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“LESSON PLAN BASED ON INTERCULTURAL COMPETENCIES”

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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ATENTAMENTE



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ÍNDICE

Introduction	6
CHAPTER 1. Philosophy and Theory	7
1. My teaching context	8
2. My teaching identity	11
3. My teaching philosophy	13
4. Theoretical framework	15
5. Communicative competence	16
6. Intercultural competence	16
7. Intercultural Communicative Competence	17
8. Culture	17
9. Stereotypes and prejudices	18
10. Ethnocentrism	18
11. Culture in the classroom	18
12. Culture input	18
13. Intercultural approaches	19
14. Teachers' role	20
15. Authentic materials	21
16. Integrated skills	21
17. Five principles of testing	22
18. Traditional assessments	23
19. Bloom's taxonomy	24
20. Micro and macro skills	25
21. Assessments	27

CHAPTER 2. Lesson Plan	28
22. Lesson Plan based on Intercultural Competences	29
23. Class 1	33
24. Class 2	36
25. Class 3	41
26. Class 4	44
CHAPTER 3. Experience and report	49
27. Report and results	50
CHAPTER 4. Conclusions	52
29. Appendixes	55
30. Bibliography	64

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INTRODUCTION

This writing talks about intercultural competencies in the English Language Classroom, in the process of learning English as a foreign language, and about Meaningful Testing and Assessing tools; based on the topics reviewed during the unit 2a module 3 of The Speciality in Teaching and Learning English as a Foreign Language under the communicative approach model.

It explains a little about theoretical framework, in some points it is the use of mind maps in order to make it easier. Then it shares my teaching context and my teaching philosophy. Then it explains the points to choose my text book, the points to create my lesson plan and my testing and assessment tools that are shared in the appendixes; and even my student's profile.

The last part of this job consists on describing the possible problems or complications that my students could have, possible solutions or how to improve the class, the results and the conclusions of this assignment.

At the end of each lesson plan there are the rubrics for the evaluation and a video to show the class.

CHAPTER 1

Philosophy and Theory

My Teaching Context

My name is Ibet Anaid Morales Flores, I am 41 years old. Nowadays I am working in two schools, Marines English Center and Conalep Iztacalco 1. First, I am going to talk about Marines English Center (located in Coyoacan); It is a training centre authorized by the Anglo Mexicano, we have since babies until certifications with the Cambridge University. In this institute I have 6 groups:

1. Babies: children from 3 to 5 years, I work only with photocopies, no book no notebooks; we practice with songs, repetition and games, the class is completely in English, I am not authorized to speak in Spanish to them, they speak in Spanglish, they mix the words, but they learn so fast.
2. Children groups: children from 6 to 11 years old, I have two groups a basic one and an intermediate one. We use a book, the class is in English too, but here we explain a little of Grammar. They understand but it is a little difficult to produce. When they get to advanced courses, they are able to do it. The topics are explained with games, the classes are dynamic, the basic course is on line, and the intermediate one is in the classroom.
3. Normal groups: people over 12 years old -on line- I have two groups an intro and one basic. In the intros I can speak Spanish but in basic, it is mandatory to speak only English. In these courses we need to follow the methodology (warm up, vocabulary presentation, grammar explanation, control, semi-control, and freer drills, further practice, reading).
4. An accountant's group: accountants from a company who take courses on line. This group is so similar to the normal groups about methodology; the thing that changes is the students, they are really engaged to learn the language, do homework and answer the exercises immediately, the participate a lot in class although they are on line.

The other school is Conalep Iztacalco 1 I have two groups, they are in a very basic level, students are around 15 – 18 years. We use almost the same methodology, the problem is that students are here because it is mandatory, no because they want, it is on line too, but they do not turn their cameras on, they do not like to participate, so you need to motivate

more and more and more, and invent new games try new platforms but despite it is kind of difficult working with this type of groups.

For working on line, I needed to learn about platforms like meet, zoom and teams for giving classes, word wall, kahoot and others for activities on line. But it is very interesting and a really challenge to apply everything that I have already learn in this specialization in order to improve my classes every day.

My Teaching identity

About my Teaching identity, I'd like to talk about it.

I need to identify the type of students that I have, by the way, the kind of group. It is an intro level, with different ages, and different location, I have one from Oaxaca, two from Canada and the others from CDMX.

Then I start to prepare my lesson plan taking in consideration the ages, the level, the activities that they like more and the kind of exercises which are easier to them. And consider that even when you have your class prepared, something could change.

I always consider that the most important in my class is to have my students motivated, when they arrive, I like to ask them How are you? How was your weekend?

If you know something about your student's personal life, you can ask something about it, it makes them feel important and conformable.

After that I start with the task, following every step in my lesson plan, and now that I have read the task approach and Kolb's method, I think I am in the correct way, I need to improve a lot, but little by little, I know I will do it.

I have worked for more than 15 years as a teacher in different educational context, I do not have a lot of experiences but I like to prepare myself and continue learning, because I want to be a better teacher.

My Teaching Philosophy

For creating my own teaching philosophy, I considered the next points:

- ❖ Our students have different characteristics
- ❖ They live different situations
- ❖ They have different learning styles
- ❖ They need to be motivated, so the teacher needs to be motivated too
- ❖ We need to learn every day the different tools, activities, platforms, media that we have around us to make our classes more participative, interactive and different day by day
- ❖ Teachers need to be in constant preparation, and updating.
- ❖ When we share our experiences, we teach someone else about it, but also, we learn from our partners and teachers.

About my Teaching philosophy, that is my favourite part, the first thing that I need for starting my lesson plans is focussing in the type of students that I have, as I wrote before I have different kind of students, since 2 years old babies until adults.

If you focus on your students, if you become part of them, your class is going to be easier. Sometimes when you ask about their day maybe they arrive with a boring face, but when they start speaking about themselves their mood change, (it does not matter if they are children or adults) the class becomes in a good way.

It is important that they feel they are part of something and then they start to work in the way that you want. Having this part, you can use any kind of tool and apply the different activities that you have, if you guide your students step by step, they start to produce.

I am glad to be in this group because my partners share different ideas according with their own experiences, and they always help me when I have a trouble. I suppose it is how my students feel when they do not understand anything, and I want to be the one who change that feeling, the one who encourage them to follow.

Theoretical Framework

Communicative Competence

Communicative competence includes verbal and non-verbal communication, that includes knowledge about grammar, vocabulary, pronunciation, etc., it also includes knowledge of the social context so that the use of the grammar is done at the appropriate time. In other words, language is used in order to interact effectively in the social context in which the language is spoken. Hymes (1971). The context or situation, the relationship between the speakers, and the sociolinguistic rules determine what is said and how it is said. Communicative competence refers to both verbal and nonverbal communication.

