

# **SPECIALIZATION IN ENGLISH LANGUAGE LEARNING AND TEACHING AS A FOREIGN LANGUAGE**

## **MODULE 3**

### **FINAL PROJECT**

**“TEACHING ENGLISH TO FIRST GRADE STUDENTS OF SECONDARY  
EDUCATION WITHIN AN INTERCULTURAL AND COMMUNICATIVE  
FRAMEWORK”**

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## INTRODUCTION

The purpose of this project is to describe and analyze in depth how teaching English to first grade students of secondary education takes place within an intercultural and communicative framework in a rural public middle school located in Pitiquito, Sonora Mexico. At the same it has the intention to show some applications of state-of-the-art teaching practices that include Information and Communication Technologies in an English classroom. This document constitutes the final requirement of the specialization in English language learning and teaching as a foreign language at the Universidad Pedagógica Nacional.

This paper consists on descriptions and analysis of a series of lessons intended for first grade students of public middle school. The topic of the unit is “Places and Buildings” and the teaching purpose is to enable the students to describe the place where they or other people live, as well as to ask the way or give directions. The topic was relevant for this specialization due the fact that it involves a lot of intercultural content and it is a feasible subject for deep analysis.

The reader of this document will find first some theoretical foundations that support all the academic work described in the application part of the paper. The theoretical foundations set the framework in which the teacher and the students developed their academic work. There are exposed theoretical basis about language teaching and language learning and they are all integrated into a particular teaching model developed by the author of this project. It is important to mention that there are developed some theoretical aspects of teaching drawn on the contents studied along this specialization program.

The reader will find a description of the professional identity of the author and will find insights of his own teaching philosophy. In addition, there are presented some breakthrough experiences that give relevance and justify the development of a peculiar teaching philosophy and how it relates to the theoretical basis explained early in the document.

At the end of the first section of this project, there is presented a testing model developed and adapted from the contents of the specialization to the assessment needs derived from the application of the series of lessons described in the document, the purpose was to design a way to measure the progress of the students learning on the English language.

In the second section of the project, there is included a detailed description of the application of a series of lessons intended to put into practice the concepts, theories and reflections derived from the work in the specialization program. There is included a complete lesson plan for all the sessions that formed the project, those lesson plans comprise clear goals and all the factors that influenced the decisions of the activities carried out in each lesson. Besides, there are incorporated some learning assessment instruments such as rubrics and analytical scales for the activities implied in the lesson plan. Those assessment are clearly laid out and accompanied by their rationale explanation.

Later in the same section, there is included a wide description of all the materials and resources for learning used in the development of the lessons, those materials vary from audios to readings, from audiovisuals to interactive, etc. Each material used is analyzed and explained.

The third section includes an extensive report of the lessons given with their corresponding critical analysis. The intention of this part of the project is for the reader to notice how the analysis take a critical stance by the author. That analysis implies critics on the teacher performance in regards of how the students are learning. This reflection leads to provide explanation about why and how the teaching practice of the author has changed over time.

A conclusions part is included almost at the end of the project, it involves discussions about what has been done in the project and how the studies in this specialization program has impacted on the authors teaching practice. Besides, there are included some considerations for the future related to changes in the stated teaching philosophy and the own teaching practice as well.

References and appendixes are included at the end of the document. This relevant references are included all along the paper and provide further information for the reader in case of extended information required. There are included some photos, materials, and examples of students productions in the appendixes section.

This document represents a moment for reflection on what has been done back in this program of specialization, it shows what has been learned and how it has shaped my particular way of teaching.

## I. THEORITICAL FOUNDATIONS

### THEORETICAL BASIS ABOUT LANGUAGE, LEARNING AND TEACHING MODEL.

Secondary teachers of public schools have to follow a well-established framework provided by the Federal Education Department. In the official program, the language system itself is not the core of the object of study, therefore specific descriptions of language such as traditional and transformational-generative grammars, structural, functional and discourse analysis have been adopted in a minor way and they have been adapted and transformed towards methods where communication is the primarily target<sup>1</sup> (SEP: 2006). Even though teachers have been provided with an official agenda, they have the flexibility to adapt what they consider pertinent for their teaching contexts.

Defining what language is could be a long endeavor, some of the most common conceptions of language involve the main purposes that it has in human life. According to Campbell and Mailman (2013) language is conceived as the channel to express thoughts and emotions, to make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

The 2006 syllabus has a particular point of view about what language is and the way it has be taught. A fundamental promise is that language is a complex object that serves not only communicative, but also for cognitive and reflection purposes, in such a way that the learner can comprehend the world and integrate himself into the

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<sup>1</sup> Secretaria de Educación Básica. Programa de Estudios 2006 Lengua Extranjera. México D.F 2006

society. Therefore language is seen as a mean to interact with the world by producing and interpreting texts, be it oral or written.

Understanding the origins of the different languages helps the teacher to reflect on what a language is and how it changes and affect people's life. It provides with an idea of the importance of language teaching profession. The arbitrary nature of the language may be confusing for students, I think that's why many learners quit the endeavor of learning a new language, it makes the students find the language too frustrating and with lack of sense. It is the educator's job to make it look simple and easy, and to motivate the student to continue with the learning for the rest of their life.

The syllabus of a foreign language learning for public secondary schools is aimed to enable the students to do what an expert language user does with the language, when interpreting and producing oral and written texts, preserving the social functions of such acts. In other words, the object of study is the social practices of the language.

Chomsky's structuralist perspective of the language helps to understand the components of a language and the way it works. Competence and performance need to be considered in the teaching of languages, and has been a topic of debate whether competence or performance has must have the same importance en the users of the language. If a person is competent in communicating in a foreign language (produce and receive) it doesn't matter how great or bad he does it, as long as he can get across his message, which is the main purpose of learning a language, communication. If a person is excellent in terms of performance, it might be a deeper proof of the number of hours of study in the foreign language or how immersed he has been to the language.



The theoretical foundations for the job we do in public secondary schools rely on Kolb's Model of Experiential Learning (1984). Basically, it states that learning is the result of active construction that every person do constantly and actively in making sense of the world by constructing or reconstructing meaning from the interpretation of personal experiences. (Kohonen: 1992) In other words, this conception of learning suggests that the human mind is looking constantly for balance, adapting new knowledge to the already fixated.

In public education, it is thought that a student receives from 270 to 300 hours of English instruction in secondary school, which serves as a basis to establish the level of competency that the learner must have by the end of his/her third grade, taking for that the Common European Framework of Reference for Languages as a reference. The COEFRL states that the student must be able to carry out all what the descriptor for the level A2 states.

*A2. Way stage. Students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms of his background, immediate environment and matters in areas of immediate need.*<sup>2</sup>

This ideal level of competency assumes that the students receive English lessons of great quality with highly qualified teachers, with no time constraints and all the needed material and pedagogical support. In order to achieve what the A2 descriptor establishes, the teacher must incorporate in his classes all the elements of the language, he must focus his teaching on form, grammar, lexis, the suprasegmental features of the language, functions, etc. just to name a few.

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<sup>2</sup> COE, 2001. The Common European Framework of Reference for Languages [on line] Available in [http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf) Last retrieved November 2013.

To analyze language functions is not an easy task, and it is part of our daily work. The context is determinant for meaning. An exponent like *I'm sorry* may have infinity of functions and meanings depending on the context. It would be useful for apologizing, show empathy, ask for forgiveness, ask for clarifications, etc. That is why sometimes it is hard to learn a foreign language.

Understanding the process of communication keeps the teacher aware that language is a system that incorporates countless elements, and that they shouldn't put any elements apart when teaching English classes, it is highly recommended to try to integrate them as whole in every lesson.

Language teaching have evolved over the years, nowadays teachers and researches are focused on looking for the best method, the fastest, with almost immediate results, all aimed to make the learner speak in a short period of time. And there is a tendency to punish and reject the old methods and practices (like the use of the grammar translation method in public education). It is important to adopt an objective and not passionate point of view in that matter, no method is so bad or wrong, there might be useful parts of those old faded teaching practices that can be rescued and adapted to the new needs on the teaching field. Teachers and students should recycle practices and adapt methods for the things that work best.

