UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

Cómo es Posible mejorar mi Práctica Docente siguiendo el enfoque de Brown para la pedagogía del lenguaje

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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How my Teaching Practice can be Improved Using Brown's Approach to Language Pedagogy

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Specialization in English Language and Teaching as a Foreign Language

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Mexico City, July 4th, 2022

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Introduction

Being a teacher is not an easy task. Depending on circumstances, teachers could play different roles. They must not only teach, but must also be mentors, counselors, professionals, researchers, among other roles. Likewise, they are parents, siblings, spouses, sons or daughters. In other words, teachers are kind of actors who have to play a specific role in a determined situation.

This does not happen in other professions. Professionals could actually be many of the roles listed in last paragraph, but they just have to complete their tasks. It is not necessary for them to play other actions that their professions ask of them. Therefore, teachers have to develop abilities and skills that they do not learn when studying their career. In addition, many people who work as teachers did not study a career in the pedagogy area. It is possible that they have decided to be teachers due to circumstances.

I am one of those people. I decided to be teacher after finishing my degree. I noticed that teaching was my calling, I decided to develop and improve my teaching work. As an English teacher, I realized that I was not satisfied with my teaching, and I sought to study a specialization or master's degree that would help me develop the necessary skills to be the teacher I wanted to be.

So, in the present document, I will present the findings of a process of transforming my teaching practice which I started one year ago. My work is based on theories and authors from the pedagogy field. Firstly, I am going to describe a lesson plan that I designed following said theories. I will also give and explain the

foundation and rationale behind the activities and the didactic sequence, material and assessment I chose for these lessons.

I have covered the four skills in this lesson: reading, writing, speaking, and listening. A brief description of what kind of feedback I usually give to my students will be explained. I have also applied an assessment I considered was adequate for my students. In addition, I will explain why I used an assessment that my textbook has.

In next part, I will give what I can get of the outcomes and the development of the activities. In other words, I will describe the findings of the lesson plan. To finish, in the section called "Conclusions", a reflection and analysis of the whole process of my teaching practice will be explain in detail.

My Teaching Philosophy

I usually consider teaching as a sui generis activity. It is not only important for teachers to have knowledge on various topics in the area of specialization, but also know how to teach these topics and how to get their students to build their knowledge. Many teachers are able to share their knowledge on specialized area, but few know how to create an environment in which their students improve, enhance their skills, abilities, knowledge, and values.

This is the main difference between people I call instructors, and teachers: the latter seek that their students develop all their abilities and knowledge, that all of them exploit their potentialities. (In this case, the relationship between student and teacher is horizontal.) The former tries to transmit their knowledge from their vantage point. (The relationship is hierarchical).

It should be noted that the main goal of acquiring a second language is to be a proficient user of that language. So, it is necessary that teachers know the perspectives on language teaching, and the pedagogical principles that guide good practices. Thanks to this, I am able to construct my own teaching style. Most of it was uncharted for me.

For other hand, being a teacher is not an easy task. Authentic teachers should play different roles. All depends on circumstances and their pedagogical goals. They must not only teach, but must also be mentors, counselors, professionals, researchers, among other roles. In addition, they are parents, siblings, spouses, sons or daughters. In other words, teachers are kind of actors who should play a specific role in determined situation.

I am one of this kind of teachers. I decided to be a teacher after finishing university. I noticed that teaching was my calling. As an English teacher, I realized that I was not satisfied with my teaching, and I sought to study a specialization or master's degree that would help me develop the necessary skills to be the teacher I wanted to be. In consequence, I decided to develop and improve my teaching work.

Before to enter to the specialization, I believed that good teachers were people who have vocation and love for their job. (In fact, I still believe it). But I currently consider that those characteristics are insufficient. It is also necessary to acquire certain skills and abilities that only study gives.

So, the main reason I have for studying the Specialization in English Language and Teaching of a Foreign Language (EEAILE by its acronym in Spanish) in the Universidad Pedagógica Nacional (UPN) was to improve my teaching practice, and to get several teaching techniques that let me create better learning environments.

As I have said above, educators should be aware of their different roles they have. Moreover, they should know the roles the students have as well. For me, it is crucial to recognize what kind of role my students might play in the classroom and throughout the class. As I have mentioned, knowing this allowed me to design activities that encourage and develop sociolinguistic and intercultural competences.

