 **HOURS/WEEK:** 3  
**UNIT TITLE:** Present simple **LESSON DATE:** 27/04/2023 **TIME:** 55 minutes.

TASK/PROJECT/PROBLEM/ LEARNING OUTCOME	Performance indicators:	Lesson Teaching Points
With the guide text support, students will identify sentences taking into account the grammatical structures of present simple tenses.	<p><b>Knowing</b></p> <ul style="list-style-type: none"> <li>Identify regular verbs and irregular verbs.</li> <li>Differentiate correctly the grammatical structure of present simple tense in 3 ways (positive, negative and interrogative).</li> </ul> <p><b>Doing</b></p> <ul style="list-style-type: none"> <li>Write a short text about personal experiences and another classmates applying the grammatical rules of present simple tense.</li> </ul> <p><b>Being</b></p> <ul style="list-style-type: none"> <li>Recognizes</li> </ul>	<ul style="list-style-type: none"> <li>Present simple</li> <li>Regular verbs</li> <li>Irregular verbs</li> </ul>

**INSTRUCTIONAL ACTIVITIES**

Warm-up	Resources/Materials	Time
The teacher begins the class developing vocabulary activity based on daily routines and free time activities.	Guide Book (English Please 9 <sup>th</sup> ).	15 min

<p><b>Core activities</b></p> <p>The teacher will explain the correct use of the grammatical structures of present simple tense.</p> <p>After that, the students will develop an applied exercise taken from guided text.</p> <p>Next, will socialize the develop of exercises.</p>	<ul style="list-style-type: none"> <li>Images</li> <li>Copies</li> <li>Notebook</li> <li>Pencil</li> <li>Colors</li> </ul>	10 min
<p><b>Closure</b></p> <p>Finally, will develop a workshop taken from guided text.</p>		20 min

**ASSESSMENT:**

**Formative assessment: checklist**



**OBSERVATIONS AND COMMENTS:**



## Plan De Clase.

Período II

Grado = 8º

Grupos = 1, 2, 3.

Area = Inglés

Docente = Carmen M

Tiempo:

Competencias a Desarrollar:

Comunicativa (Lingüística, Sociolingüística, Pragmática).

D.B.P: Narra breves hechos actuales, situaciones cotidianas o experiencias propias, en forma oral o escrita.

Indicadores De Desempeño:

- Contesta, en forma escrita, preguntas relacionadas con textos que ha leído.
- produce textos sencillos con diferentes funciones (describir, narrar, argumentar, etc).
- Reconoce el propósito de una descripción en textos narrativos de mediana extensión.

Contenido (temas y subtemas)

Unit 1: Human Action environment, likes and dislikes, daily activities.

• Adverbs of Frequency

• Vocabulary (parts of the body, minor illnesses, eating disorders)

to have get.

## SOME UNIT PLAN

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UNIT PLAN

STUDENT TEACHER: \_\_\_Ivan J Viloria Bernal\_\_\_ SCHOOL: \_\_\_INTECAR\_\_\_ GRADE: \_\_\_All 8ths\_\_\_  
UNIT TITLE: \_\_\_Adverbs of Frequency\_\_\_ MODULE: \_\_\_\_\_ NUMBER OF LESSONS: \_\_\_4\_\_\_

<b>Basic Learning Right(s):</b> Express simple ideas about topic they know.	<b>Module Goal:</b> Identify in a simple way in English some of the benefits of exercising and having a balance comprehension in their holistic grown.	<b>Language functions:</b> Give them some information about the frequency percent of adverbs of frequency.	<b>Objectives:</b> Learn and identify the frequency percent of adverbs of frequency.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Create a written and oral presentation about the human actions on environment related to information with facts, details and references based on writing process.	<b>Knowing:</b> Understand the meaning of adverbs of frequency.  <b>Doing:</b> collaborative work, individual work.  <b>Being:</b> take into account others opinions and work.  <b>Learn:</b> Working in a team	Vocabulary Frequency differences	Classification task Identifying vocabulary Drawings Work whit the book