The terms acquisition and learning are frequently used in the English language teaching field, and they are commonly confused. According to Stephen Krashen (1982), students who attend to ESL classes in formal schools learn the language, they study its components, understand and reflect on how the language works, but it is never fully acquired. On the other hand, he sees acquisition as the natural way in which a native speaker develops and gains control of its mother tongue, it consists of rules and principles that are not available to conscious attention. In the acquisition

process the person is surrounded by the target language all the time. Besides, Krashen (1982) states that this acquisition can be promoted within the classroom.

Moreover, Krashen (1982) thinks that students are able to acquire a language when they are able to understand it within a context, and the target language should be a little above their current level of understanding. Teachers should not focus their chores to teach form, grammar, or spelling rules. They should introduce the new language into utterances containing language already known by the students. Krashen (1982) calls this comprehensible input, and at the same time provide the students with language which represent a challenge for them, language that is a little bit above their level of mastery. Furthermore, He states that the students should be learning in a safe, relaxed and secure atmosphere, in such a way that their level of anxiety gets reduced and let the students focus their attention to the reception of input, he thinks that production should not be forced in anyway.

## TEACHING PHILOSOPHY AND PROFESSIONAL IDENTITY

I have been involved with English language since I was a kid. I always loved the idea of being able to communicate in different languages. Since I was born and raised in Caborca, Sonora, a little town very close to the border with the USA, I have always had contact with English, most of the people living in Caborca speak that language too, with different levels of proficiency of course, but they are very competent. We have English everywhere, we see it in products we buy at the grocery store, in clothes we wear, on TV, on the radio, etc. we are surrounded by the American culture. So it was not very difficult to acquire the language in this context.

When I was in elementary school I began taking English classes, most of my teachers were native speakers of the language. In fact, here in my town there is a very fixated idea that a good English teacher must be a native speaker. And I grew up thinking that too, but later I realized that we were absolutely wrong, and I understood that being a competent user of a language doesn't make you a good teacher, there are a lot of aspects which integrate what a good teacher is. So learning English was not difficult, in fact, getting communicated in informal settings was a piece of cake. The real problem was when we had to deal with formal language. That was the actual task for the teacher and formal instruction in schools.

When I was in middle school I decided to learn a third language, so I enrolled in a French language course. It was fantastic, my teacher was a great teacher and I really enjoyed it. Unfortunately I was not able to finish the course; I just took half of it. But I really loved the experience and I am thinking on retaking the experience.

I continued my English classes until High School, and it was there when my "call for teaching" appeared. I had a wonderful teacher who inspired me to be an English teacher. I noticed how my classmates, who always struggled with English, were now improving and enjoying the English class. The teacher was terrific, and I wanted to become a teacher like him

I started teaching at the age of 19, I was a TESOL student in College when I decided to begin working as an English teacher in a private school, I thought it as a great idea since I would gain experience in teaching and earn some money to pay my tuition. I remember my very first day; I was supposed to work with first graders in Elementary school. It is not a nice memory. As a matter of fact, it did not turn out very well. It was there when I began reflecting on what makes a good teacher; I began questioning myself on the roles in teaching of grammar, meaning, functions, the motivational aspects, etc. I understood that this was a very difficult profession.

Since I was studying and working as a teacher at the same time, I understood in a deeper way the connection between theory and practice, and then I had arguments to participate and give opinions of value in my classes.

As a requirement to get my B.A degree, I had to take classes of a third language, so I enrolled in a French course again. I have had experience before with it when I was a teenager, and then I had the contact with it again but now I was being a teacher. Taking that course helped me to understand and remember how great, stressful and frustrating could be learning a language. Now I had a whole new perspective, I was analyzing and reflecting about learning a language since the point of view of a teacher. It was a great and useful experience.

When I finished my career, I began working as an English teacher in public elementary school; I was part of the predecessor program of NEPBE (National English Program in Basic Education) in Sonora. I taught from first to sixth grade. It was a whole new experience. Up to this moment, I was used to work with private school students, so the change to working with public school kids was significant. I had to face new challenges, I was in crowded classrooms, lacking materials, with very few time for instruction per week, etc. It was frustrating to realize that the progress I was used to get with my students in private schools was not reachable now. But on the other hand, the little progress my students did in this new school was absolutely more rewarding for me, because I knew how hard it had been to get there. And I began to respect even more the teachers who worked in the public system of Education.

A year later, I had the chance to work as an English Coordinator of the NEPBE in my state. There I had the chance to get to know many great teachers and to learn from them. I realized about their strengths, their needs and the great work they do. I had the chance to continue my education and I enrolled in a Master's program. I

attended to several training courses, conferences, symposiums, etc. they all contributed a lot to my professional growth. I began teaching English in a local university and it was a really enjoyable experience. Four years later I moved on, and I began working as an English teacher again, but this time as a secondary school teacher. It was a whole new challenge again.

Dealing with teenagers is not an easy task. Moreover try to teach them a foreign language. I faced new challenges such as overcrowded classrooms, lack of materials, lack of assistance for the teacher, time constraints, and lack of motivation of my students, a wide range of students with different backgrounds, and paramount, the difficulty of dealing with learners who are in the middle of cognitive, affective and biological changes. In spite of that, this new phase in my professional life is being really treasurable.

Nowadays I am working also as a High school teacher. I teach at Colegio de Bachilleres del Estado de Sonora. My students there are very different from the ones I have in secondary school. Each level has its own delight. Being a teacher of different school levels has been rewarding and satisfactory in all planes. I absolutely love it. Teaching in a school where the students are extremely challenging, have little to no parent involvement, and have extreme behavior and academic issues. It is the most rewarding kind of school to work in. it is not easy, as a teacher I have to be prepared, both academically and emotionally, but the experience is absolutely worth it.

I think my teaching philosophy is a result of the combination of different approaches. I have tried different philosophies, methodologies and methods throughout my career, depending on the requirements of the school that I have worked in, and I can certainly tell that there are no infallible methods; they all have their pros and cons.

I use to incorporate in my classes parts of different philosophies that have been successful for me. And I am aware that they won't work all the time, even if they were successful in the past nothing guarantees that it will be that way forever. Hence, adaptation is my motto.

I can say that I have an eclectic philosophy, it's like mix salad. I try to make my students feel comfortable in my classes, in a safe environment, to make them feel that English is reachable and useful for everybody. If I had to say which method my classes resemble the most, I would say that it might be the lexical approach, but not in a hundred percent. Sometimes for example, I reach grammar in different ways. Nothing is fixated.

I believe that the best philosophy is that one that works for the teacher and the students. It doesn't matter if it doesn't fit in the pre-established classical teaching philosophies.

## EVALUATION MODEL

Assessment is the word used in education referring to the judgments that the teacher or educator make about the learner's performance or progress. In the Mexican education system there is a distinction between evaluation and assessment that is not commonly distinguished in other countries. It is understood for assessment as the gathering of information about the learners progress, the information is collected within a period of time. On the other hand evaluation is considered to be the specific moments when the teacher collects information about the students' performance using well established tools or tests.

The previous conceptions about assessment make us reflect on the different tools, types and ways of doing it. Let's begin by stating that assessment can be formal or informal, depending on the time and the tools we use to assess. We usually assess informally when we collect information on the students' learning in different moments of the process. A typical routine of informal assessment is when the teacher observes the students performing tasks and he provides them with feedback. That feedback is generally delivered to the students in form comments or praises. The teacher collects and record what he observed and uses that information at a later time for a global interpretation of the learning evolution.

The formal assessment takes place when the teacher assess learners through very specific and objective tools, be it written tests or projects and he give the work a mark or grade. This formal assessment is usually carried out at very well determined moments of the school year and is part of the summative assessment. Brown (2004) states that formal assessment is linked to processes that have already been planned and prepared by the teacher. Formal assessment includes exercises or specific procedures that as teachers we need in order to enhance the skills and knowledge of our adolescent learners.