To sum up, throughout this exercise of reflection and analysis of my teaching work, I have verified that it is not enough to have a vocation to be a good

educator. I can now see how my teaching practice is. I am aware of the

unconscious mechanisms that leaded-and in some cases still leads- my teaching.

Fortunately, I already have tools that allow me to improve it. I am no longer a

servant of unconscious acts and beliefs. I am capable of leading, creating, and

recreating the teacher philosophy and the teaching I want. They are not the best,

but they are the ones I choose.

Lesson plan

Figure 1. Lesson plan. Identification cell

Author	Jesús Guadalupe Lozano Suárez
Educational stage	Level A1
Title of the lesson plan	Facts and figures
Learning objective of the plan / Competence	Students learn how to pronounce and use high numbers, and recognize comparatives from adjectives. They also learn how to use comparatives in real situations.
Communicative skill considered	listening, speaking, reading, and writing
Functions	-Comprehend aural conversations and role-play
Main grammar structure	Comparatives
Other grammar structure	Adjectives, numbers.
Brief description of the plan	This lesson consists of 4-hours class because the students take it from 9:00 am to 1:00 pm. I will explain what the students will learn. I will use visual resources to explain myself and will activate students' knowledge about their cultural knowledge.

The context of this lesson is general knowledge quizzes through which comparative adjectives are presented and practiced, and high numbers introduced. The lesson starts with a vocabulary focus on numbers greater than 100. In listening, students decide if they think some statements are true or false, and then listen to a contestant answering the questions on a quiz show. The quiz questions lead into grammar focus on comparative adjectives. This is followed by a pronunciation focus on stress in comparative sentences, and the schwa sound in *-er* endings. In Speaking, students put the grammar and high numbers into practice and role-play taking part in a quiz show. In writing, students write sentences using comparative adjectives and comparing two students. The lesson continues with a reading text about trivia nights in the UK and US. The lesson finishes with an assessment of the lessons (12 sessions). I use an authentic material in this case. Students watch a video and they respond a true-false test. |
| Hours of the plan implementation | 240 minutes |

Number of sessions	4-hour class (4 sessions of one hour each)
Contents required for the sessions	-Vocabulary and grammar structures reviewed in previous sessions (numbers, adjectives, sentence structure)
EEAILE tutor online	Alma García
Materials	Notebook, pens, lap-top, projector, internet, white board, markers, flashcards, textbook, videos, audios, oxford platform

Figure 2. Description of the lesson			
Step of the lesson	Teacher's activities	Students' activities	Session number
Before the lesson	The teacher asks his students to remember they have to compromise to their own learning.	The students reflect on the role they play into their own learning.	0
During the lesson	The teacher welcomes to his students to the class.	Students respond to the greeting and they express how they feel.	1
Warm up (20 minutes)	The teacher asks to one student to write the date on the board. He questions if the date is correct or incorrect. The teacher give feedback after each student's intervention. The teacher asks his students to reflect on the grammatical function of adjectives. He asks for volunteers. Each of them has to write on the board an adjective they can remember. The teacher give feedback after each student's intervention.	One student pass and write the date. The students respond if the date is correct or not. Several students pass to the board and write on it some adjectives.	
Developing (200 minutes) Vocabulary time (20 minutes)	The teacher tells to the class what the students will learn in that moment of the class. He starts to vocabulary. He asks to them to complete exercise a from page 74 from textbook (Appendix, image 1). Afterwards, he plays a track in order to students check out their answers.	Students try to guess the correct option. They check out their answers from the listening.	1

Grammar time (35 minutes)	The teacher explains the comparatives using concrete examples. He asks for two volunteers. Then, he asks to the class to compare volunteers' physical features. The teacher knows that the majority of students are not able to say in English that, so he explains how to form comparative from adjectives. Moreover, he explains the differences and the rules to form them from adjectives. The teacher give feedback after each student's intervention.	Students try to use comparatives intuitively. The students take notes. The students say their doubts.	2
	The teacher Tells to the students that they will play a game: three students will pass to the board. Another student will say aloud an adjective and the others have to write down the comparative. The teacher give feedback after each student's intervention.	Students complete the activity.	
Writing time (25 minutes)	The teacher chooses pairs of students. They pass to the front. He asks to the class to compare the pairs using comparatives. The rest of the class should write down on their notebooks a phrase (Subject + verb + predicate). The teacher give feedback after each student's intervention.	The students remember the sentence structure and write down several sentences.	2