RESOURCES AND MATERIALS:

OBSERVATIONS AND COMMENTS:

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

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Comité de Práctica Pedagógica  
UNIT PLAN

STUDENT TEACHER: \_\_Ivan Viloria Bernal\_\_ SCHOOL: \_\_Instecar\_\_ GRADE: \_\_All 8ths\_\_

UNIT TITLE: \_\_Illnesses\_\_ MODULE: \_\_\_\_\_ NUMBER OF LESSONS: \_\_4\_\_

<b>Basic Learning Right(s):</b> Express simple ideas about topic they know.	<b>Module Goal:</b> Identify in a simple way in English some of the benefits of exercising and having a balance comprehension in their holistic grown.	<b>Language functions:</b> Ask and give simple information about the most common illnesses.	<b>Objectives:</b> Identify simple words and the most common illnesses.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Create a written and oral presentation about the human actions on environment related to information with facts, details and references based on writing process.	<b>Knowing:</b> Important vocabulary related to illnesses.  <b>Doing:</b> collaborative work, individual work.  <b>Being:</b> take into account others opinions and work.  <b>Learn:</b> working in a team.	Symptoms Differences Vocabulary	Classification task Identifying vocabulary Drawings Work whit the book

RESOURCES AND MATERIALS:

OBSERVATIONS AND COMMENTS:

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Comité de Práctica Pedagógica  
UNIT PLAN

STUDENT TEACHER: \_\_\_Ivan J Viloria Bernal\_\_\_ SCHOOL: \_\_\_INTECAR\_\_\_ GRADE: \_\_\_All 9th\_\_\_  
UNIT TITLE: \_\_\_Present Simple\_\_\_ MODULE: \_\_\_\_\_ NUMBER OF LESSONS: \_\_\_4\_\_\_

<b>Basic Learning Right(s):</b> Express simple ideas about topic they know.	<b>Module Goal:</b> Identify in a simple way in English some of the benefits of exercising and having a balance comprehension in their holistic grown.	<b>Language functions:</b> Ask and give simple information about present simple.	<b>Objectives:</b> Comprehend the correct use of present simple.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Create an oral and written expositive text about the effect of TIC in daily life based on information obtained from different sources.	<b>Knowing:</b> comprehend the correct grammatical structure of present simple.  <b>Doing:</b> collaborative work, individual work.  <b>Being:</b> take into account others opinions and work.  <b>Learn:</b> working in a team.	Structure Vocabulary Uses	Classification task Identifying vocabulary Drawings Work whit the book

RESOURCES AND MATERIALS:

OBSERVATIONS AND COMMENTS:

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

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Comité de Práctica Pedagógica  
UNIT PLAN

STUDENT TEACHER: \_\_\_Ivan J Viloria Bernal\_\_\_ SCHOOL: \_\_\_INTECAR\_\_\_ GRADE: \_\_\_9\_\_\_  
UNIT TITLE: \_\_\_Adverbs of Frequency\_\_\_ MODULE: \_\_\_\_\_ NUMBER OF LESSONS: \_\_\_4\_\_\_

<b>Basic Learning Right(s):</b> Express simple ideas about topic they know.	<b>Module Goal:</b> Identify in a simple way in English some of the benefits of exercising and having a balance comprehension in their holistic grown.	<b>Language functions:</b> Ask and give simple information about adverbs of frequency.	<b>Objectives:</b> Comprehend the correct use and take into account the differences between adverbs of frequency.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Create an oral and written expositive text about the effect of TIC in daily life based on information obtained from different sources.	<b>Knowing:</b> comprehend the correct grammatical structure, the special uses for adverbs of frequency.  <b>Doing:</b> collaborative work, individual work. <b>Being:</b> take into account others opinions and work.  <b>Learn:</b> teamwork	Uses Structure Vocabulary	Classification task Identifying vocabulary Drawings Work whit the book

RESOURCES AND MATERIALS:

OBSERVATIONS AND COMMENTS:

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Comité de Práctica Pedagógica  
UNIT PLAN

STUDENT TEACHER: \_\_\_Ivan J Viloria Bernal\_\_\_ SCHOOL: \_\_\_INTECAR\_\_\_ GRADE: \_\_\_10\_\_\_

UNIT TITLE: \_\_\_Should vs Could\_\_\_ MODULE: \_\_\_\_\_ NUMBER OF LESSONS: \_\_\_3\_\_\_

<b>Basic Learning Right(s):</b> Express simple ideas about topic they know.	<b>Module Goal:</b> Identify in a simple way in English some of the benefits of exercising and having a balance comprehension in their holistic grown.	<b>Language functions:</b> Ask and give simple information about Should and could.	<b>Objectives:</b> Comprehend the correct use and take into account the differences between Should and could..
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Summarize, with the student's support, information about causes and solutions of struggles between teachers and students.	<b>Knowing:</b> comprehend the correct grammatical structure, the special uses for could and should. <b>Doing:</b> collaborative work, individual work. <b>Being:</b> take into account others opinions and work. <b>Learn:</b> Teamwork	Uses Structure Vocabulary	Classification task Identifying vocabulary Drawings Work whit the book

RESOURCES AND MATERIALS:

OBSERVATIONS AND COMMENTS:

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

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UNIT PLAN

STUDENT TEACHER: \_\_\_Ivan J Viloria Bernal\_\_\_ SCHOOL: \_\_\_INTECAR\_\_\_ GRADE: \_\_\_11\_\_\_  
UNIT TITLE: \_\_\_Past Simple\_\_\_ MODULE: \_\_\_\_\_ NUMBER OF LESSONS: \_\_\_3\_\_\_

<b>Basic Learning Right(s):</b> Express simple ideas about topic they know.	<b>Module Goal:</b> Identify in a simple way in English some of the benefits of exercising and having a balance comprehension in their holistic grown.	<b>Language functions:</b> Ask and give simple information about past simple.	<b>Objectives:</b> Comprehend the correct use of past simple.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Supports points of view in oral and written signature, on topics of general interest, making use of expressions and structures studied.	<b>Knowing:</b> comprehend the correct grammatical structure of past simple. <b>Doing:</b> collaborative work, individual work. <b>Being:</b> take into account others opinions and work. <b>Learn:</b> Teamwork	Structure Vocabulary Uses	Classification task Identifying vocabulary Drawings Work whit the book

RESOURCES AND MATERIALS:

OBSERVATIONS AND COMMENTS:

DATE: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

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Comité de Práctica Pedagógica  
UNIT PLAN

STUDENT TEACHER: \_\_\_Ivan J Viloria Bernal\_\_\_ SCHOOL: \_\_\_INTECAR\_\_\_ GRADE: \_\_\_11\_\_\_

UNIT TITLE: \_\_\_When and While\_\_\_ MODULE: \_\_\_\_\_ NUMBER OF LESSONS: \_\_\_4\_\_\_

<b>Basic Learning Right(s):</b> Express simple ideas about topic they know.	<b>Module Goal:</b> Identify in a simple way in English some of the benefits of exercising and having a balance comprehension in their holistic grown.	<b>Language functions:</b> Ask and give simple information about when and while.	<b>Objectives:</b> Comprehend the correct use and take into account the differences between when and while.
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TASK/PROBLEM/PROJECT	Performance indicators	TEACHING POINTS	MAIN ACTIVITIES and ASSESSMENT MOMENTS
Supports points of view in oral and written signature, on topics of general interest, making use of expressions and structures studied.	<b>Knowing:</b> comprehend the correct grammatical structure, the special uses for when and while . <b>Doing:</b> collaborative work, individual work. <b>Being:</b> take into account others opinions and work. <b>Learn:</b> Teamwork	Uses Structure Vocabulary	Classification task Identifying vocabulary Drawings Work whit the book

RESOURCES AND MATERIALS:

OBSERVATIONS AND COMMENTS:



## **JOURNALS**

### **FIRST DAY**

On my first day of internship at the Institucion Educativa El Carmen (INTECAR), I felt a bit nervous and apprehensive about how my performance would be in class, how the teachers' attitude would be when receiving me in the classroom, how the children would react. By receiving a bachelor's degree practitioner for their English classes. Previously, I had already given classes to primary school children in my municipality, but I had never given classes on my previous high school. This really was a new challenge for me.