There is a wide variety of assessment tools that can be used in any language course. Specifically talking about tests, different types can be referred, they vary their structure and form depending on the purpose, the time and the type of skill they intend to measure. The diagnostic test is the first one that a teacher usually gives the students at the very beginning of the school year. The intention of the diagnostic test is to gather information about the previous knowledge the students have. This constitutes a basis for the startup work of the course. Another type of test that teachers usually give their students when they first meet is the placement test. The purpose of this test is to collect information about the level of English they have, with



this information to decide the course level they should go into, this type of test is not so commonly used in the public education system as we don't have a well-articulated system of levels of English.

When we finish a period, or what we usually call in secondary school "bimester" we need to assess what our students have learned, it is then when we use progress test, and it is part of the formative assessment. The information we collect with this type of tests help us to decide if we need to continue teaching a specific area or if it is time to move on to another topic. This information is extremely valuable for the teacher as it represents a guideline for his work. Besides it is a good tool to provide feedback to our students.

At the end of the school year, the public education system uses a set of standardized tests to determine how well our students have learned the contents of the whole school year. This kind of tests are called achievement tests, we English teachers in the public education system know them as "Examen de Carrera Magisterial". Even though this tests have many purposes, some of the merely administrative, they also provide the teacher valuable information about his performance and his students strengths and weaknesses.

Mackey (2006) mentions that although there are different purposes for assessment, we know beforehand that there are some tensions between pedagogical assessment that promotes learning and administrative assessment that seeks to obtain information about the performance of our students. This information is basically for management and accountability purposes

A different type of test is the so called proficiency test, this tests are getting more and more popular nowadays in young learners. This tests provide information about

how good the kids are at a language. The contents of this type of tests are not based on a syllabus. They do not measure isolated skills, they have a holistic perspective of the language knowledge.

When talking about assessment, it is very important to give the proper importance to self-assessment among the students. This implies that the learners make an analysis of their own strengths and weaknesses on the language and they can determine what areas to work harder. This is part of the metacognitive training that we have to provide our students with. A more popular form of assessment is the so called peer assessment. This assessment involves the valuation that a peer makes on our performance using checklists or any other informal instrument. These two types of assessment are aimed to make the student autonomous in their learning process.

Testing is a very complex area and it involves a lot of different assessment tasks, it can be mentioned the gap fill exercises, the multiple choice questions, the true and false questions, ordering, correcting mistakes, taking part interviews, conversations or role-plays, writing letters or compositions, dictations, etc. They all have a very specific purpose and are intended to gather information in regards to one or more basic skills of the language.

Some tasks to evaluate communication skills involve conversations and interviews, they can be carried out inside or outside the classroom, the students can write letters, reports, pick up information in a leaflet etc. The gap-fill exercise can be used to collect information in terms of accuracy of language use. They are rarely used to measure communication skills.

Composition tasks or conversations test many things together. A composition for example may provide information about the students' mastery of spelling,

handwriting, punctuation, organization of the text, paragraphing, vocabulary, fluency in writing, etc. A conversation can also provide information regarding to appropriacy, register, fluency, etc.

Some assessment task are easy to mark because of their nature and structure, like the fill in the gap exercises, the true or false tasks or the multiple choice tests. This type of tests are called objective tests. This type of tests are really handful when the teacher has a too many students.

The National English Program of Basic Education gives special importance to the use of portfolios for assessment purposes. A portfolio gathers representative evidence of the students' progress as it is formed with pieces of work from different moments of the school year. It often contains comments of the work the students did. This portfolios can be part of the formal and informal assessment.

Assessment is a subtle and delicate part of the teacher's job. This can become a powerful motivator or a devastating factor for the student. It is important to be aware of the influence our comments have on our students. Some tasks are easy to write and to mark, and we tend to use them regularly as we have very large classes but sometimes they do not reflect what we really need to know about our students, in other words, they may not provide valid nor reliable information.

A testing session, or assessment valuation doesn't have significance if they are not supplied with feedback comments. Our students need to know what they are doing right or wrong and what they can do to improve. This way, assessment becomes an aid to learning.

When we plan to assess our students we need to think about the reasons for doing it and then decide what kind of task is best to get the information we need. Those reasons determine if a task is valid and reliable

The approaches for assessment used in the lessons included in this paper involved formal and informal evaluation. The teacher observed how students performed some tasks without intervening and just recorded comments about it in an observation sheet, and in other cases, he provided oral or written feedback right away, for instance, when the students produced a brochure about the places in their community.

Besides, check lists, analytical scales to assess oral skills, self-evaluation and peer evaluation were used.

## II. APPLICATIONS

### LESSON PLANNING

The following lessons are intended for first graders. The topic of the unit is “Places and Buildings” and the purpose of the unit is to enable the student to describe the place where they or other people live, and to ask the way or give directions.

#### Session 1 Describing a town

Lesson focus: students will learn to give information about different places, to interpret a written text and distinguish the difference between a, an and the.

Warm up: the class will begin by asking the question “What can you say about your hometown?” Asking this question at the very beginning of the lesson is very important because it has the objective to activate previous knowledge and it will help to establish a context.

The teacher will ask the students to say names of the some cities and towns they have ever visited. He will also ask questions in regards to what they liked the most from those places. Afterwards the teacher will ask the students to say specific information about their hometown. The answers may be given in English or Spanish, the main purpose of this stage in the lesson is to set the context for the upcoming activities.

### Activity 1. Describing a town

The teacher writes on the board the name of three cities. Those cities are going to be mentioned in a conversation in the students textbook. The teacher will ask questions about specific information in regards to those cities and he will write the information on the board.

The teacher asks three students to read out loud a text from their student's book. Each student are going to represent each one of the characters in the conversation. While the nominated students read the text out loud the rest of the class will read along paying special attention to the clues given to determine Martin's hometown (Martin is one of the characters from the conversation). Students will circle in the text the information they consider important to determine the place where Martin is from. Teacher and Students will discuss their answers. (See appendix)

At this point of the lesson the teacher introduces a grammar aspect. The use of "a" and "the". The first one to establish that something is referred as one of many and the second one as the only one. For instead: "it's the capital of the state" and "it's a clean city"

It is important for students to reflect on the fact that "a" is an indefinite article used to allude to a general object, e.g. "a car", it could be any car without the specification of any one in particular. And on the other hand, "the" is a definite article used to determine a specific object, for instead "the car that is in the corner" A very important fact is that whilst the article "a" is always singular, the article "the" can be used indistinctively as plural and singular. This explanation can be done on the board.

### Activity 2. “The” and “a”

The teacher will ask the students to read the sentences in exercise two in their student’s book. He will split the class into two teams as if in a contest. The teacher will ask the students in both teams to give the answers of the exercise as fast as possible. The winning team will be those ones who gave the correct answers faster.

The teacher will then re do the exercise on the board and explaining the reason for each answer in order to ensure comprehension.

### Activity 3. Chat room

The teacher will ask the students to make teams of three. The teacher will explain the class that they will write a chat in their notebooks related to their hometown. The chat must be similar to the one they previously read in their student’s book.

Once the students finish writing the chat they will compare it with their classmates’ jobs. The teacher will ask them to exchange their notebooks in order to make corrections on the mistakes they see. Afterwards, they will return the notebooks to their original owners and they will have to re write the chat considering the corrections made by their classmates.

The teacher will monitor on the student’s progress by walking between the class rows checking their work in an unobtrusively way.

Wrap up activity. Vocabulary game. Teacher and students play a game to learn vocabulary. In groups of four students begin a competition of vocabulary. One

student will say a letter and each team have one minute to write as many words as they can that begin with that letter. The person with the longest list of correctly spelled word wins.

## Session 2. Describing a town

Lesson focus: students will learn to talk about different cities using adjectives to describe them.