Listening time (35 minutes)	The teacher reminds his students the mental block when listening. He also reminds them that listening activity should be repeated three times: in the first time the students have only listen to. In the second time, they have already read the questions of the activity and try to focus on special information. In the third time, they should review their answers. The teacher plays the listening from activity 2 (appendix, image 1). The teacher give feedback after each student's intervention.	Students follow the instructions and complete the exercise.	3
Recess time (25 minutes)			
Speaking time (35 minutes)	The teacher say that the students will play a role-play (appendix, image 4). He explains that they will be in a quiz show. He says in Spanish it they can find any cultural difference between that kind of shows and the shows that they already know (intercultural time). The teacher give feedback after each student's intervention.	A pair of students pass to the front and play the role-play. The students use their previous and the intercultural knowledge.	3
Reading time (25 minutes)	The teacher explains the activity that the students must complete (appendix, image 2). He reminds them that they can use the Spanish and their previous knowledge in	Students follow the instructions and complete the exercise.	4

	order to complete this activity, and that they need to recognize what kind of vocabulary they will face. In addition, he asks they to try to guess the meaning of unknown words. Then, he reviews the responses. The teacher give feedback after each student's intervention.		
Closing (20 minutes) Assessing time	The teacher asks to his students go to page 76 (appendix, image 3). Play a video of authentic material. Then, they respond a true-false activity. He reviews the responses with the group. The teacher give feedback after each student's intervention.	Students follow the instructions and complete the exercise.	4

Theoretical Foundation and Rationale Behind the Activities

The whole lesson that I have just describe is based on authors and scholars that I have studied in the Specialization in English Language and Teaching of a Foreign Language (EEAILE by its acronym in Spanish). In this part, I will explain how I have worked with language skills.in the classroom. Let me start to mention the theoretical foundation of vocabulary. According to Schmitt (2000) and Nation (1990), teachers have to encourage their students to use local, global, and cultural clues as well as context for guessing meaning of unknown words. I encourage my learners to take risks while they face new vocabulary. In addition, I reinforce explanations using mimicry or visual materials (flashcards or drawings) so that my students understand the meaning of new words.

So, when my students asked me about vocabulary they did not know, I showed the meaning using mimicry or examples. I also used real situations to explain the use and meaning of comparatives. I tried to speak the meaning of unknown words in Spanish or giving them the meaning in English. I appealed to my students to use their local and global knowledge. In other words, I sought my students used their previous knowledge.

Reading activities were selected by following Flesh-Kincaid's criteria. My learners are at a basic level. The readings they can read should consist of short sentences, short words, the number of compound verbs, and a number of complex sentences (EEAILE, s.f.). I made sure that the readings were also engaging to my students.

According to EEAILE (s.f.), it is important to use the schemata the learners already have: Content, linguistic, and formal Schema when educators teach reading activities. So, I use these schemata when I ask my students to reflect in the way they read, and after that I explain what these schemas are.

Therefore, I decided to use the reading of the lesson (appendix, image 1) because I considered it was adequate to my students' level. It meets all the requirements that Flesh-Kincaid's criteria asks for. It has simple and short sentences, in general. In addition, the number of compounds verbs is limited.

Students have to face difficult problems when improving the listening skill, and ELF teachers have to do arduous efforts for designing activities that encourage students' listening skill. As the authors of the Specialization in English Language and Teaching of a Foreign Language said (EEAILE, s.f.), "teaching listening skills is one of the most difficult tasks mainly because becoming successful at listening is achieved over time and after plenty of practice".

Hence students that are unable to determine the meaning that they receive from another speaker could feel frustrated. In consequence, it is important that teachers design listening activities that encourage students' learning, and promote listening skills as well.

Another problem that learners could face when they completing exercises on listening comprehension is called mental block. This occurs when students notice that they fail to listen and comprehend the messages they receive auditorily. This makes students feel discouraged and frustrated because they try hard to understand listening activities and find that they are failing. "This experience

contributes to students convincing themselves that they are not capable enough to understand spoken English" (Beare, 2022).

As ELF teachers, it is important to design listening activities that take into account students' background knowledge and experiences. There are two kinds of listening situations that we can use: Interactive and Non-Interactive. The former stands for activities in which we speak and listen alternately. For instance, face-to-face conversations or telephone calls. The latter stands for situations much more one-sided such as listening radio or television programs, movies, series, or lectures (EEAILE, s.f.).