Intercultural Competence

Intercultural Competence refers to communicating effectively in a range of diverse cross-cultural contexts. Byram (1997) suggests an Intercultural Competence Model, in which he describes that second language learners must possess certain characteristics that will be mentioned below in order to communicate effectively with people from different countries.

a) Intercultural attitude: the curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

b) Knowledge of social groups: the general processes of societal and individual interaction.

c) Skills of interpreting and relating: the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

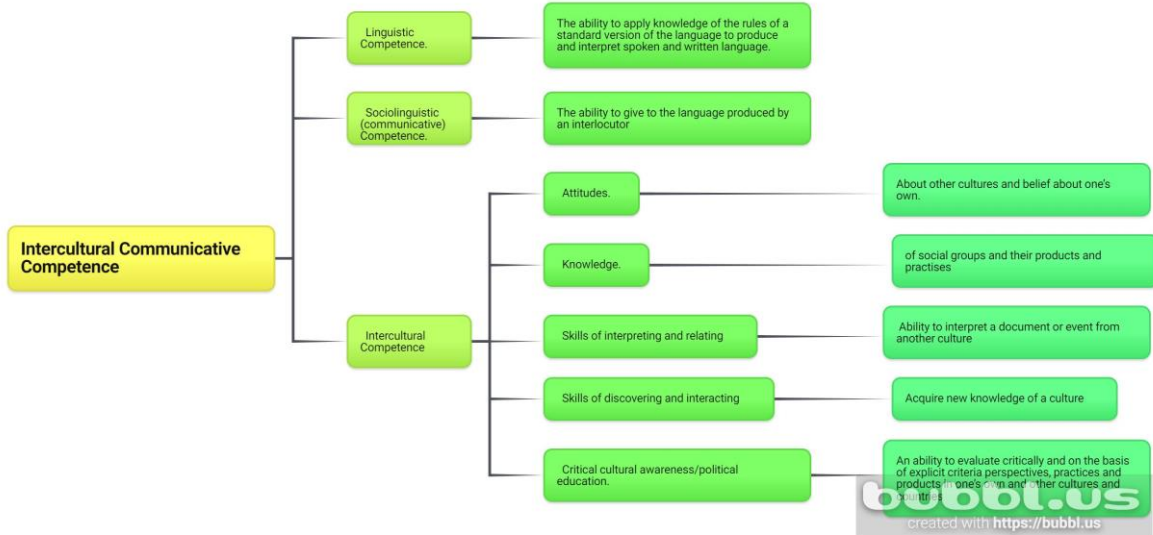
d) Skills of discovery and interaction: the ability to acquire new knowledge of a culture and cultural practices

e) Critical cultural awareness: the ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Intercultural Communicative Competence

The next table shows the “*Byram’s conceptualization of intercultural communicative competence*”

<http://go.bubbl.us/d65379/b3c3?/Outline-Right-Align>



adapted from Spencer-Oatey, H. & Franklin, P. (2009). Intercultural interaction. London: Palgrave McMillan, p. 66

Culture

According to Tylor (1871) “culture includes knowledge, beliefs, art, morals, law, customs and any other skills and habits that man acquires as a member of a society”. Kroeber & Kluckhohn (1952) think the culture has some characteristics:

- * Culture is shared; it is made up of a group of people who share similar beliefs and values.
- * Culture is contextual; it arises in various contexts, settings, and history.
- * Culture is Dynamic; it is not static, it changes over time due to various factors such as economic change, the advancement of technology, etc.
- * Culture is learned by interacting with our family and friends, at school and in various

contexts in which we are part.

- * Culture is unconscious; we learn it from the moment we are born through observation, listening and imitation, this is how we learn what is correct and what is incorrect.

Stereotypes and prejudices

According to Brislin (1981), stereotypes are a type of categorization of a group of people who share certain characteristics. That is why beauty is different in every country, although we have similar stereotypes, it could change according to your culture. There are positive and negative stereotypes that do not necessarily favour the idea of a group of people. On the other hand, a prejudice is a negative attitude about the culture of a group which is not known (Martin & Nakayama, 2010).

Ethnocentrism

It refers to the belief that the group to which one belongs is superior to other groups, considering that their beliefs, values and ways of acting are the only correct ones, this generates little openness to knowing and understanding other cultures.

Culture in the classroom

The classroom is a space of cultural creativity, of cultural encounters with a community of practice called “the third culture in the classroom”, it is called that way because the students find in this a neutral space in which they can create and explore and become aware of their own culture and contrast it with the culture they are learning or even with other cultures. Kramsch (1993).

Cultural input

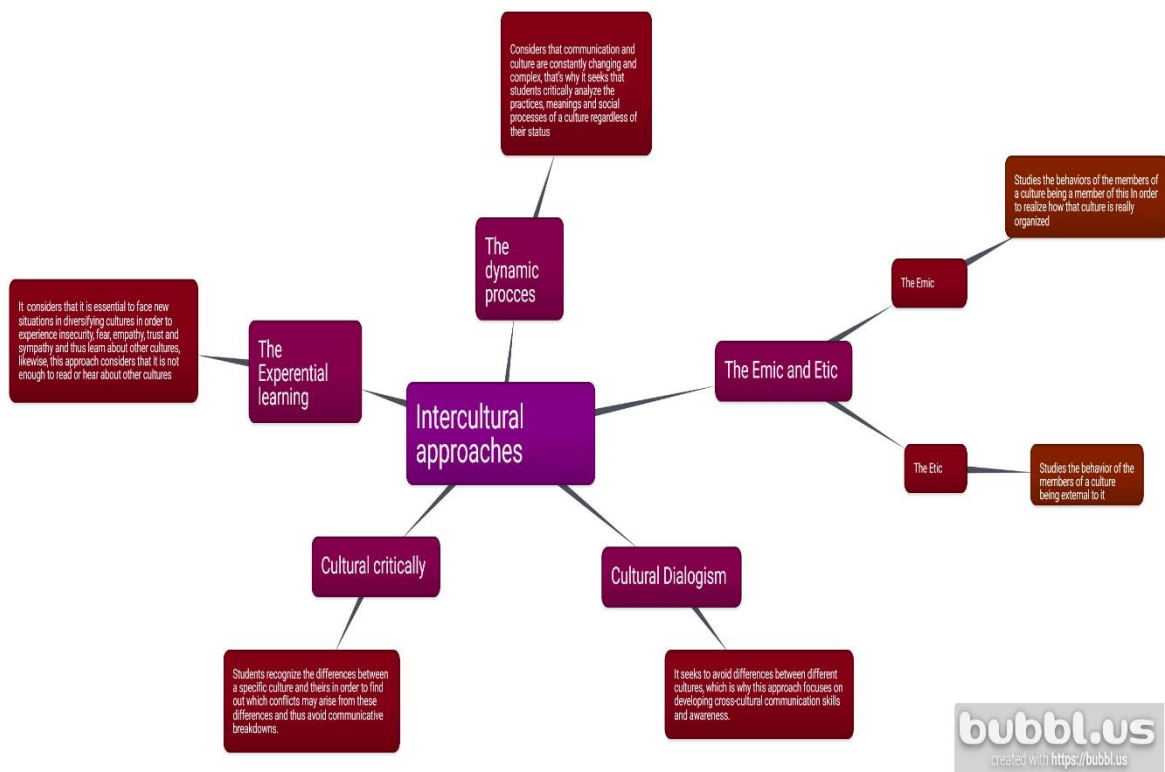
According to Krashen teaching a language implies also teaching a culture, that is why we have to emphasize the importance of the culture in the second language acquisition process. The cultural input is all those elements found in the classroom, that is, the student and their representations, the teacher, the infrastructure, the materials and how each of these interact.

Intercultural approaches

In the next mind map, there are some important approaches of intercultural education. They are:

- Cultural criticality
- Cultural dialogism
- The Emic and Etic
- The dynamic process
- The experiential learning

<http://go.bubbl.us/d653f2/6aa7?/Intercultural-approachesning>



Teachers' role

Teachers must perform a task that involves generating a good attitude in students toward the diversity of other cultures and motivating them to learn about them. There are various roles that as teachers can be taken to help in the process of developing intercultural competence that helps us. These are the different kind of roles.