Wrap up.

The teacher will ask the students what places of in the world they would like to go to. The class will be organized in teams of four and they will comment their preferences. The purpose of this activity is to set the students minds in the context needed for the lesson.

### Activity 1. Adjectives

The teacher tells the students to observe some photos in their students book (Appendix 2), the pictures are from different cities in the world. The teacher will copy the adjectives from the activity on the board and will ask the students to say which adjectives are considered positive and negative.

Then, the teacher will ask the students to choose the words that describe best each city and share their opinions with their classmates. The adjectives to use in this lesson will be “colonial, industrial, peaceful, clean, and polluted” and the cities to talk about will be Mexico City, Hermosillo, Zacatecas, Colima and Monterrey.

In this part of the lesson the teacher will introduce the grammar focus of the session. The use of connectors and and but. The teacher will ask the students to read again the exercise 1 in their books and determine by themselves the functions of and and



but. After the students give their opinions about the usage of those linking devices, he will explain the grammar on the board and then he will ask the class to read again the exercise 1 in their student's book and verify the functions in the text. They will then identify in how many sentences there indicate addition and how many indicate contrast.

### Activity 2. Guessing game.

The teacher will explain the class that they will play a guessing game. He will model the game with a student (the most advanced student of the class) and will ask the questions out loud for the student to answer. The book has a model to follow. Students will team up in two and will follow the example the teacher gave.

At the end of the activity the teacher will ask two or three teams to do the activity in front of the class. They will act out the dialogs.

### Activity 3. Reading a Brochure

In this activity the students are going to read information about a city in a brochure, specifically they will read about Guanajuato.

The teacher will ask the class to look at the brochures in their books, they include information about Guanajuato (See appendix). Teacher and students do a brainstorm about what they know about Guanajuato, the teacher will write the information on the board. Based on that information, the teacher will ask the class to read and to underline the cognates in the brochures. After that, students will check

their answers with their classmates. The teacher will ask for volunteers to say their discoveries out loud.

The false friends they will meet are: center, colonial, university, restaurants, comfortable, hotels, historical, monuments, international and festival.

#### Activity 4. Brochure design.

In this part of the lesson the students are to design a brochure. The teacher will ask the class to make teams of two because they will write and draw about their hometown. The students will follow the example from their student's book and will use the same adjectives to describe their town. The teacher will monitor on the students' progress walking through the lines offering help when needed.

#### Homework:

Students will bring the final brochure to the class, including images and directions. The products will be exhibited on the wall of the classroom.

#### Session 3 Talking about famous places

Lesson focus: students will learn and interpret oral and written texts that include descriptions of places

Materials: brochures describing the students hometown or from other cities, class CD.

Warm up. Brain storming

The teacher will ask the question “what can a tourist do in your hometown?” Students will bid for participation in order to give their opinions. The teacher will write the students answer on the board. The teacher will organize the class in teams of three or four, and will tell them that they will describe and show the class the brochures they brought from homework.

Even though this is just the wrap up activity and the main aim of the activity is to set the context, the teacher will ask the students to use English as much as they can. If they can remember a word they can look for their meaning in a dictionary.

In this part of the lesson the students get in touch with a text, in this case it is an oral text. This text is referenced to the topic of the unit and it contains the social aims to develop in the English subject.

Activity 1. Listening to a conversation

In this activity the students are going to listen to a conversation in the Class Cd. Before the students listen to the conversation in the CD, they are asked to read the conversation in their student’s book in order to get familiarized with the vocabulary (See appendix)

While the students read the conversation in the textbook they will try to discover the meaning of new words and they will discuss the main topic of the dialogue. The students will try to determine the words missing in the dialog. They will discuss the possibilities in whole class discussion.

Afterwards, the students will listen to the conversation in the CD player and will check if their guessing was right or wrong. After that, the teacher will choose a boy and a girl to be Martin and Amy (both characters from the conversation) and will ask them to do the role play in front of the class. The teacher will make interventions in the conversation in order to correct pronunciation mistakes and intonation. Then the teacher will ask the class to make teams of two in order to do the same in their seats.

The correct answers for the exercise are: prehispanic, colonial, modern, interesting and big.

#### Activity 2. Read and match

In activity two, the teacher will ask the class to look at the pictures in exercise two in their student's book and then he will ask where those people are, if they know the places in the pictures and what kind of activities can people do in those places.

Afterwards, the teacher will ask the students to read the first sentence of the exercise out loud and determine what picture the sentence is talking about. Then, the teacher will ask the class to do the rest of the sentences by themselves.

The sentences for this exercise would be: you can swim with dolphins, you can buy souvenirs and you can see a big flag.

#### Activity 3. Talking about towns nearby

In this activity students will describe towns near their hometown. The teacher will divide the board in three parts and he will write on each part the names of the three cities: Caborca, Hermosillo and Puerto Penasco. The teacher then will ask the students to write individually some ideas about those places. For instance,

Hermosillo is big and polluted, Caborca is small and modern, Puerto Penasco is small, modern and beautiful.

Then the teacher will divide the class in teams of three and will ask them to talk about those or other places they know. The teacher will walk through the teams to listen their conversation and make corrections when needed.

The voice tone and intonation is one of the strategies we can use to communicate our moods and feelings. That is why the teacher will make emphasis on the correct intonation and tones when students express ideas about those places.

#### Activity 4. Talking about my hometown

In this activity students will describe their hometown as if they were advertising it for tourists.

The teacher will ask about the different kind of activities people can do in Pitiquito (students' hometown). Students will provide with answers and the teacher will write simple sentences on the board using the verb "can". Then, the teacher will ask the class to do the same, focus their attention on activities to attract tourist to their town.

At the end of the activity the teacher will ask the students to interchange their notebooks in order to compare their notes. The teacher will monitor on the students' performance and will check their writing.

Wrap up: Vocabulary game

Teacher and students play a game to learn vocabulary. In groups of four students begin a competition of vocabulary. One student will say a letter and each team have one minute to write as many words as they can that begin with that letter. The person with the longest list of correctly spelled word wins.

Session 4. Talking about famous places

Lesson focus: students will learn to interpret written texts with touristic information.

Materials: a manila envelope with fragments of a touristic place description

Warm up: Guessing game.

The teacher will organize the class in teams of five. He will announce a guessing game. Each team should choose a city, and the other teams should guess what city it is asking questions such as: "Can you swim there? Can you go to the beach there?" and the answer can only be yes or no. Only one question is allowed per person.

The teacher will monitor the activity and will make emphasis on the use of English.

Activity 1. Writing a text with touristic information

The teacher will divide the class in teams of five and will hand out the manila envelopes with the description of the touristic place included in the student's book (See appendix). Each team will open the envelope and will have to form each paragraph of the text in a logical order, they are not allowed to see the text in their textbook yet.

The teacher will ask the students to read the text from page 139 in their student's book (see appendix) and they will check if they formed the paragraph correctly. Then the teacher asks the students to complete the exercise 1 in the same page. They are to identify in the text the paragraphs including descriptions, suggestions, tourist attractions and descriptions of locations.

#### Activity 2. Describing places (use of connectors).

In this part of the lesson the students are going to recognize the use of the comma symbol (,), and and then, to indicate sequence and addition. The teacher will ask the class to underline in the text the words used to connect ideas and the ones that indicates sequence.

The teacher will explain on the use of those grammar units and will ask the students to provide with examples for the explanations. The teacher will write the students answers on the board.

*And* and commas (,) indicate addition; then indicates sequence.

#### Activity 3. Reading about a famous place.

The teacher will ask the class to read about Merida. They will look at the information provided in the exercise two in their student's book. That information will constitute a basis to write a text similar to the one they read in exercise 1 of that same page.

The teacher will ask them to use a dictionary if they need to check meaning of words. The teacher will monitor on the students' progress checking unobtrusively that they are incorporating the use of connectors and commas in the right way in their writing.