A good lesson plan should be based on the stages of listening, the listening process itself. In addition, it takes into account some listening strategies (for instance, bottom-up or top-down processing), and difficulties that could occur while teaching listening. This lesson plan should also consider which materials are more useful than others depending on the learning objective. Good lesson plans take into account not only textbooks, but also use authentic materials or multimedia technology.

Our students should go through the stages that Kolker (2008) establishes as follows: A) Students recognize and differentiate the target language from other ones. The aim in this stage is that students become accustomed to the new language. B) Next stage is reached when learners are able to recognize isolated words. C) Students can recognize aurally words, phrases, and sentences boundaries. D) Students are able to find the core idea within a speech, it means

they can understand the main point. And E) In this stage, learners are able to follow the meaning of an aural message.

To conclude, it is important that teachers enhance their students with activities that do not stimulate authentic language in the classroom. It is common that teachers use materials that are frequently artificial. Hence EFL teachers should use within their classrooms various materials that encourage both students' interests and attention such as internet or YouTube videos. Other resource could be the authentic materials, defined as "materials that have been produce to fulfill social purpose in the language community" (Ross, 2007). These types of materials are important because "authentic materials are used to give students opportunities to encounter language as native speakers do" (EEAILE, s.f.).

I decided to apply the listening of the textbook (appendix, image 1) because I consider it meets all the requirements that I have said above. In addition, I believe that this listening could be considered as authentic material. What is an authentic material? As the authors of EEAILE said (s.f.), "any kind of text, aural, visual, written or otherwise, that has been produced for reasons not directly related to language teaching. Taking a real newspaper article, a video from You Tube, a song, etc. that was produced in a context other than a language teaching context will be called "authentic" even if it's "fake" (like a spoof on a newscast).

In this case, this listening was produced for reasons directly related to language teaching. It is true; however, I believe that this listening represents a real situation: a quiz game. "We can make use of authentic materials such as films, news broadcast, TV shows, restaurant menus, travel brochures, magazines,

newspapers, and assorted official forms (like the US visa, or for a scholarship)" (EEAILE, s.f.).

Regarding to speaking lessons, I follow Gilbert's theory (2008). He says that speaking consists of idea units. The basic unit in speaking is the "thought group". It is a boundary of words that a complete part. This is the main difference between writing and speaking: In the former, we use sentences and paragraph for organizing our speech; in the latter, we use thought groups as a main tool of expressions. For instance, a sentence could make up of some thought groups.

For other hand, speaking could be unplanned or planned (EEAILE, s.f.). The majority of our talks are informal and unplanned. That is another difference between speaking and writing. When we write something-a letter, a mail, a text, a work-, we usually plan our speech. In contrast, our talks are being constructed at the same time that it is happening. But we can plan a talk: when we will present a lecture or a report, etcetera.

Another relevant aspect of speaking is that speaking employs fixed phrases, fillers, and hesitation markers as well as contains slips and errors (EEALIE, s.f.) Due to the majority of oral communicative interactions are in real time and unplanned, it is necessary to use fixed phrases, fillers, and hesitation marks to fulfill possible talk gaps. That allows our mind to construct an accuracy speech.

Therefore, errors and slips could be happened. So, I try to create an environment in which my students can feel confident and safe. I am convinced that learners can only learn when they are not afraid of mistakes and slips. For that reason, I designed activities that encourage my students to express their ideas in

an oral channel, and not pay attention to their errors. In other words, I foster them not to monitor themselves all the time.

Other important characteristic that good speaking activities should have is that speaking is about something (EEAILE, s.f.), and that the conversation is interactive, purposeful (Richards, 2008). Speaking is about something because all messages have content. We talk to some topics that could be appropriate in some situations and people, and we cannot do this in other talks.

It is obvious that speaking is interactive because we send oral messages to a real-or at least potential-listener. And we expect that our interlocutor responds to our message by using the same channel. The oral communicative phenomenon is "collaborative and takes shapes over a series of turns" (EEALIE, s.f.).

Accuracy and fluency are important elements in speaking teaching. As the Richards said (1990), these elements are different between from each other. It is common to think that they are so closely related. But "accuracy (including control of grammar and pronunciation) is here seen as a component of fluency, rather than as an independent dimension of conversational skill" (Brown, 2007). So, there is a distinction between message oriented (focus on use) and language oriented (focus on usage) techniques. The former stands for the fluency and the latter stands for accuracy. So. "current approaches to language teaching lean strongly toward message orientation with language usage offering a supporting role" (Brown, 2007).