In 8°3 and 8°1 I started with a review of the test of first unit, although, it was a test that they were studying/doing with the teacher since the week before I arrived, it was a somewhat hard test for many children; there were students that didn't pass the test, but with the help of the topic explanation that I brought for the class, it was very easy and didactic for them. So most of them could understand and interpret the topic.

With the 11°1 students the class was much better, they were more orderly, obedient, more concentrated and participated more in the class. Anything they didn't understand they asked me at the time, they are boys who weren't left with doubts about any topic.

### **FIRST WEEK.**

My start of classes was tense at the beginning, I was a bit nervous about how the development of my practices would turn out, how my students' attitude would be while I was working in the classes, if I was going to receive enough support from the teacher of the courses or if the results that the practice teacher expected from me would be the ones expected by her and by me.

Honestly, the first week of classes went very well, I felt that I did things very well and that the students obtained something new and positive from me; Of course, in all classrooms there will always be one or more students who are more difficult to deal with and manage, but teacher Carmen was always there to help me with them.

With her help, having the classroom paying attention and working at all times will help me not to have problems with the students and the development of my practices.

## **Second Week**

In my second week of classes I felt a little more comfortable compared to the first week. I felt more familiar with the students, I had more confidence to talk to or ask Teacher Carmen anything and I felt more welcome in the classroom.

Unlike grade 10 2, I feel like I can work better in grade 10 1. I noticed that their attitude and aptitude to work was much better, the students were more orderly, they tend to talk less in class, there is more participation from them during class and the classroom is kept cleaner and quieter.

However, there are a lot of good students at 10 2. There are two young people who participate a lot in the English classes, they have a very good base of English in terms of knowledge, rules, meaning of words and for the elaboration of sentences. Which is very positive for me.

### **THIRD WEEK**

On my third week of classes I felt a little more confident, it was no longer nerves that I felt but I did not want to teach, I felt much more confident compared to the previous week, I wanted to start classes soon. At the beginning of the classes we made a brief review of the previous topic and a feedback to the guide that the teacher had assigned to them at the beginning of the unit; this time there was much more interaction and participation on the part of the guys, they seemed more interested on the themes.

After that topic we move on to the next. With the help of photocopies and the guides we were able to develop the theme very well; there were no problems when it came to the guy's participation and everyone understood the subject.

We made the introduction to the topics although it can differ from the topics we saw last week is that I felt they were not comfortable with teacher's methodology, but the most basic, the most common and easy to interpret by part of them. They find it easier to learn while they were paying attention and participating. It is the easiest way to catch their attention always organized and focused on the activities.

## Class Control/Attendance



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COMITÉ DE PRÁCTICA PEDAGÓGICA



### CONTROL DE CLASES Y OTRAS ACTIVIDADES CURRICULARES

PROGRAMA: \_\_\_\_\_  
DOCENTE EN FORMACIÓN: \_\_\_\_\_  
DOCENTE ASESOR: \_\_\_\_\_  
COORDINADOR DE PRÁCTICA DEL PROGRAMA \_\_\_\_\_

Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
	19-4-23	Observation day	4	Carmen Montes	Andrés Franco
	20-4-23	Observation day	5	Carmen Montes	Andrés Franco
	21-4-23	Reviewing test 1st term 8 <sup>3</sup> -8 <sup>1</sup>	2	Carmen Montes	Andrés Franco
	21-4-23	Class work 11'	1	Carmen Montes	Andrés Franco
	22-4-23	Trabajo extracurricular - Club de Inglés	2	Carmen Montes	Andrés Franco
	24-4-23	Entrega y revisión de nivelación 10'	1	Carmen Montes	Andrés Franco
	24-4-23	Discases - Vocab. 8 <sup>1</sup> -8 <sup>3</sup>	2	Carmen Montes	Andrés Franco
	24-4-23	Task solution (presen simp) classwork 9'	1	Carmen Montes	Andrés Franco

OBSERVACIONES:

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CONTROL DE CLASES Y OTRAS ACTIVIDADES CURRICULARES

PROGRAMA: \_\_\_\_\_  
DOCENTE EN FORMACIÓN: \_\_\_\_\_  
DOCENTE ASESOR: \_\_\_\_\_  
COORDINADOR DE PRÁCTICA DEL PROGRAMA: \_\_\_\_\_

Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
	25-4-23	Finishing the vocab. 8 <sup>1</sup> (ilness)	1	Carmen Montes	Andrés Franco
	25-4-23	Copring the vocab (begins) 8 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	25-4-23	Should vs Could (New topic) 10 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	25-4-23	Session replacement (6 <sup>3</sup> )	1	Reinaldo López	Andrés Franco
	27-4-23	Classwork - Present simp. 9 <sup>1</sup> -9 <sup>2</sup>	2	Carmen Montes	Andrés Franco
	27-4-23	Finishing the vocab. 8 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	27-4-23	Should vs Could 10 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	27-4-23	Day class replacement (all grades)	6	Reinaldo López	Andrés Franco

OBSERVACIONES: \_\_\_\_\_

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CONTROL DE CLASES Y OTRAS ACTIVIDADES CURRICULARES

PROGRAMA: \_\_\_\_\_  
DOCENTE EN FORMACIÓN: \_\_\_\_\_  
DOCENTE ASESOR: \_\_\_\_\_  
COORDINADOR DE PRÁCTICA DEL PROGRAMA: \_\_\_\_\_

Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
	2-5-23	Classwork - Write a dialogue 8 <sup>1</sup> -8 <sup>2</sup>	2	Carmen Montes	Andrés Franco
	2-5-23	Photocopy should vs could - Book/Exercises 10 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	2-5-23	Past Simple 11 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	4-5-23	Classwork - Ending Exercises (P.s) 9 <sup>1</sup> -9 <sup>2</sup>	2	Carmen Montes	Andrés Franco
	4-5-23	Checking homework - Adverbs of freq. 8 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	4-5-23	Past simple 11 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	4-5-23	Photocopy should-could (other) Book 10 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	5-5-23	Ending Exercises (P.s) 9 <sup>1</sup> -9 <sup>1</sup>	2	Carmen Montes	Andrés Franco

OBSERVACIONES: \_\_\_\_\_

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Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
	5-5-23	Exercises- Dialogue 8 <sup>3</sup>	1	Carmen Montes	Andrés Franco
	5-5-23	Classwork Sentences (he-she has) 8 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	5-5-23	Post simple (when vs until) Exercises 11 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	8-5-23	Checking homework - Classwork 10 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	8-5-23	Classwork (checking - presentation) Should Can 10 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	8-5-23	Adverbs of freq 8 <sup>3</sup> -8 <sup>1</sup>	2	Carmen Montes	Andrés Franco
	8-5-23	Remind adverbs of freq - EXPR. expressions 9 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	9-5-23	Remind Adverbs of freq. - Classwork 8 <sup>1</sup>	1	Carmen Montes	Andrés Franco