Once they have finished their writing, they will make teams of three in order to interchange their pieces of writing and compare information.

#### Session 5. Describing places in town

Lesson focus: students will learn to describe places

Material: Class CD

Warm up: The class starts when the teacher asks the question: "What places do you know near your house?" Students give their answers and the whole class comment on that. The teacher says out loud words such as: church, restaurant, market, etc. The teacher asks the class to give examples like those ones and writes their answers on the board.

As a second part of the warm up, teacher asks again the question but now he asks about places near the school. Students give the same answers and the teacher writes them down on the board.

The purpose of this stage of the lesson is to set the context the students will be working and will brainstorm vocabulary.

#### Activity 1. Places around town

The teacher will ask the students to look at the pictures from exercise one in their students book (see appendix) and try to guess the names of the places. Then he will ask them to read the poem out loud and he will ask them that every time they pronounce a word similar in Spanish (cognates) to circle it. Then he will ask them to match the illustrations to the words.



The cognates the students will find in the poem are: bank, park, market, stadium, museum, restaurant and theater. The illustrations must match the words church, a square, a stadium, a restaurant, a bank, a park, a museum, two schools and a movie theater.

### Activity 2. Description of a city

The teacher will ask the students to read the description in exercise two in their student's book. Then the reading will stop at every blank space and a different student will continue reading and at the same time he will complete with the missing word.

Then the teacher will ask the students if they noticed something special in the missing words. The teacher will let the students come up with the meaning of the words by themselves. The words they have to reflect on are: there is, there are.

In this stage of the lesson students are to make inferences on how the language works by themselves.

### Activity 3. Pronunciation game

The teacher will divide the class in teams, each row will form a team. The teacher will ask the students to clap their hands every time they hear the accent in a syllable. As if it was a contest, the teacher will ask to each member of the team to pronounce a word from the exercise three in their books, the rest of the class must have their

books closed and they will clap when they hear the accent. The team would lose the game if the participant pronounces a word incorrectly or if the team claps in the correct syllable.

#### Activity 4. Reading a poem

The teacher will ask the students to make teams of two. Each team will read the poem in exercise one out loud. The teacher will monitor their pronunciation. Afterwards he will ask each team to entitle the poem, they must be original. At the end of the session each team will propose the name for the poem and the rest of the class will vote for the most original and appropriate.

#### Wrap up. Vocabulary game.

Teacher and students play a game to learn vocabulary. In groups of four students begin a competition of vocabulary. One student will say a letter and each team have one minute to write as many words as they can that begin with that letter. The person with the longest list of correctly spelled word wins.

## INSTRUMENTS OF LEARNING ASSESSMENT

The lessons described before involve the production of written assignments. It is important to determine what instruments for assignment will be appropriate for the teacher to use.

When it comes to writing activities, English teachers of public middle schools have a really hard time giving personal feedback to every single student they we have crowded classes. Ferris (2007) stated:

*“responding to student writing is one of the most challenging aspects of the writing instructor’s job, and it is certainly the most time-consuming.”<sup>3</sup>*

It is important to encourage the students to give and receive feedback from their peers, it is more convenient due the size of the class. Checking spelling with standard correction codes might be the answer. The teacher just signal the line with the mistake and the students have to re-read what they wrote and find out where the mistake is and then make the appropriate corrections. Through this kind of practices the teacher gives the students the chance to reflect on their writing and edit their own work. Hence, the teacher prevents the mistake of getting appropriated of the writing piece by making the corrections himself.

Besides, Brown (2007) coined the “connect reading and writing” approach which basically stated that students gain confidence and familiarity when they read, observe and have contact with a wide variety of texts. In such a way that they can

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<sup>3</sup> Ferris, D. (2007). Preparing Teachers to Respond to Students Writing. Journal of Second Language Writing

follow and imitate patterns of language, vocabulary choices, register, etc. And that is exactly what happened in the writing phase of the lesson described above, students followed an example of writing but they filled the contents with their own experiences and expectations.

The students will be given the following rubric to evaluate their piece of writing.

<b>Aspects to evaluate:</b>	<b>Null 0 Points</b>	<b>Needs improvement 1 Points</b>	<b>Satisfactory 2 Points</b>
<b>Content</b>	No comments on food, prices, or décor were included. The main topic was not reached at all in the paper	Some aspects of the main topic were present in the paper, there were brief comments on food and prices, but no details nor opinions included.	Great domain of the main idea. The review has opinions in regards to best foods, the cheapest dish, the atmosphere of the place, desserts, etc.
<b>Organization</b>	Incomprehensible ideas.	Some clear ideas but with confusing parts.	Clear ideas, not confusing or disconnected parts.
<b>Vocabulary</b>	Very limited vocabulary of food with incorrect words.	Some vocabulary of food with little mistakes.	Good choice of words. Variety in use of vocabulary of food.
<b>Language use</b>	A lot of grammatical errors. Incorrect use of prepositions.	Some grammatical errors but still comprehensible writing.	Correct use of words and without grammatical errors.
<b>Mechanics</b>	Wrong spelling, punctuation and use of capital letters. No connection of ideas between one paragraph and the other.	Few errors in spelling, punctuation and capitalization but well-connected ideas between paragraphs.	Good spelling, punctuation and capitalization. Good paragraphing and connected ideas.

This rubric would be given before students start working and the teacher will explain in detail what he expects from the assignment, also he will state outright what represent all the aspects included in the rubric for the assessment.

When it comes to the assessment of oral skills, it is important to consider a lot aspects present in the communicative act. According to Kuhlman (2008) speaking is an observable skill so it should be easy to observe, the teacher can just assign a topic to students and observe the achievements and errors they show during their performance.

In the lessons analyzed before, there was moment were the students had to carry out a speaking activity, here it is presented a basic rubric on how it was assessed.

<b>Aspect</b>	<b>1point</b>	<b>2 pts.</b>	<b>3 pts.</b>
<b>Accuracy (Grammar)</b>	Shows limited control of grammar and vocabulary	Shows sufficient control of grammar and vocabulary	Shows a good control of grammar and uses a range of appropriate vocabulary
<b>Fluency</b>	Extremely hesitant, very little range of vocabulary	Some hesitations and sometimes search for words	Speaks fluently without hesitations or search for words
<b>Pronunciation</b>	Frequent errors, not always clear enough to understand	Generally clear, reasonable control of stress and intonation	Very clear. Good stress and intonation.
<b>Interactive communication</b>	Difficulties maintaining simple exchanges. Requires a lot of support.	Maintains simple exchanges despite some difficulties.	Maintains simple exchanges with little or no support at all.

## **MATERIALS AND RESOURCES FOR LEARNING**

For the planning of any lesson it is important to get didactic materials and reference resources because they provide information about language points and sometimes they serve as an aid to determine classroom procedures.

Didactic resources facilitate learning, they enrich the sensorial experience and enable the acquisition and the setting of learning. Besides the use of any aid motivate and simulate the kids and foster their capacity of imagination in the learners. Besides, they save time while explaining new topics making easier the retention of vocabulary and contents.

For the lesson described above included the use of the course book Rally on 1 by Manual Luna y Adriana del Paso by McMillan editorials. This book was selected by the teacher at the beginning of the school year because it was considered to include an easy lay out and relevance in contents for students. Besides, the textbook includes some special sections such as a self-evaluation part, where the students have the opportunity to evaluate how they are doing and where they need more practice.

Additionally the textbook mentioned provides a marked collection of tasks for the students to integrate them into their portfolio. Those exercises represent the most relevant aspects of teaching and learning of a period. Besides, the class Cd was used for the practice of listening tasks. In some sections the students listened along the typescript included in the student's book.