In consequence, the activities I applied were based on all I have said above. I wanted that they communicated their ideas in an oral way. Most of the activities

was on casual, unplanned talks. It should be noticed that my learners are in an elementary level (A1). So, I encouraged them to express themselves simple ideas focusing more in the accurate aspect of the speaking instead of fluency.

I give classes to my students on Saturdays. Each class lasts four hours. So, I designed activities that include the development of the four skills (listening, writing, reading, and speaking). My learners are between ages of 14 and 35 years old. As it could be seen, this group is heterogenous regarding to the age. It could be said that they take English classes due to they are interested in becoming English users.

Then, I will reflect about three sessions in which I sought that my students improved the four skills. I divided up my lesson into four parts. I have noticed that my learners are more confident. The skill that I believe they have improved more is reading. I think it is consequent.

Regarding to writing, I chose an easy activity: write down sentences. I encouraged my students to remember sentence structure: subject, verb and predicate. I tried to use authentic material as much as possible. "Writing should always have a purpose and convey meaning. Writing e-mails, recipes, commercials, personal information, small dialogues, for instance, are all examples of authentic writing. Even in classroom settings, find ways to make writing tasks as close to authentic as possible" (EEAILE, s.f.).

The Assessment Analysis

For testing, I chose to use an authentic material that the textbook has (appendix, image 3). It consisted of a video and a true-false test. In addition, I regularly assess my student in an informal way. In other words, I use a lot the formative assessment.

Are there any differences between assessment and tests? Brown (2004, p. 3) states that testing is defined as "a method of measuring a person's ability, knowledge, or performance in a given domain". On the other hand, assessment is "an ongoing process that encompasses a much wider domain [than testing]" (Brown, 2004, p. 4). Based on these references, I have made the conclusion that assessment and testing are actually different methods of evaluation.

I usually give feedback to my students after most of the activities they participate in. I consider this is important because I am convinced of the value of formative evaluation. I try to evaluate my students' progress and try to encourage them to continuously add to their own knowledge. I always tell them that they are responsible for the building of their own knowledge, abilities, skills, values, and attitudes.

In this lesson plan, I applied informal and formative evaluation. The former is defined as: when teachers "give to [the students] feedback on an assignment you are providing them with informal but process-oriented assessment. Therefore, informally telling learners about what they are doing well and what they need to work on is a form of assessment – not a test" (EEAILE, s.f.). This type of evaluation I constantly apply in my classroom.

The formative evaluation is based on an assessment process: "When providing learners with some formative evaluation, the assumption is that the assessment is about the students' current level of performance to inform future learning. In order to provide formative assessment, it is imperative for the teacher to provide the learner with some feedback on their performance" (EEAILE, s.f.).

The applied test meets the five principles of testing (Brown, 2004, pp. 20-22): practicality, reliability, validity, authenticity, and washback. The test is short and easy to administer. It was reliable because it is consistent and dependable. It has validity since I wanted to know if my students were able to comprehend aural and visual messages in a real situation. This is also associated with next principle: authenticity. As my students want to be a good English user, I decided to use a real situation as much as possible.

Finally, I tried to obtain a positive washback of this test because my students are aware of their own English proficiency levels, and they recognize that the test was with in their level of competency. When they finished, I gave them feedback with respect to their performance. So, I think I gave a positive washback from this test.

Results of the plan

It is time to report the outcomes of the lesson plan. To begin with, I think that I was able to successfully complete the lesson plan because the majority of activities I designed were accomplished. Regarding to the vocabulary and grammar, the activities were attractive and interesting for my students. They have manifested several times that they like that kind of interactive activities. They feel that mimicry and concrete examples are good tools to comprehend unknown words.

Regarding to listening activities, my students told me that they feel more confident when completing this type of exercises. That they have three times of listening helps them get correct answers. In other words, they are able to deal with mental block and unknown words when listening to, for instance, a conversation.

I always tell my students not to monitor every time. I have mentioned that it is important to develop confident when speaking, and that they should focus more on the message they want to send instead of if they have good or correct pronunciation, or are fluent. I always tell them that in communicative phenomenon there are two parts: speaker and listener. The later should questions for information to the speaker in order to decodify correctly the message he or she receives. So, when they hold a conversation, the listener should participate in the communication corroborating or asking for doubts. In conclusion, I consider my students were able to hold a well role-play successfully.