- ❖ Mediator: the teacher must generate the necessary conditions that students can negotiate meanings and attitudes. Meaningful context must be built in which real-life situations about different cultures are presented so that students succeed in detecting the similarities and differences between those cultures.
- ❖ Ethnographer and Researcher: the teacher becomes a participant and an observer at the same time, is in charge of knowing the culture, points of view and needs of the students to start from their previous knowledge and introduce new knowledge about other cultures.
- ❖ Agent of Change: the teacher helps in the learning process of the learners by transmitting meanings in order for the students to understand their own culture to later create the appropriate conditions to make them aware that there are other cultures and points of view that must be understood and respected.
- ❖ Manager: the teacher has the responsibility of managing the resources and materials available, such as the environment, infrastructure, activities, dynamics, etc. to be carried out in class. It should also be responsible for creating a good learning environment away from humiliation among classmates, considering the individual differences of each student since in this role it is considered that in order to have an intercultural perspective it is important to first understand one's own.
- ❖ Learner: teachers must be constantly updated in order to offer a better service and be able to generate effective and useful learning environments for students.
- ❖ Mentor or Tutor: the teacher must be able to demonstrate their leadership ability by generating an environment that implies that students are aware of interculturality through the use of authentic material and the development of skills such as negotiation

of meaning, comparisons and similarities between different cultures.

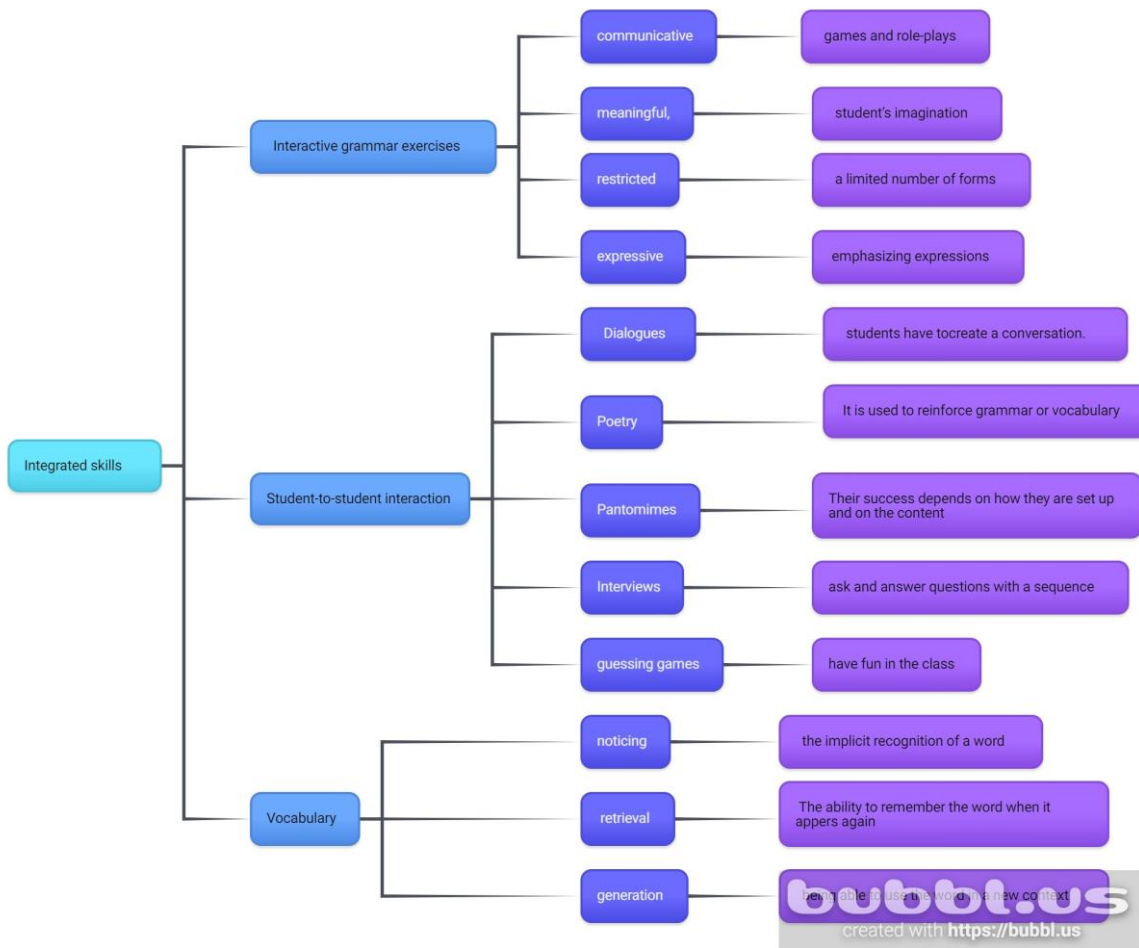
Authentic materials

We can consider an authentic material to 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). Teachers may choose to use authentic materials from the native speech community to engage students in genuine cultural experiences. We can make use of authentic materials such as films, news broadcast, TV shows, restaurant menus, travel brochures, magazines. Teachers can adapt these materials. They can be used for different purposes: listening activities, discussions, role plays, fill-in exercises, etc. (3)

Integrated skills

When we want to learn a new language is because the final goal is to understand it and obviously to produce it, but in order to be able to produce (speaking we need basis, in this case vocabulary and grammar) in the next diagram these integrated skills will be developed.

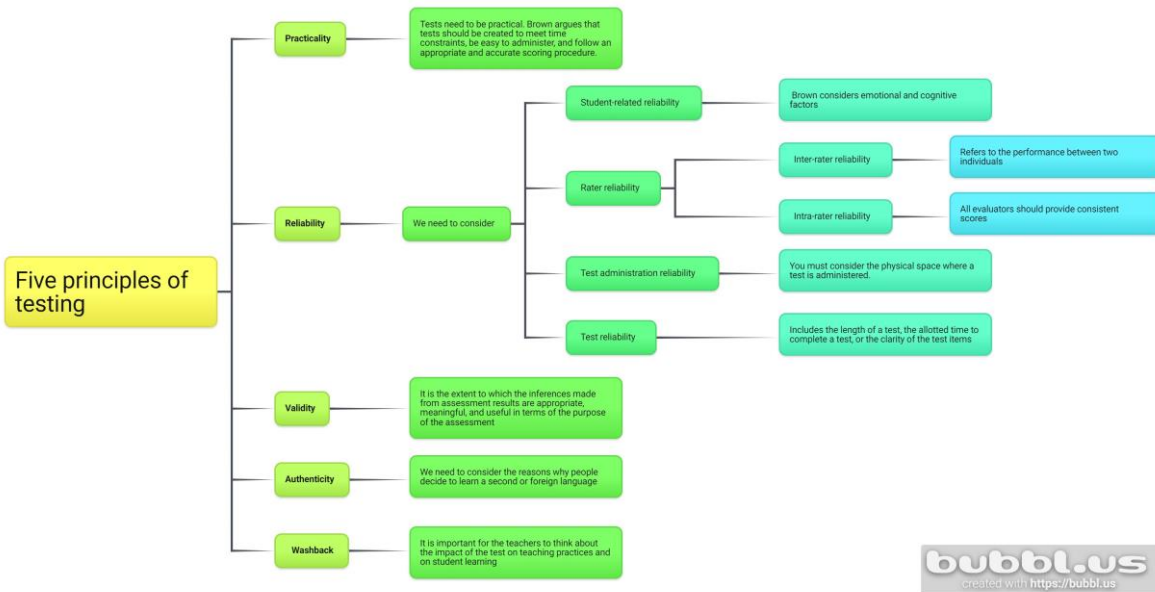
<http://go.bubbl.us/d4cce2/51ee?/Integrated-skills>



Five principles of testing

As teachers we need to consider the next principles in order to design and implement good-quality tests.