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	9-5-23	Adverbs of frequ. B <sup>2</sup>	1	Carmen Montes	Andrés Franco
	9-5-23	Can vs Could 10 <sup>1</sup>	1	Carmen Montes	Andrés Franco
	9-5-23	Phonology Past-simple 11 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	10-5-23	Exercises with adverbs of freq. B <sup>2</sup>	1	Carmen Montes	Andrés Franco
	10-5-23	Adverbs and expressions of freq. 9 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	10-5-23	Phonology Past-simple (finish) 11 <sup>2</sup>	1	Carmen Montes	Andrés Franco
	10-5-23	Quiz about adverbs of freq. B <sup>2</sup>	1	Carmen Montes	Andrés Franco
	11-5-23	Adverbs and expressions of freq. 9 <sup>1</sup>	1	Carmen Montes	Andrés Franco

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Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
	11-5-23	Phonary exercise - P. continuous while when 11 <sup>1</sup>	1	Carmen Montes	Andrés Arango
	11-5-23	Classwork Phonology 8 <sup>2</sup>	1	Carmen Montes	Andrés Arango
	11-5-23	Remind Adverbs and express. of freq. - Book 9 <sup>2</sup>	1	Carmen Montes	Andrés Arango
	11-5-23	Checking homework - Can - could 10 <sup>2</sup>	1	Carmen Montes	Andrés Arango
	12-5-23	Quiz Adv. freq. 9 <sup>2</sup>	1	Carmen Montes	Andrés Arango
	12-5-23	Quiz Adv. freq. 9 <sup>1</sup>	1	Carmen Montes	Andrés Arango
	12-5-23	Phonology - Practicin Adverbs 8 <sup>3</sup>	1	Carmen Montes	Andrés Arango
	12-5-23	Workshop How often 8 <sup>1</sup>	1	Carmen Montes	Andrés Arango

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Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
	12-5-23	Photocopy Post and Present Continuous 11 <sup>a</sup>	1	Carmen Montes	Andrés Franco
	15-5-23	Classwork	10 <sup>1</sup>	Carmen Montes	Andrés Franco
	15-5-23	Classwork	10 <sup>2</sup>	Carmen Montes	Andrés Franco
	15-5-23	Quiz - Photocopy	8 <sup>1</sup>	Carmen Montes	Andrés Franco
	15-5-23	Quiz - Photocopy	8 <sup>3</sup>	Carmen Montes	Andrés Franco
	15-5-23	Quiz - Debating answers	9 <sup>1</sup>	Carmen Montes	Andrés Franco
	16-5-23	Checking task	8 <sup>1</sup>	Carmen Montes	Andrés Franco
	16-5-23	Explaining Present simple	8 <sup>2</sup>	Carmen Montes	Andrés Franco

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Clase/Actividad No.	Fecha	Tema/Actividad	Nº de horas	Firma docente asesor	Firma coordinador de práctica
	18-5-23	Classwork - Present S. exercise	8 <sup>h</sup>	1	Carmen Montes
	18-5-23	Debate Quiz answers	9 <sup>h</sup>	1	Carmen Montes
	18-5-23	Quiz Con vs Could	10 <sup>h</sup>	1	Carmen Montes
	18-5-23	Precios	11 <sup>h</sup>	4	Carmen Montes
	23-5-23	Explaining Present Smr/Sentences	8 <sup>h</sup>	1	Carmen Montes
	23-5-23	Checking exercise	8 <sup>h</sup>	1	Carmen Montes
	23-5-23	Quiz	10 <sup>h</sup>	1	Carmen Montes
	23-5-23	Debating Past simple workshop	11 <sup>h</sup>	1	Carmen Montes

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Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
25-5-23		Quiz review	10 <sup>1</sup>	1	Carmen Montes Andrus Arango
29-5-23		Quiz review - Activity	10 <sup>1</sup>	1	Carmen Montes Andrus Arango
29-5-23		Simple Past	10 <sup>1</sup>	1	Carmen Montes Andrus Arango
29-5-23		Simple Present - Classwork	8 <sup>1</sup>	1	Carmen Montes Andrus Arango
29-5-23		Simple Present - Classwork	8 <sup>3</sup>	1	Carmen Montes Andrus Arango
29-5-23		Simple Past	9 <sup>1</sup>	1	Carmen Montes Andrus Arango
30-5-23		Review - Classwork S. Present	8 <sup>1</sup>	1	Carmen Montes Andrus Arango
30-5-23		Workshop - Simple Past	8 <sup>2</sup>	1	Carmen Montes Andrus Arango