The use of authentic material in the classroom gives the students the opportunity to have real contact with the English language, the more exposure the students have to English in all its forms the better benefit for the students. In the lessons described before there were used some resources on line like Viva Caborca <http://www.vivacaborca.com/> . This site offers touristic information about a small town near Pitiquito, the hometown of my students. In that place students had contact with non-graded English, that is to say, English intended for native speakers of the language. They had to analyze the information y make some exercises with it. Besides, they had to bring some brochures to class to analyze and imitate. Those brochures with touristic information about different places constitute authentic material. Moreover, students made use of white sheet of papers, cardboards, markers and colored pencils to make their own brochures and prepare materials for oral presentation.

It is important to say that there were used some audio visual materials, such as the CD player and a computer. The CD player was used in the listening part of the lessons, they helped to engage the students and activate the senses of sight and sound. Didactic materials specifically created for English courses are often supplemented by the teacher's explanations. They are not intended to substitute the teachers' tasks.

### III. DESCRIPTION AND ANALISIS

#### REPORT OF THE LESSON GIVEN AND CRITICAL ANALYSIS

The lesson focus of the session was for students to learn to talk about different cities using adjectives to describe them.

The first thing the teacher did was a warm up. The teacher asked the students what places in the world they would like to go to. The class was organized in teams of four and they talked about their preferences. The purpose of this activity was to set the students minds in an English context needed for the lesson.

The first activity was about adjectives. The teacher told the students to observe some photos in their photocopies, the pictures were from different cities in the world. The teacher copied the adjectives from the activity on the board and asked the students to say which adjectives are considered positive and negative.

Then, the teacher asked the students to choose the words that describe best each city and share their opinions with their classmates. The adjectives to use in this lesson were: “colonial, industrial, peaceful, clean, and polluted” and the cities they talked about were Mexico City, Hermosillo, Zacatecas, Colima and Monterrey.

Then, in the next part of the lesson the teacher introduced the grammar focus of the session. The use of connectors *and* and *but*. The teacher will ask the students to read again the exercise 1 in their photocopy and determine by themselves the functions of *and* and *but*. After the students give their opinions about the usage of those linking devices, the teacher explained the grammar on the board and then he asked the class to read again the exercise 1 in their photocopy and verify the



functions in the text. They then identified in how many sentences there was indicated addition and how many indicated contrast.

Usually the teacher presents grammar inductively in such a way that the students are not given the rules up front, but rather learn from trying different things, seeing what works and what does not. Through experimenting they figure out the grammatical rules on their own. But in some cases, when the teaching gets stuck, the teacher uses deductive grammar teaching, learners are given rules and statements about grammar up front and asked to apply them.

The second activity was a guessing game. The teacher explained the class that they were going to play a guessing game. He modeled the game with a student (the most advanced student of the class) and asked the questions out loud for the student to answer. The photocopy has a model to follow. Students got together in teams of two and followed the example the teacher gave. At the end of the activity the teacher asked two or three teams to do the activity in front of the class. It was conversation or role play.

The third activity of the session involved the reading of a brochure. In this activity the students read information about a city in a brochure, specifically they read about Guanajuato.

The teacher asked the class to look at the brochures in their photocopies, they included information about Guanajuato. Teacher and students do a brainstorm about what they know about Guanajuato, the teacher wrote the information on the board. Based on that information, the teacher asked the class to read and to underline the cognates in the brochures. After that, students will check their answers with their classmates. The teacher asked for volunteers to say their discoveries out loud.

The false friends they found are: center, colonial, university, restaurants, comfortable, hotels, historical, monuments, international and festival.

The fourth activity was about the design of a brochure. In this part of the lesson the students designed a brochure. The teacher asked the class to make teams of two because they had to write and draw about their hometown. The students followed the example from their photocopies and used the same adjectives to describe their town. The teacher monitored on the students' progress walking through the lines offering help when needed.

As the final activity homework was assigned. Students were asked to bring the final brochure to the class, including images and directions. The products were going to be presented orally and exhibited on the walls of the classroom.

## IV. CONCLUSIONS

During this specialization some approaches to second language acquisition were examined and discussed, as well as different ways and methods for instruction. It was clearly stated that they have appeared, evolved and drastically changed over time. It is useful for educators to know them well so they can become the foundations for our teaching practice.

Some theories complement each other or have served as a base for others. Teachers need to be aware of them so they can become the foundation for their daily job. There are many factors that hinder and foster the learning of a foreign language in the classroom; the most common factors are motivation, lack of resources, constraints of time, the social environment, etc. In order to make our students acquire English, teachers need to use English as the main language for communication in class, and hence, we should speak L2 as much as we can inside the classroom. It is important to make the students feel in a safe place, where English is reachable and comprehensible for everybody for at least 50 minutes.

This specialization led to reflections on my teaching in regards to the way of teaching to read and write. Analysis of some reading comprehension strategies used in classes took place, besides the study of different theoretical frameworks gave direction to my teaching practice. There was opportunity to discuss some principles on how to teach reading skills and there was also chance to learn some new ones. There was room for debate on the importance of time to practice vocabulary and language. Also I understood in a deeper way the benefits of promoting reading among my students.

During the specialization the use of technology was a key factor learn and to foster learning in the English classroom. There were new ideas on the use of key pals and blogs to provide reading and writing practice. Moreover, there were several sections where the writing skill was the core of analysis, a remarkable aspect student to mention is when there was pointed out the differences between terminology and styles in academic writing in Mexico and the US. Ways and styles for planning a writing course was covered in this specialization program.

It was clearly stated that Mexican teachers have the choice to adapt the planning procedure stated in the official agenda according to any particular context. I think it gives chance to be flexible to innovate, make research and, to some extent, to experiment new ways to approach writing. As stated in the document, teaching listening skills is a very difficult task. It is a receptive skill that may produce feelings of success or frustration.

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## **APPENDIXES**

Planification

(See next page)

GRADE: 1 <sup>st</sup>	GROUPS: A,B,C, D and E	SHIFT: Morning	Period:
SUBJECT: English		Session: 1	
UNIT: 5		TOPIC: Places and Buildings	
PURPOSE: to enable the student to describe the place where you or other people live, and to ask the way / give directions.			

TOPIC	COMPETENCY	CROSSCURRICULA CONTENTS	ACTIVITES	ACHIEVEMENTS	DIDACTIC RESOURCES	TIME	ASSESSMENT
Describing a town	Giving and obtaining factual information of a personal and non-personal kind	Breast Cancer Reading and Writing Process Reinforceme nt	<ul style="list-style-type: none"> <li>• Warm up: Brainstorming</li> <li>• Describing a town: using adjectives</li> <li>• <i>The and a : grammar focus</i></li> <li>• <i>Chat room: writing piece</i></li> <li>• <i>Wrap up: vocabulary game</i></li> </ul>	<p>Students can recognize and understand quotidian texts (public signs, notices, advertisements, maps, travel brochures, letters/e-mails and conversations) in order to use them purposefully (locate places, give directions and details about places and buildings).</p> <p>Can identify some details (characteristics/location of places, directions to get to a place) in order to follow directions, establish the logical order of instructions for getting to a certain</p>	Whiteboard  CD Player  Students book	50 "	<p>Fulfillment of Classroom tasks.</p> <p>Active participation</p> <p>Oral discussion take part</p> <p>Fulfillment of homework and other assignments</p> <p>Classroom attitudes</p>



				place, and complete/expand a gapped text/map and/or to respond to a conversation.			
GRADE: 1 <sup>st</sup>		GROUPS: A,B,C, D and E		SHIFT: Morning		Period:	
SUBJECT: English				Session: 2			
UNIT: 5				TOPIC: Places and Buildings			
PURPOSE: to enable the student to describe the place where you or other people live, and to ask the way / give directions.							
TOPIC	COMPETENCY	CROSSCURRICULA CONTENTS	ACTIVITES	ACHIEVEMENTS	DIDACTIC RESOURCES	TIME	ASSESSMENT

Describing a town	Giving and obtaining factual information of a personal and non-personal kind	Breast Cancer Reading and Writing Process Reinforcement	<ul style="list-style-type: none"> <li>• Warm up: Brainstorming</li> <li>• Describing places. Adjectives: polluted, colonial, industrial, clean and peaceful</li> <li>• <i>Guessing game: yes no questions</i></li> <li>• <i>Reading a brochure: Guanajuato</i></li> <li>• <i>Brochure design</i></li> <li>• <i>Homework</i></li> </ul>	<p>Students can recognize and understand academic texts (encyclopedic, historical and oral reports) in order to share with the rest of the class the information understood.</p> <p>Can identify some details (characteristics/location of places, directions to get to a place) in order to follow directions, establish the logical order of instructions for getting to a certain place, complete/expand a gapped text/map and/or to respond to a conversation.</p>	Whiteboard  Brochures  Students book	50 "	<p>Fulfillment of Classroom tasks.</p> <p>Active participation</p> <p>Oral discussion take part</p> <p>Fulfillment of homework and other assignments</p> <p>Brochure</p> <p>Classroom attitudes</p>
GRADE: 1 <sup>st</sup>		GROUPS: A,B,C, D and E		SHIFT: Morning		Period:	
SUBJECT: English				Session: 3			
UNIT: 5				TOPIC: Places and Buildings			
PURPOSE: to enable the student to describe the place where you or other people live, and to ask the way / give directions.							