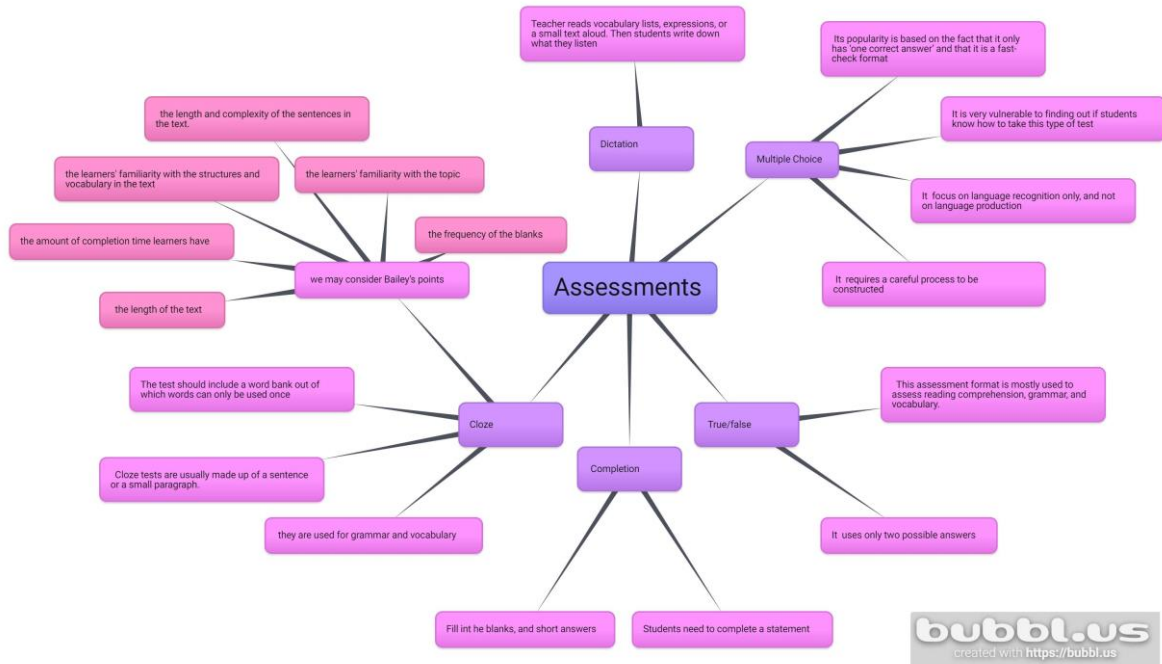
<http://go.bubbl.us/d73523/f9f3?/five-principles>



Traditional assessments

- Multiple Choice
- True/false
- Completion
- Cloze
- Dictation

<http://go.bubbl.us/d73587/a28f?/Circle-Layout>



Bloom's taxonomy

According to Bloom there are six levels used for classification of educational learning objectives:

- **Knowledge:** Knowledge involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Some characteristics may include Knowledge of specific terminology or facts, Knowledge dealing with classifications and categories, and Knowledge of the universals and abstractions in a field.
- **Comprehension:** involves demonstrating an understanding of facts and ideas by organizing, summarizing, translating, generalizing, giving descriptions, and stating the main ideas.
- **Application:** involves using acquired knowledge to solve problems in new situations.
- **Analysis:** examining and breaking information into component parts (analysis of elements, analysis of relationships and analysis of organization).
- **Synthesis:** building a structure or pattern from diverse elements (production of a

unique communication, production of a plan, or proposed set of operations, and derivation of a set of abstract relations).

- **Evaluation:** presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria (judgments in terms of internal evidence and judgments in terms of external criteria)