The reading and writing activities were good too. My students were able to deal with unknown words when reading because they did not question me about

them more than a few times. Instead of, they checked out their doubts looking up the meaning in the dictionaries I had already given them, or guessing the meaning of them.

Related to the assessing, I believe I need to improve the way I assess my students because I did not assess my students in a clearly way. I confused testing to assessment. Now, I can state that I test my students using tests and exams when they finish a unit (3 lessons) (Appendix, test 1). But the way I assess my students is with formative and informal assessment more than summative or formal one. But regarding to writing, I usually use rubrics for assessing said skill (Appendix, rubric 1). I often test listening and reading reviewing the exercises they usually completed from the book (Appendix, images 1 and 2). Related to speaking, I give feedback after my students participated in a speaking activity. But I follow a special rubric (Appendix, image 4) when I apply a summative and formally practice or test.

In addition, I need to diversify the evaluations. The test they completed (Appendix, images 5 and 6) was good because I was able to check out if they have understood the main idea of a video, but it was insufficient since it is necessary more and diverse types of test and practices to really know if they are constructing the knowledge I intend to.

Conclusions

Since I started to study in the specialization, I never imagined the wide range of outcomes that I would get. Now, I feel glad to be able to achieve this goal because I am really convinced that my teaching has improved a lot. In addition, I consider my teaching philosophy, my didactic sequence, the activities, the way I usually assess my students progress have been enriching and diversify a lot.

Studying the EEAILE not only taught me to design better activities, but also to know more and better my teaching practice. Moreover, I learnt to develop my lesson plans following clear and concrete pedagogical goals that help to develop my students' language and intercultural competences.

Before to enter to EEAILE, I usually planned my lessons following this criterion: my students need to develop only the speaking and listening. Now, I am aware and convinced of the importance not only of the four skills: speaking, listening, reading, and writing, and grammar and vocabulary, but also the intercultural competence. The English as a Foreign Language teachers (EFL teachers) should promote the idea of good English users instead of well English-speaker or English-listener. On the contrary, EFL teachers must encourage to their students to develop and improve their students' skills, abilities, values, and attitudes as well as the commitment that they must take to building their own knowledge.

The importance of designing a lesson plan that is based on authors that I knew in EEAILE is huge because now I am aware of I should pay attention not only to the activities that engage my students' attention and interesting, but also the way

I am going to assess if said activities were good or not, if they completed my pedagogic goals or not.

Something that I need to improve more is the use of media and technological material. I think I do not exploit all the resources internet and media have. It is necessary that I seek more tools that engage my students' attention and interesting when they are studying by their own. A good idea could be using more blogs, YouTube videos, etcetera.

In addition, I feel that I need to support my activities with more authentic material and more intercultural activities. I think I am not seeking enough activities that promote intercultural competence and practical situations that prepare my students to real world.

In short, I feel so glad to reach this point of the specialization and, moreover, the outcomes that I obtain. Now, I am more aware of my teaching practice and its needs. This helps my teaching practice develop better classroom settings so that my students feel more confident when learning English. This was and is my main goal: that my students become in real English users.

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Appendix

Image 1

Image 2

3 GRAMMAR comparative adjectives

a Look at the adjectives in the Quiz Night sentences. In pairs, answer the questions.

Using adjectives to compare two things:
1 What two letters do you put at the end of one-syllable adjectives, e.g. loud?
2 Why is big different?
3 What happens when an adjective ends in consonant + y, e.g. heavy?
4 What word do you put in front of long adjectives, e.g. dangerous?
5 What's the comparative form of good?
6 What's the missing word?
China is bigger _____ Japan.

b p.140 Grammar Bank 9C

4 PRONUNCIATION & SPEAKING
/ər/ sentence stress

a 9.19 Listen to the sentence. How is -er pronounced at the end of a comparative adjective? How is than pronounced?
A whale can make a louder noise than a lion.

b 9.20 Listen and write six comparative sentences.

c Listen again and copy the rhythm. Are the sentences true or false?

d Communication Quiz Night A p.107 B p.112 Play Quiz Night.

5 READING

a Read the first part of the article about trivia night. Do you have something similar in your country?

b Now read the Tips for how to win and complete them with A–G.