TOPIC	COMPETENCY	CROSSCURRICULA CONTENTS	ACTIVITES	ACHIEVEMENTS	DIDACTIC RESOURCES	TIME	ASSESSMENT
Describing a town	Giving and obtaining factual information of a personal and non-personal kind	Breast Cancer Reading and Writing Process Reinforcement	<ul style="list-style-type: none"> <li>• Warm up: Brainstorming</li> <li>• Describing a town: using adjectives</li> <li>• <i>The and a : grammar focus</i></li> <li>• <i>Chat room: writing piece</i></li> <li>• <i>Wrap up: vocabulary game</i></li> </ul>	<p>Students can recognize and understand quotidian texts (public signs, notices, advertisements, maps, travel brochures, letters/e-mails and conversations) in order to use them purposefully (locate places, give directions and details about places and buildings).</p> <p>Can identify some details (characteristics/location of places, directions to get to a place) in order to follow directions, establish the logical order of instructions for getting to a certain place, complete/expand a gapped text/map and/or to respond to a conversation.</p>	Whiteboard  CD Player  Students book	50 "	<p>Fulfillment of Classroom tasks.</p> <p>Active participation</p> <p>Oral discussion take part</p> <p>Fulfillment of homework and other assignments</p> <p>Classroom attitudes</p>
GRADE: 1 <sup>st</sup>		GROUPS: A,B,C, D and E		SHIFT: Morning		Period:	
SUBJECT: English				Session: 4			

UNIT: 5			TOPIC: Places and Buildings				
PURPOSE: to enable the student to describe the place where you or other people live, and to ask the way / give directions.							
TOPIC	COMPETENCY	CROSSCURRICULA CONTENTS	ACTIVITES	ACHIEVEMENTS	DIDACTIC RESOURCES	TIME	ASSESSMENT
Talking about famous places.	Giving and obtaining factual information of a personal and non-personal kind	Breast Cancer Reading and Writing Process Reinforceme nt	<ul style="list-style-type: none"> <li>• Warm up: Guessing game</li> <li>• Text reading: cohesion</li> <li>• Grammar focus: sequence and contrasts</li> <li>• <i>Reading about famous places</i></li> </ul>	<p>Can use knowledge of the world to anticipate type of information required, expected ways of interaction and possible language needed when asking for and giving directions.</p> <p>Students can use language creatively and appropriately by choosing lexis, phrases and grammatical resources in order to produce short, relevant texts (travel brochure, advertisement, conversation) regarding places and buildings.</p>	Whiteboard  Cd player  Class CD  Students book	50 "	<p>Fulfillment of Classroom tasks.</p> <p>Active participation</p> <p>Oral discussion take part</p> <p>Fulfillment of homework and other assignments</p> <p>Brochure</p> <p>Classroom attitudes</p>
GRADE: 1 <sup>st</sup>		GROUPS: A,B,C, D and E		SHIFT: Morning		Period:	

SUBJECT: English				Session: 5			
UNIT: 5				TOPIC: Places and Buildings			
PURPOSE: to enable the student to describe the place where you or other people live, and to ask the way / give directions.							
TOPIC	COMPETENCY	CROSSCURRICULA CONTENTS	ACTIVITES	ACHIEVEMENTS	DIDACTIC RESOURCES	TIME	ASSESSMENT
Talking about a famous place	Giving and obtaining factual information of a personal and non-personal kind	Breast Cancer Reading and Writing Process Reinforceme nt	<ul style="list-style-type: none"> <li>• Warm up: Brainstorming</li> <li>• Places around town</li> <li>• <i>Description of a city</i></li> <li>• <i>Pronunciation game</i></li> <li>• <i>Wrap up: vocabulary game</i></li> </ul>	<p>Can concentrate separately on content or form, with the help of the teacher, peers or a similar text, to make adequate corrections on a first draft and produce a final version of a travel brochure, advertisement</p> <p>Can produce individual sentences in preparation to write a travel brochure or advertisement, and join them later using some linking devices ("", ", and, then) and prepositions (on, in front of, next to, beside) to make the text coherent.</p>	Whiteboard  Manila envelope  CD Player   Students book	50 "	<p>Fulfillment of Classroom tasks.</p> <p>Active participation</p> <p>Oral discussion take part</p> <p>Fulfillment of homework and other assignments</p> <p>Classroom attitudes</p>

**TEXTBOOK LESSONS DESCRIBED IN SECTIONS II AND III.**

Luna M, Del Paso A. Rally On 1. Macmillan Publishers.

SESSION  
**1**

## Describing a town.

**What can you say about your hometown?**

**1** Read the chat room conversation and circle Martín's hometown. Compare with a partner.

⏪ ⏩ ⏴ ⏵
🔍

Mxboy\_Martín : What about your hometown, Amy?  
 Amy\_blue: I live in Toronto.  
 Koshi\_asiansun: Tell us about Toronto. What's it like?  
 Amy\_blue: It's a big, cosmopolitan city. 😊  
 It's very modern.

Koshi\_asiansun: Is it polluted?  
 Amy\_blue: No, it isn't. It's a clean city.  
 Mxboy\_Martín : How about you, Kioshi. Where do you live?  
 Koshi\_asiansun: I live in Osaka. It's a very important economic and commercial city.

Amy\_blue: And you Martín? Tell us about your hometown, please.

Mxboy\_Martín : It's in the southwest. It's the capital of the state. It's not very big, and it isn't polluted. It's a clean colonial city. It's about 475 years old.  
 Amy\_blue: Wow! Does it have a university? 😊  
 Mxboy\_Martín : Yes, it has a university, an old cathedral and a beautiful main square across from the cathedral.

Martín's home town is

a) Puebla.  
 b) Oaxaca.  
 c) Monterrey.

**Reflect on language**

**Look at the sentences. Choose the correct option.**

It's *the* capital of the state.      It's a clean colonial city.

*the* = a) the only one      a = a) the only one  
 b) one of many      b) one of many

See Grammar Reference F on p 168.

**2** Complete the sentences with *the* or *a*.

1 Toronto is \_\_\_\_\_ modern city.      4 London is \_\_\_\_\_ beautiful city.  
 2 Mexico City is \_\_\_\_\_ very big city.      5 \_\_\_\_\_ city of Madrid is clean.  
 3 Paris is \_\_\_\_\_ capital of France.

**3** Work in pairs or groups of three. In your notebook write a chat room conversation talking about your hometown. Compare with a partner. Correct his / her work and give it back. Write a new version including your partner's corrections.