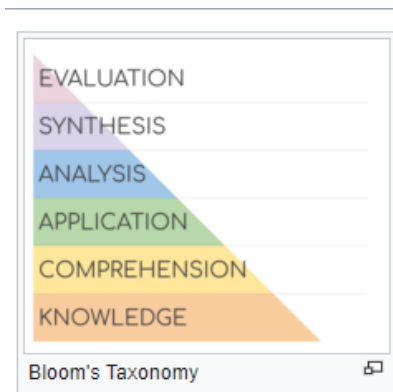


Image taken from Internet

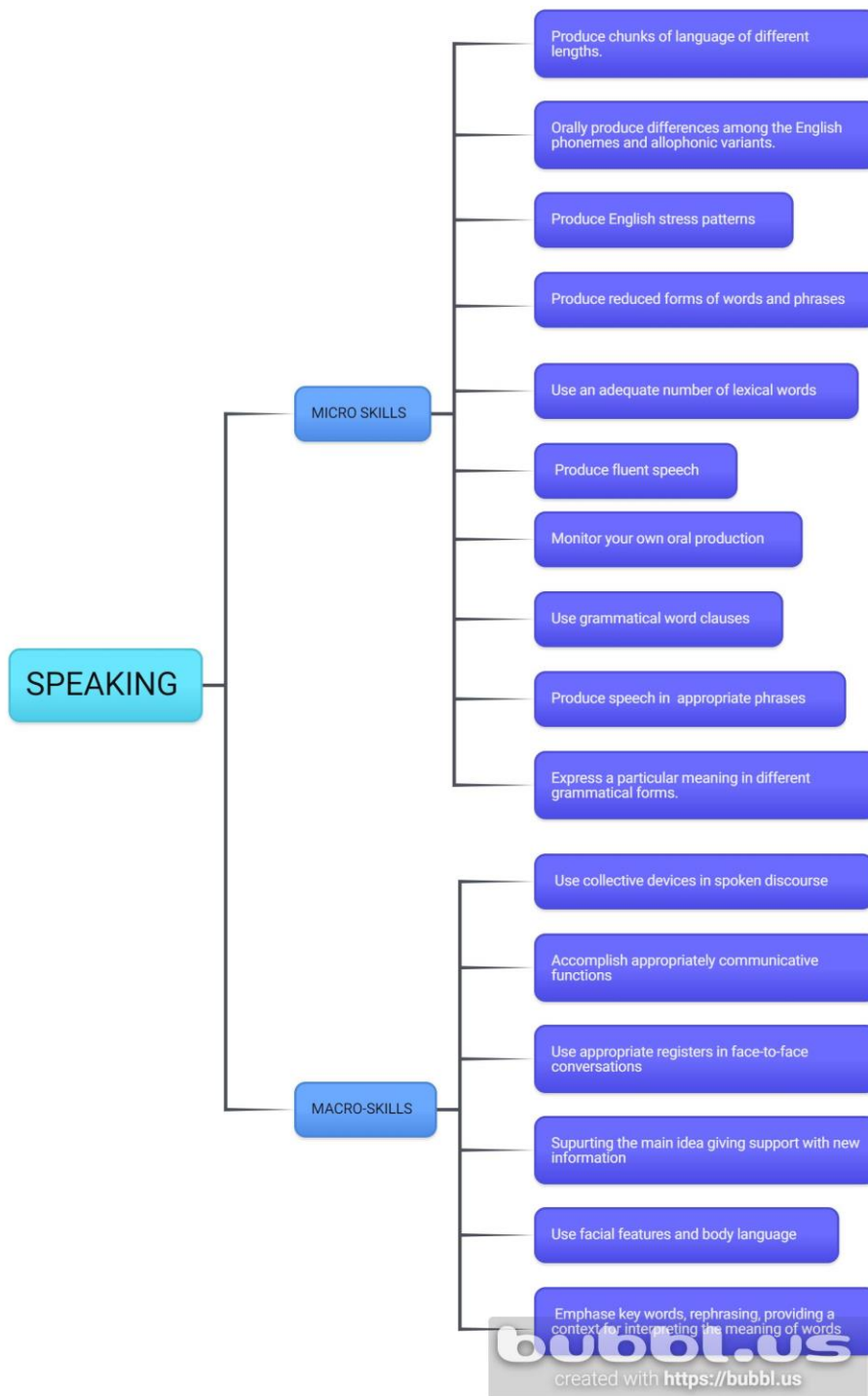
Micro and macro skills

Before explaining micro and macro skills there is important to analyse five aspects which, according to Kulhman, they will lead us to assess the speaking domain more accurately.

1. Speaking is an observable skill so it might be easier to assess. The teacher can just assign a topic to students and observe the achievements and errors they show during their performance.
2. When speaking, we include non-verbal language such as hand or body movements, and facial expressions.
3. Speaking requires interaction with at least two people.
4. Speaking may show language variation, that is, some particular dialects or accents may appear.
5. Speaking cannot be assessed in isolation. The teacher should pair or group students so that speaking can occur through interacting conversation.

According to Brown the micro and macro skills are explained in the next diagram.

<http://go.bubbl.us/d7d76f/fe00?/New-Mind-Map>



Assessments

Using the information in unit 9, Brown gave us an assessments classification:

Informal assessment: a continuous evaluation which is reflected in class work throughout the school year. It could be responses and comments to students in an incidental way and without prior planning. Informal assessment seeks results in students' competence in a task without a formal record of it.

Formal assessment: is linked to processes that have already been planned and prepared by the teacher, such as exercises, bimonthly exams, portfolio with different activities. They are recorded in a rubric.

Formative assessment: is usually ongoing and informal. It provides teachers with information related to their students' progress. It starts with a diagnostic assessment in order to analyse the strengths and weaknesses of students.

Summative assessment: is an evaluation at the end of the course that helps teachers determine the students' progress in their process of foreign language acquisition. Summative assessment will provide the final grade.

CHAPTER 2

Lesson Plan

**“Intercultural competencies in the
English Language Classroom”
lesson plan.**

After talking a little about the theoretical framework, it is important to put everything in practice, so the first part is to choose the book, prepare the lesson plan, which is going to be applied in the class; at the end there are comments and conclusions.

CHARACTERISTICS CONSIDERED TO CHOOSE A TEXT BOOK (ZUKOWSKI 2000):

- * short sentences in the text
- * light colour paper
- * dark ink for clarity when reading
- * the active voice
- * enough white space
- * focus on a single topic
- * graphic support
- * limited scope
- * explanatory and redundancy in the text
- * clear serif font
- * narrow columns

As it was already written in previous assignments, it is important to consider that every student is different and unique, with differences in their opportunities, the age, the level, the place where they live, if they study in a public or private school, their environment, if they live with both parents, only with one of them. This project is focus in our culture in order to understand the different cultures that we can have in the same classroom. It is important to answer

a) What kind of students does a teacher have? This assignment was related with a group made up 8 students between 11 and 52 years, the classes were on line (by meet), students are in an intro course, but as always, not all of them have de same level, this is a new group. Students are classified in:

- ∂ Phantom: Monica (in fact she was absent the last two classes)
- ∂ Dependent: Yunuen (he only participates after another student give an example) I need to focus on him and Gaby that is new this month
- ∂ Task-oriented: Dante, Vania, Jonathan, Dafne

ð Social: Monse

- b) What is the teacher going to teach? Teachers need to consider that not only Receptive skills are necessary, but also Productive skills. For this time, the lesson plan is focus in the four basic skills of language and incorporate the concept of culture and interculturality, but to get the objective, we needed to work with Grammar and Vocabulary too.
- c) How are students going to be guided? This group is very special so, it is necessary to do a weekly plan, considering the feeling of the students and how to make them to feel comfortable, preparing active and motivated classes, using material and apps that could be used. There are 4 sessions prepared to give the topic
- d) Which are the effects? Students will be able to listen and answer questions, and they will be able to talk about a specific topic, using the vocabulary and the Grammar rules checked previously. They are going to develop intercultural competence.
- e) How will students be evaluated? There is a rubric created to apply in every class, it is shared in the appendixes, (the general one or the base form) but there are taken different points in consideration for each class (Spelling, Vocabulary, Grammar, Listening, Grammar, Reading)

RAIMES' RECOMMENDATIONS FOR A LESSON PLAN:

This project has already talked about them in my previous assignments but they are important points to follow.

- ✓ First, specify the objectives that you want to get and the strategies that will be carried out to get those objectives.
- ✓ Determine the students' profile and language needs
- ✓ Prepare a series of listening and speaking activities that will help students to develop these two skills
- ✓ Decide under which theoretical principles the course will be governed to plan the content, this must motivate the students to make the use of writing,
- ✓ The elements that could be considered are: content, organization, style, accuracy, forms of discourse and originality,
- ✓ Create a syllabus, the teacher can be guided by a writing book (Interchange book

intro), adapting those activities that he considers necessary,

- ✓ Introduce the interculturality
- ✓ Select materials that allow the expected objectives to be achieved;
- ✓ Prepare activities and roles (the teacher decides the activities that he and the students will be doing during the course).
- ✓ Take into consideration possible problems students may face when trying out different activities.
- ✓ Come up with solutions that might be applied if difficulties
- ✓ It is important to choose the type of feedback.
- ✓ Finally, the teacher must decide how to evaluate the progress of their students, whether through portfolios of evidence, rubrics, sentence tests, etc.,
- ✓ Once the course is over, the author suggests that they should reflect on the activities that worked and which ones did not, what objectives were achieved and what you can modify to improve in order to get better results.

The book which was considered to work in these classes is Interchange Student's book fifth edition (intro book) by Jack c. Richards (appendix 1) It belongs to a program which has four levels (Intro, basic, intermediate and advanced, each level has sixteen units, we check one unit per week (one hour every day, from Monday to Friday). This project is focus in intro book, specific unit 9 during the week from March 27th to March 31st, from 7 to 8 pm. With the next link <https://meet.google.com/qbw-zugm-abw>.

The topics that the students will develop are divided in the next areas: Vocabulary, Grammar. Listening, Writing, Speaking and Reading, focusing in intercultural competence for this project.

Now it is time to complement the theoretical part with an example. A real class is shared in this document, in order to complement the theoretical part. This is Intro 1, unit 9 "I always eat breakfast" Different kind of food around the world

The next questions were used to help in the creation of the lesson plan.