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Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
30-5-23		Simple Past explanation	10 <sup>1</sup>	Carmen Montes	Andrés Frange
30-5-23		Past simple exercises	11 <sup>1</sup>	Carmen Montes	Andrés Frange
31-5-23		Checking sentences/explanation	8 <sup>3</sup>	Carmen Montes	Andrés Frange
31-5-23		Classwork - Past simple	9 <sup>2</sup>	Carmen Montes	Andrés Frange
31-5-23		Classwork	11 <sup>2</sup>	Carmen Montes	Andrés Frange
31-5-23		Present simple	8 <sup>2</sup>	Carmen Montes	Andrés Frange
1-6-23		Reading comprehension exercises	9 <sup>1</sup>	Carmen Montes	Andrés Frange
1-6-23		Exam	11 <sup>1</sup>	Carmen Montes	Andrés Frange

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Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
1-6-23		Reading Comprehension	8 <sup>2</sup>	Carmen Montes	Andrés Franco
1-6-23		Sentences about Post s.m ple	9 <sup>1</sup>	Carmen Montes	Andrés Franco
1-6-23		Post s. exercises - Comprehension	10 <sup>2</sup>	Carmen Montes	Andrés Franco
2-6-23		Exam	9 <sup>2</sup>	Carmen Montes	Andrés Franco
2-6-23		Exam	9 <sup>1</sup>	Carmen Montes	Andrés Franco
2-6-23		Present S. Negative/interrogative form	8 <sup>3</sup>	Carmen Montes	Andrés Franco
2-6-23		Present S. Negative/interrogative form	8 <sup>1</sup>	Carmen Montes	Andrés Franco
2-6-23		Exam review	11 <sup>1</sup>	Carmen Montes	Andrés Franco

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Clase/Actividad No.	Fecha	Tema/Actividad	No. de horas	Firma docente asesor	Firma coordinador de práctica
	5-6-23	Past simple classwork	10 <sup>1</sup>	Carmen Montes	Andrés Frango
	5-6-23	Final exam	10 <sup>1</sup>	Carmen Montes	Andrés Frango
	5-6-23	Drat Quiz Present simple	8 <sup>1</sup>	Carmen Montes	Andrés Frango
	5-6-23	Present s. Neg+inter. form classwork	8 <sup>3</sup>	Carmen Montes	Andrés Frango
	5-6-23	Final exam review	9 <sup>1</sup>	Carmen Montes	Andrés Frango
	6-6-23	Workshop: Present simple Neg+interrog	8 <sup>1</sup>	Carmen Montes	
	6-6-23	Reading comprehension	8 <sup>1</sup>	Carmen Montes	
	6-6-23	Final exam	10 <sup>1</sup>	Carmen Montes	

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	16-5-23	Explaining Con	10 <sup>1</sup>	1	Carmen Montes
	16-5-23	Post simple activity	11 <sup>2</sup>	1	Carmen Montes
	17-5-23	Checking answer / explaining Present s.	8 <sup>3</sup>	1	Carmen Montes
	17-5-23	Debate Quiz answers	9 <sup>2</sup>	1	Carmen Montes
	17-5-23	Debate classwork / Present Cont..	11 <sup>2</sup>	1	Carmen Montes
	17-5-23	Explaining Present simple	8 <sup>2</sup>	1	Carmen Montes
	18-5-23	Workshop / Activity	9 <sup>1</sup>	1	Carmen Montes
	18-5-23	Debate when - while	11 <sup>1</sup>	1	Carmen Montes

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## Extraescolar Activities/Pre-Icfes

✓ SIMULACRO DE SEGUIMIENTO ACADÉMICO

K7 SEGUNDA SESIÓN

am  
Grupos Educativos  
Abel Méndez

### RESPONDA LAS PREGUNTAS DE LA 1 A LA 10 DE ACUERDO AL SIGUIENTE TEXTO.

Lea el texto de la parte inferior y seleccione la palabra correcta para cada espacio. En las preguntas 1 - 10, marque la letra correcta A, B, C ó D en su hoja de repuestas.