A Choose your team carefully.
B Don't be a sore loser.
C Don't cheat!
D Enjoy yourself!
E Keep your eyes open.
F Know about current affairs.
G Learn the big names.

c Look at these words from the article to do with quizzes. What do they mean? How do you pronounce them?

a team   an MC   an expert   to cheat
to memorize   to be a sore loser   to win

d Answer the questions with a partner.
1 Do you play any games or take quizzes with general knowledge questions, e.g. Trivial Pursuit?
2 Are you a good or sore loser? Do you ever cheat?
3 What TV quiz shows are popular in your country? Do you watch any of them? Why (not)?
4 Do you know anyone who loves a particular quiz show? Which one? Why?
5 Would you like to be a contestant on a quiz show? Which one?

TRIVIA NIGHT QUIZ

TRIVIA NIGHT!

A trivia quiz is a general knowledge quiz held in a bar or a restaurant. They started in the UK in the 1970s and have become very popular in the US in the last ten years. Friends form teams, usually of about five or six people, and they decide on a name for their team. The person who asks the questions is called the "MC." As the master of ceremonies, and the teams write their answers on a piece of paper. You can't use your phone to look for the answers! In some trivia night competitions, teams pay to be part of the event – from about $5 to $25 person – and the winning team gets the money. But a lot of trivia nights are free because restaurants and bars want people to come on nights that aren't usually busy, like Mondays and Tuesdays.

Tips for how to win

1 [ ] That's really what it's all about. And don't take it too seriously.
2 [ ] Make sure you have friends who are experts at different subjects.
3 [ ] Cell phones, reference books, newspapers, etc., are not permitted.
4 [ ] Find out about events in the news, especially politics.
5 [ ] Memorize the winners of recent and past sporting events, Academy Awards, Grammys, reality TV shows, political elections, etc., as well as the latest singles and album charts.
6 [ ] Always look out for new facts, wherever you are.
7 [ ] If you don't win, remember, there is always next time.

Go online to review the lesson

Image 3

5 Practical English At a restaurant

1 ▶ AN INVITATION TO DINNER

a ▶9.21 Watch or listen. Mark the sentences **T** (true) or **F** (false).

1 Jenny and Rob worked last night ☐
2 Jenny wants to read Rob's article ☐
3 It's Dédé's birthday today ☐
4 Rob and Daniel invite Jenny to dinner ☐
5 Jenny says yes to Rob ☐

b Watch or listen again. Say why the **F** sentences are false.

c ▶9.22 Read the information box. Listen and repeat B's phrases.

> **Responding to what somebody says**
> 1 A It's my birthday today.
>   B Happy Birthday!
> 2 A We won the game!
>   B Congratulations!
> 3 A I have my driving test tomorrow.
>   B Good luck!
> 4 A I got all my English homework right.
>   B Good job!
> 5 A I didn't get the job.
>   B Better luck next time.

d ▶9.23 Listen and respond with phrases from the box.

1 I got two goals this afternoon. (Good job!

2 VOCABULARY understanding a menu

a Complete the menu with **Main courses**, **Desserts**, or **Appetizers**.

Luigi's

1 course $21.00   3 courses $25.00

_____
Onion soup ●●
Mozzarella and tomato salad ●●

_____
Grilled chicken breast
with vegetables
Mushroom ravioli ●
Seafood risotto ●

_____
Homemade vanilla ice cream
with hot chocolate sauce ●●
Fresh fruit salad ●●
Tiramisu ●

b ▶9.24 What do the highlighted words mean? How do you pronounce them? Listen and check.

c Cover the menu. In pairs, try to remember what's on it.

Image 4

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Test 1

GRAMMAR

1 Complete the dialogue by putting the verbs in parentheses into the present perfect or the past simple.

A _Have you been_ (you / be) to London before?
B No, I [1]_____. This is my first visit. What about you?
A I [2]_____ (come) here last summer to study English.
B Did you [3]_____ (go) to Buckingham Palace?
B Yes, it's beautiful. Do you know, I [4]_____ (meet) Prince William about 10 years ago.
A Wow! I [5]_____ (not / meet) anyone famous.
B It [6]_____ (be) when he went to Budapest with his father. We all [7]_____ (wait) outside the town hall to see them. It was great.

	7

VOCABULARY

4 Write the past participle of the verbs.

Example: break   _broken_

1 do   _____
2 see   _____
3 give   _____
4 sing   _____
5 meet   _____
6 buy   _____
7 take   _____

	7

PRONUNCIATION

7 <u>Underline</u> the stressed syllable.