These are the lesson plan for “food around the world”. This topic was presented in four classes: from Monday to Thursday from 7 to 8 pm.

CLASS 1 Monday, March 27th.

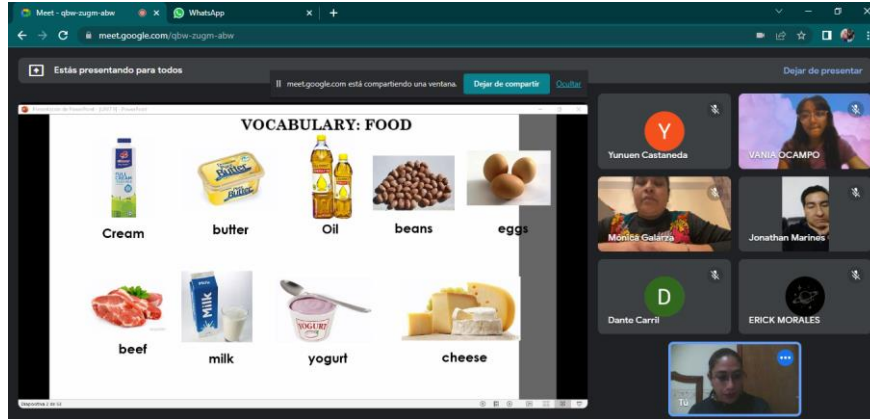
https://docs.google.com/presentation/d/1xhRibB1XZjtcZJOBGo61b8X4mYXIKiz/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

<i>Name: Intercultural Competencies; Food around the world</i>
<p><i>Objectives:</i></p> <p>Students will identify new vocabulary</p> <p>They will be able to make and answer questions about their preferences.</p> <p>They will learn about countable and uncountable nouns.</p>
<i>Linguistic Topic: Review of vocabulary, countable and uncountable nouns</i>

Vocabulary and Grammar					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Warm up (5 minutes)	Teacher presents the new vocabulary (food)	Ss spell the new vocabulary	laptop, power point presentation, meet	1 Vocabulary	Participation
1 st Practice Information Processing activity (15 minutes)	Teacher explains like vs do not like T gives the link to play kahoot https://play.kahoot.it/v2/?quizId=8b15b75f-afe9-4403-8998-be748b8d5670	Ss complete sentences with the correct answer Play kahoot	Laptop and notebooks Kahoot Power point presentation meet	1 Grammar	Participation Kahoot results
Grammar presentation (10 minutes)	Teacher reviews previous vocabulary with a game (word wall) T. explains countable and uncountable nouns; some and any	Ss match the words with the correct image in the game https://wordwall.net/resource/1071647/inglese/food-pyramid	Laptop, word wall power point presentation meet	1 Grammar	Word wall exercise
Control drills (30 minutes)	Teacher asks the nouns classification	Ss classify countable and uncountable	Laptop, word wall power	1 Grammar	Exercise on page 59

	<p>https://wordwall.net/resource/19609534/countable-and-uncountable-categorize</p> <p>teacher explains some and any T gives the link for the new kahoot</p> <p>https://play.kahoot.it/v2/?quizId=6c494915-3340-47ec-87d3-447f02a98ee7</p>	<p>nouns on their notebook</p> <p>Ss play a game on world word</p> <p>https://wordwall.net/resource/19609584/some-any</p> <p>Ss complete sentences on their book page 59, and sentences showed in the presentation</p>	<p>point presentation</p> <p>Meet, notebook, book page 59</p>		<p>Rubric</p> <p>https://docs.google.com/document/d/1pFPSXpo7qF6jZ2wdZEXiMlz9S3hZNk2s/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true</p>
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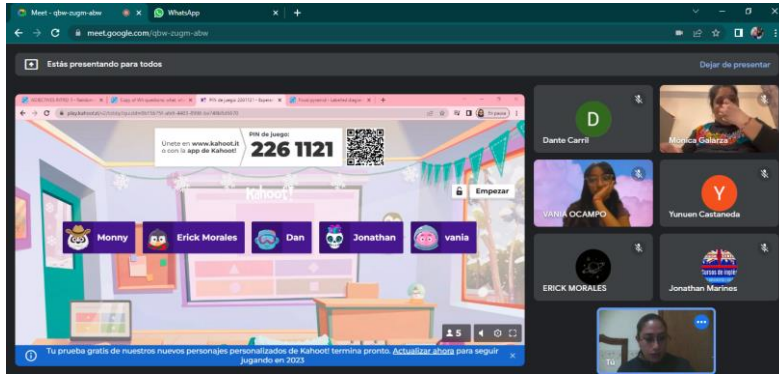
WARM UP: Practice spelling bee with the new vocabulary (5 min)



***LIKE VS DON'T LIKE:** (15 min)

- a) Review of like and don't like
- b) Complete the sentences with the correct answer
- c) Play kahoot

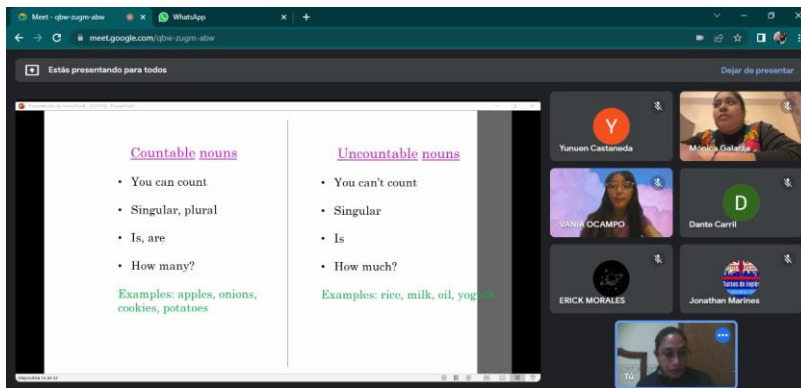
<https://play.kahoot.it/v2/?quizId=8b15b75f-afe9-4403-8998-be748b8d5670>



* **GRAMMAR:** (10)

Match the words <https://wordwall.net/resource/1071647/inglese/food-pyramid>

Explain countable and uncountable, some and any



* **CONTROL DRILLS: (30min)**

1. Classify the words on their notebook
2. Classify the words on a game

<https://wordwall.net/resource/19609534/countable-and-uncountable-categorize>

3. Explain some and any
4. Play kahoot

<https://play.kahoot.it/v2/?quizId=6c494915-3340-47ec-87d3-447f02a98ee7>

5. Play on world wall <https://wordwall.net/resource/19609584/some-any>
6. Complete the sentences

* **FEEDBACK:**

During the class they check the correct answers, in the games (kahoot and word wall) the answer appears in the same game, while they are speaking, write the mistakes and when they finish say how to correct them.

* **EVALUATION:**

Students are evaluated with the participation in class using the next rubric

https://docs.google.com/document/d/1pFPSXpo7qF6jZ2wdZEXiMlz9S3hZNk2s/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

* **EVIDENCES:**

https://docs.google.com/document/d/15lJk6AfrnHGnTV3EyLb-ZFS-UFICIQ8Y/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

CLASS TWO. TUESDAY, MARCH 28TH

https://docs.google.com/presentation/d/1mFWm0JwSjYMh7DLAcO5UUoNagEH3OsZv/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

Name: Intercultural Competencies; Food around the world

Objectives:

Students will be able to identify new vocabulary

Students will identify How often a person eats different kind of food

Students will create correct sentences using frequency adverbs

Students will be able to select the correct answer, to complete the sentence.