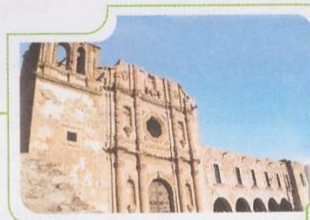
136 one hundred and thirty-six

1 Complete the sentences with the words in the box. Compare with a partner.

colonial industrial peaceful clean polluted

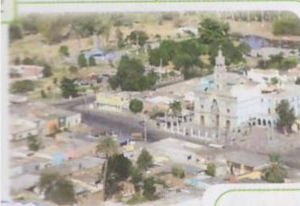


1



3

4



1 Mexico City is an attractive but \_\_\_\_\_ city.

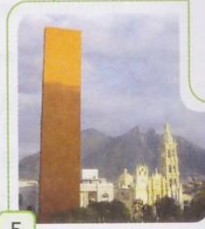
2 Hermosillo is a clean and \_\_\_\_\_ city.

3 Zacatecas is a beautiful and \_\_\_\_\_ city.

4 Colima is a small and \_\_\_\_\_ city.

5 Monterrey is a big and \_\_\_\_\_ city.

5



### Reflect on language

Read the sentences in exercise 1.

Circle the words that mean addition and underline the word that means contrast.

See Grammar Reference H on p 169.

2 Guessing game. Think of a city and describe it to a partner.

Student 1: *It's a beautiful colonial town.*

Student 2: *Is it Guanajuato?*

Student 2: *Is it Oaxaca?*

Student 1: *Yes, it is.*

Student 1: *No. It's in central Mexico.*

3 Read the brochure and underline the cognates.

**Visit Guanajuato!**

It's in the center of Mexico.

Visit our beautiful colonial university.

Enjoy our excellent restaurants and comfortable, luxurious hotels.

We are famous for colonial buildings, historical monuments and international cultural festival.

Guanajuato offers you all this and more!



unit  
5



4 In pairs, design a tourist brochure for your hometown.



## Talking about famous places.



What can a tourist do in your hometown?



56

1 Listen and complete the dialogue.

Amy: I really like Mexico. It's a country of contrasts.

Martín: Yes. We have three cultural influences: prehispanic, colonial and \_\_\_\_\_.

Amy: For example?

Martín: Well, you can visit \_\_\_\_\_ pyramids  
in Teotihuacán. You can find many \_\_\_\_\_ churches in Puebla  
and you can see \_\_\_\_\_ buildings in Mexico City.

Amy: And Mexico has \_\_\_\_\_  
geography, too.

Martín: Yes, there are three \_\_\_\_\_  
volcanoes in the State of Mexico  
and you can climb them.

Amy: Wow!



2 Match the activities with the places.

\_\_\_ You can swim with dolphins.

\_\_\_ You can see a big flag.

\_\_\_ You can buy souvenirs.



a

Cancún



b

Tlaquepaque



c

The Zócalo

3 Talk about Mexico. Use the information above or give other information you know.

Example: You can see two big pyramids in Teotihuacán.




4 In your notebook, write about what people can do in your hometown.









Read the brochure and answer the questions.



# Mazatlán



**(1)** Mazatlán is in the northwest of Mexico, 13 kilometers south of the Tropic of Cancer. It is called the 'Pearl of the Pacific'.

**(2)** Mazatlán is Mexico's principal Pacific coast fishing and commercial port, and it is an important tourist resort, too. There are 16 kilometers of beautiful beaches (Olas Altas, Las Gaviotas, Sabalo, etc.) and Mazatlán is also famous for its sport fishing (marlin, tuna, *dorado* and swordfish).

**(3)** There are many places you can visit in Mazatlán. First you can go to El Faro, 157 meters above sea level (the second highest lighthouse in the world!). Then you can go to the 19<sup>th</sup> century cathedral and to the Angela Peralta Theater built in 1865. You can also visit an aquarium with 52 tanks and 150 species.

**(4)** Visit beautiful, fascinating Mazatlán!

Which paragraph

- a) gives a description? \_\_\_\_\_
- b) makes a suggestion? \_\_\_\_\_
- c) mentions tourist attractions? \_\_\_\_\_
- d) describes location? \_\_\_\_\_



### Reflect on language

#### Match.

And and commas (,) indicate sequence.

Then indicates addition.

See Grammar Reference H on p 169.

- 2** Read the notes on Mérida, Yucatán. In your notebook, write a similar text to the one in exercise 1. Remember to use *and*, commas and *then*.

## M É R I D A

### The White City

**Location:**  
Southeast Mexico, 116 kilometers from Chichén-Itzá.

**Description:**  
Capital of Yucatán state.  
Beautiful colonial buildings, nice parks.

**Tourist attractions:**  
Cathedral (built 1598)  
Government Palace (built 1892)  
Casa de Montejo (built 1549)  
Mayan Cultural Center

**Suggestion:**  
Visit Mérida, a historical and cultural center!



unit  
**5**



# 5

## Describing places in a town.



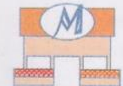
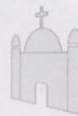
What places do you know near your house?



1 Read the poem and circle the cognates. Label the pictures below.

In my town  
 There's a church.  
 There's a bank and a park.  
 There are two schools.  
 There's a market and a square.  
 There's a stadium,  
 A museum, a restaurant and more.  
 But the movie theater is  
 The place I love the most.

by Lucy Wilkes



bank

2 Complete the description.

I live in a nice town. In my town \_\_\_\_\_  
 \_\_\_\_\_ a university and a police  
 station. \_\_\_\_\_ two hospitals and  
 two bus stations. \_\_\_\_\_ a  
 cathedral and \_\_\_\_\_ a gas station.  
 I love my town!

### Reflect on language

What expressions can you use to give simple information about a place?

\_\_\_\_\_

\_\_\_\_\_

See Grammar Reference J on p 170.



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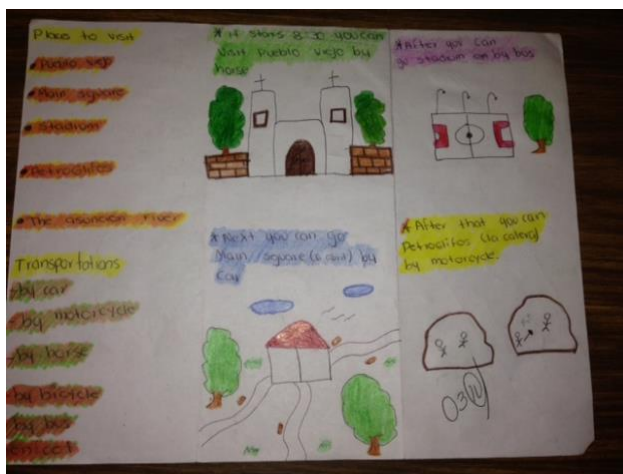
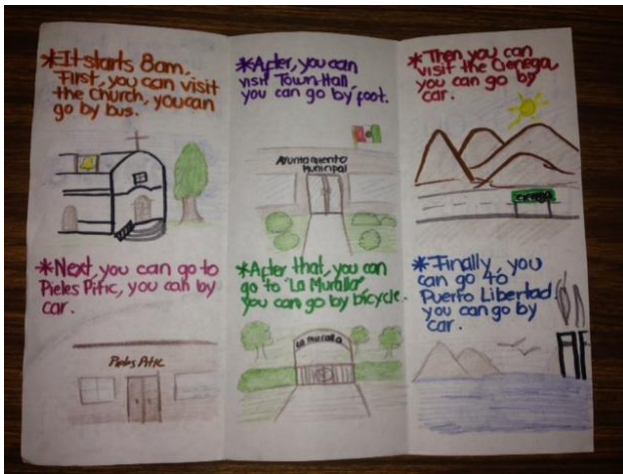
3 Listen to the words. Then listen again and say them with the stress on the underlined syllabl

- cathedral
- mauseum
- market
- movie
- restaurant
- station
- theater
- hospital
- stadium
- university
- police
- bank
- church
- park
- school
- sqare
- town

4 Work in pairs and read the poem aloud. Make suggestions to each other on how to improve your pronunciation. Then write a title for it.



Students 1st Grade and Sample Productions



Students drafting their presentations.



Textbook used