Example: for|<u>go</u>|tten

1 con|ti|nent
2 re|cent|ly
3 sound|track
4 ex|pe|ri|ence
5 e|pi|sode

	5

WRITING

Describe your life. Choose <u>two or more</u> ideas from the list. (75–100 words)

1 Your tastes (music, books, movies, etc.)
2 Your lifestyle (daily activities, ways to relax, etc.)
3 Your home (house, rooms, pets, etc.)
4 Your abilities (languages, musical instruments, etc.)
5 Your favorite places (in your town, for vacation, etc.)
6 Your work experiences (first job, worst job, etc.)

My tastes:
I like … music…

Writing total	10
Reading and Writing total	25

SPEAKING

1 Answer your partner's questions.

Now ask your partner these questions.

1 What was the title of the last book you read?
2 Did you enjoy it?
3 Have you read any books in English or any other foreign languages?
4 Have you ever written a story? When?
5 Would you like to be a famous writer? Why? Why not?

Image 5

Josefina Arredondo Sánchez.

Test 1

GRAMMAR

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B Yes, it's beautiful. Do you know, I ⁴ _have met_ (meet) Prince William about 10 years ago.
A Wow! I ⁵ _haven't meet_ (not / meet) anyone famous.
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VOCABULARY

4 Write the past participle of the verbs.

Example: break _broken_

1 do _done_
2 see _seen_
3 give _given_
4 sing _sung_
5 meet _met_
6 buy _bougth_
7 take _taken_

	7

PRONUNCIATION

7 Underline the stressed syllable.

Example: for|go|tten

1 con|ti|nent
2 re|cent|ly
3 sound|track
4 ex|pe|ri|ence
5 e|pi|sode

	5

Image 6

WRITING

Describe your life. Choose <u>two or more</u> ideas from the list. (75–100 words)

1 Your tastes (music, books, movies, etc.)
2 Your lifestyle (daily activities, ways to relax, etc.)
3 Your home (house, rooms, pets, etc.)
4 Your abilities (languages, musical instruments, etc.)
5 Your favorite places (in your town, for vacation, etc.)
6 Your work experiences (first job, worst job, etc.)

My tastes:
I like ... music...

Writing total	8	10
Reading and Writing total		25

SPEAKING

1 Answer your partner's questions.

Now ask your partner these questions.

1 What was the title of the last book you read?   I was red argullo y rej no
2 Did you enjoy it?
3 Have you read any books in English or any other foreign languages?   No, I haven't
4 Have you ever written a story? When?
5 Would you like to be a famous writer? Why? Why not?

My tastes:
I like listen to music. My lifestyle is ways to relax.
My home have two rooms I have three pets, cats and a dog.
My abilities is play basket bol and dance. My
favorite places are go vacation in the ocean and
to go to the park. My first job was in Caja Popular
Mexicana; my worst job was in the factory
because they give low salary. I like my life
and live with family.

RUBRIC

CONTENT (30 points maximum)

30-27 EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.

26-22 GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.

21-17 FAIR TO POOR: limited knowledge of subject; little substance, inadequate development of topic.

16-13 VERY POOR: does not show knowledge of subject; not-substantive; not pertinent; or not enough to evaluate.

ORGANIZATION (20 points maximum)

20-18 EXCELLENT TO VERY GOOD: fluent expression; ideas clearly/ supported; succinct; well-organized; logical sequencing; cohesive.

17-14 GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.

13-10 FAIR TO POOR: not-fluent, ideas confused or disconnected, lacks logical sequencing and development.

9-7 VERY POOR: does not communicate; no organization; or not enough to evaluate.

VOCABULARY (20 points maximum)

20-18 EXCELLENT TO VERY GOOD: sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register.

17-14 GOOD TO AVERAGE: adequate range; occasional errors of word/ idiom form, choice, usage but meaning not obscured.

13-10 FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.

9-7 VERY POOR: essentially translation; little knowledge of English vocabulary, Idioms, word form; or not enough to evaluate.

LANGUAGE USE (20 points maximum)

25-22 EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

21-18 GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

17-11 FAIR TO POOR: major problems in simple complex/constructions; frequent errors of negation, agreement, tense, number, word order/function, articles,

pronouns, repositions and/or fragments, run-ons, deletions; meaning confused or obscured.

10-5 VERY POOR: virtually no mastery of sentence construction dominated by errors; does not communicate; or not enough to evaluate.

MECHANICS (5 points maximum)

5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.

4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.

2 VERY POOR: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough

to evaluate.

Link to the video of a session

https://youtu.be/WRnZlg-b3TA