Students will be able to set the world given in the correct place of the sentence.

They will be able to express ideas using Frequency Adverbs.

Linguistic Topic: Review of vocabulary, frequency adverbs

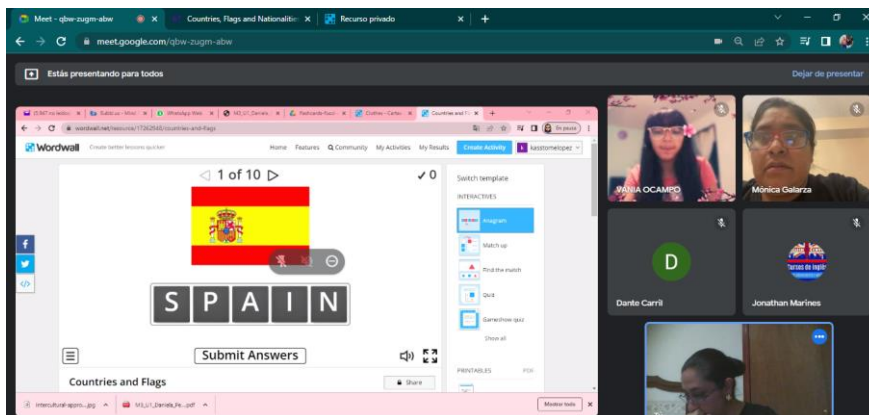
Grammar and listening					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Warm up (10 minutes)	T will show the flag of the country https://wordwall.net/es/resource/17262948/countries-and-flags	Ss will say the name of the country and spell it correctly to get a point	laptop, power point presentation, meet worldwall.net	1 Spelling	Correct spelling
1 st practice (15 minutes)	Teacher presents vocabulary around the world	Ss identify the new vocabulary https://drive.google.com/file/d/1mFxOEj3cQ89XwMsrtSTHYteblj91DxCy/view?usp=sharing https://drive.google.com/file/d/1dRQnJ4f9eMwvfPgWDoDRGtfc0CJq6HFu/view?usp=sharing	Laptop Power point presentation meet	1 Vocabulary	Participation
2 nd practice (10 minutes)	Teacher plays the audio	Ss listen about breakfast around the world Ss choose their favourite one and explain why	Laptop, power point presentation, Meet, audio	1 Listening	Not graded
Topic presentation “Frequency adverbs” (10 min)	Teacher explains the use of frequency adverbs (flash from 9 to 12)	Ss will copy on their notebook	Laptop, power point presentation, Meet, notebook,	1 Grammar	Participation
Control drills (20 min)	Teacher presents an exercise with unscramble sentences,	Ss write and say the sentences in the correct order	Laptop, power point presentation,	1 Grammar	Participation Kahoot results

	<p>play the word wall games</p> <p>https://wordwall.net/resource/15396934/adverbs-of-frequency-int-3</p> <p>https://wordwall.net/resource/16818434/frequency-adverbs-test</p> <p>teacher asks students to set the word in the correct place</p> <p>Teacher gives the link and monitors kahoot</p>	<p>Ss choose the correct answer in the games</p> <p>Ss give the correct answer to the teacher</p> <p>Ss play kahoot</p> <p>Ss create sentences using frequency adverbs</p>	<p>Meet, worldwall games</p> <p>Exercise in power point, kahoot</p>		
--	---	--	---	--	--

* **WARM UP: (Spelling) 10 min**

Play in world wall the names of the countries

<https://wordwall.net/es/resource/17262948/countries-and-flags>

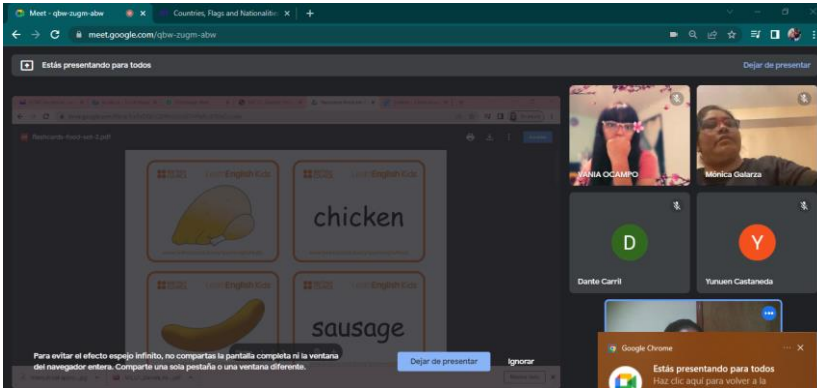


* **VOCABULARY: (10 min)**

Present vocabulary around the world.

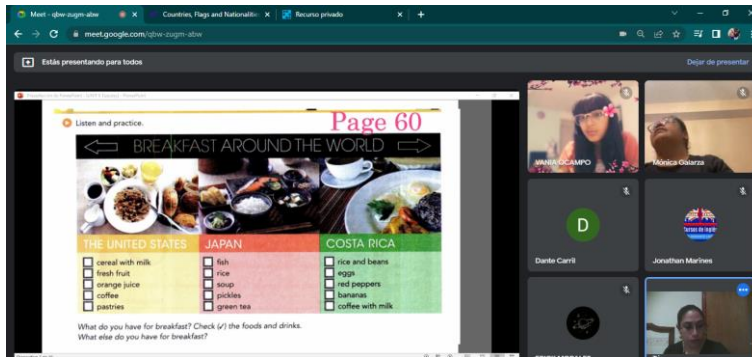
- <https://drive.google.com/file/d/1mFxOEj3cQ89XwMsrtSTHYtebLj91DxCy/view?usp=sharing>

- <https://drive.google.com/file/d/1dRQnJ4f9eMwvfPgWDoDRGtfc0CJq6HFu/view?usp=sharing>



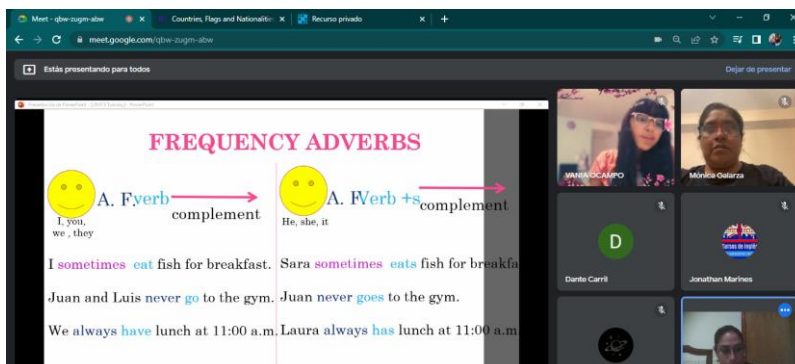
***LISTENING:** breakfast around the world (5 min)

Listen about breakfast around the world to being introducing in the interculturality



***GRAMMAR:** Frequency adverbs (10)

Use frequency adverbs to emphasizes the frequency that a person does an action.



Flash from 9 to 12

- **CONTROL DRILLS: (15 min)**

1. Unscramble sentences
2. Choose the correct answer.

<https://wordwall.net/resource/15396934/adverbs-of-frequency-int-3>

<https://wordwall.net/resource/16818434/frequency-adverbs-test>

3. Set the world in the correct place.
4. Play kahoot.

- **LISTENING: (10 min)**

Listen to people talking about how often do they eat different things.