#### VALENTINE'S DAY

Do you know what (0) \_\_\_\_\_ on February 14th every year? Many people exchange gifts, chocolates, cards and flowers. This is done to (1) \_\_\_\_\_ Valentine's Day. It's always a lot of fun to get card of some chocolates, but (2) \_\_\_\_\_ do we do this? There is a lot of (3) \_\_\_\_\_ about this day. One of the (4) \_\_\_\_\_ says that the original Valentine was a priest. It is said that the king Claudius II, had (5) \_\_\_\_\_ marriages because he thought that only unmarried men (6) \_\_\_\_\_ the best soldiers. However, Valentine continued to hold weddings for a lot of young (7) \_\_\_\_\_ in secret. When the king found (8) \_\_\_\_\_ he ordered soldiers to kill Valentine. Valentine's Day is (9) \_\_\_\_\_ the second biggest holiday for cards and gifts. Women buy (10) \_\_\_\_\_ 90% of the cards, but gentlemen still buy the most chocolates and flowers to give as a Valentine's Day

Ejemplo: (0)

A. Happens.

B. Appears.

C. Shows.

D. Passes.

Respuesta:

0 ☐ A ☐ B ☐ C ☐ D

1. A. Discover.  
B. Perform.  
C. Remind.  
D. Celebrate.

3. A. Imagination.  
B. Silence.  
C. Mystery.  
D. Prediction.

5. A. Forbidden.  
B. Denied.  
C. Rejected.  
D. Refused.

7. A. Couples.  
B. Teams.  
C. Groups.  
D. Pairs.

9. A. Before.  
B. Then.  
C. Now.  
D. Once.

2. A. Where.  
B. Why.  
C. When.  
D. What.

4. A. Essays.  
B. Stories.  
C. Reports.  
D. Letters.

6. A. Make.  
B. Making.  
C. Makes.  
D. Made.

8. A. Off.  
B. In.  
C. At.  
D. Out.

10. A. Almost.  
B. Only.  
C. Hardly.  
D. Just.

### RESPONDA LAS PREGUNTAS 11 A LA 18 DE ACUERDO CON EL SIGUIENTE TEXTO

lea el siguiente texto de la parte inferior y seleccione la palabra correcta para cada espacio. En cada pregunta 11 - 18, marque A, B, o C en su hoja de respuestas.

#### CHICHEN ITZA



Chichen Itza is the second (0) \_\_\_\_\_ visited of Mexico's archaeological sites. This place is visited by many people (11) \_\_\_\_\_ the popular tourist town of Cancun, (12) \_\_\_\_\_ make a day trip on tourist buses. In 2007, Chichen Itza's El Castillo was (13) \_\_\_\_\_ one of the Seven Wonders of the World (14) \_\_\_\_\_ an international vote. The tourism officials in Mexico were happy about this (15) \_\_\_\_\_ now think that the number of tourists visiting Chichen Itza (16) \_\_\_\_\_ double by 2012. (17) \_\_\_\_\_ monuments have closed to the public over the past few years. While visitors can walk (18) \_\_\_\_\_ them, they can no longer climb them or go inside.

Ejemplo: (0)

A. Most.

B. Much.

C. More.

Respuesta:

0 ☐ A ☐ B ☐ C

11. A. From.  
B. For.  
C. At.

13. A. Naming.  
B. Name.  
C. Named

15. A. If.  
B. And.  
C. Or.

17. A. Any.  
B. Some.  
C. Lost.

12. A. Who.  
B. Which.  
C. What

14. A. Before.  
B. After.  
C. Since

16. A. Will.  
B. Have.  
C. Do

18. A. Around.  
B. Above.  
C. About

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