<https://www.youtube.com/watch?v=xo3JEFCBk9A> MINUTE 8:10

The screenshot shows a Google Meet window with a presentation slide on the left and a grid of participants on the right. The slide is titled "LISTENING Carrots are my favorite!" and contains a listening exercise. The exercise asks how often Victoria eats different foods based on a video. A table is provided for marking answers.

	often	sometimes	never
noodles	✓		
chicken			X
fish		X	
eggs			
bananas			

Below the table, there is a "GROUP WORK" section with a question and three options (A, B, C).

The participant grid on the right shows several users: VANESSA OCAMPO, Mónica Oularza, Dante Carril, Jonathan Marinas, ERICK MORALES, and Tu.

- **EVALUATION:**

Students are going to be evaluated with the next rubric

https://docs.google.com/document/d/1KMSSgOWzBOrDEz0theBr5LLMEDifJYrN/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

- **EVIDENCES:**

https://docs.google.com/document/d/1AtS64-GXK_v60B_GtTRIQpmpe5SzC6M0/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

CLASS THREE. WEDNESDAY, MARCH 29TH

https://docs.google.com/presentation/d/1KEFrpgsrGaOQUMtCzCqypNAZJErBqQXY/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

<i>Name: Intercultural Competencies; Food around the world</i>
<p><i>Objectives:</i></p> <p>Students will be able to identify food around the world and the influence of the food in America</p> <p>Students will be able to ask and answer questions using frequency adverbs</p> <p>Students will write sentences using Frequency adverbs to say How often they eat foreing food</p>
<i>Linguistic Topic: food around the world, frequency adverbs</i>

Speaking and writing					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Warm up (10 minutes)	Teacher talks about different kind of food around the world, give examples and show some of them	Ss choose their favourite one and explain why	laptop, power point presentation	1 Speaking	Fluency, correct use of Grammar
1 st practice (10 minutes)	Teacher presents vocabulary (breakfast, dinner and lunch around the world)	Ss describe the images presented	Laptop Power point presentation meet	1 Vocabulary	Participation
Topic presentation Questions using Frequency adverbs (10 minutes)	Teacher explains the topic Teacher gives some examples	Students create their own questions Ss ask to their partners and get the answers	Laptop, power point presentation, Meet,	1 Grammar	Participation

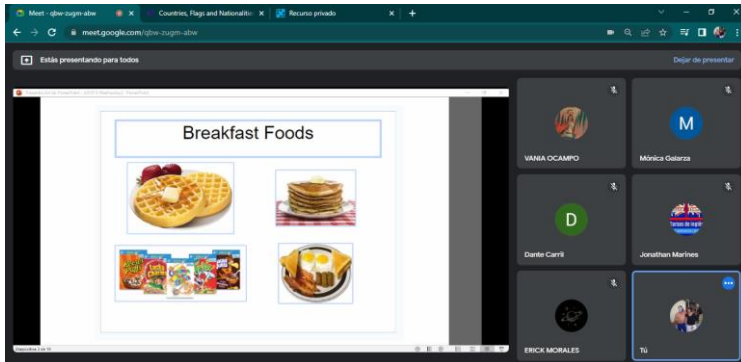
2nd practice Semi-control drill (20 min)	Teacher presents a flash with the questions required Teacher shows a video that gives examples of Frequency adverbs https://youtu.be/H-3jxwb2_VI	Ss ask the questions to a partner, when they finish, they present the information gotten with the questions Ss watch the video and talk about them	Laptop, power point presentation, Meet, notebook,	1 Speaking	Participation Fluency Coherent ideas
Further practice (10 min)	Teacher gives clue words to the students	Ss create sentences using the clues given	Laptop, power point presentation, Meet, Exercise in power point	1 Writing	Participation Use a rubric https://docs.google.com/document/d/1POCVH20JKMao6ANWRKFe0PGuZIPYg8Xi/edit?usp=share_link&oid=111702348434137522312&rtipof=true&sd=true

* **WARM UP:**

Talk about food around the world

* **VOCABULARY:**

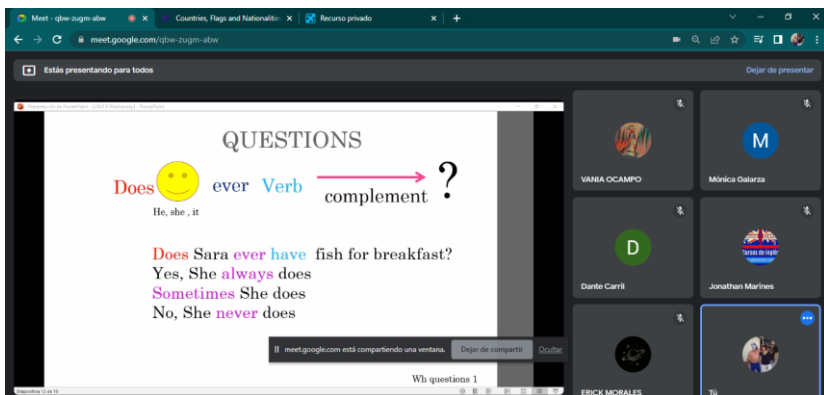
Present vocabulary around the world. (breakfast, dinner and lunch)



- **GRAMMAR:** direct and open questions

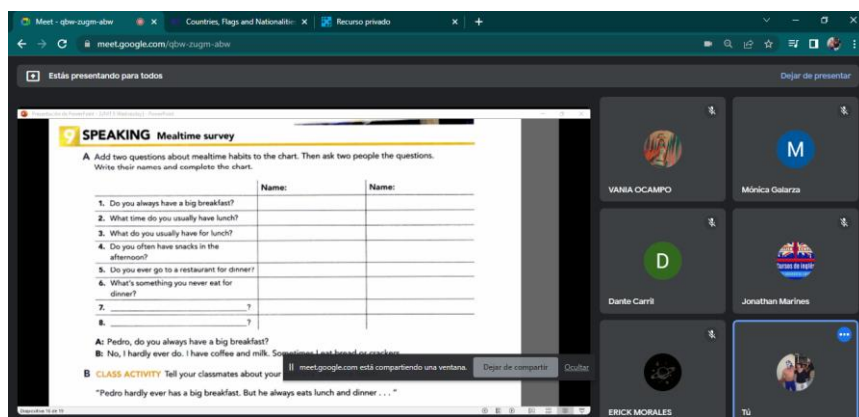
1. Explain direct questions

2. Ask and answer questions



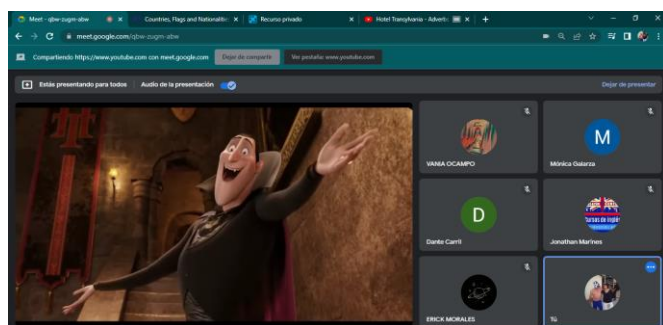
- **SPEAKING:**

Ask the next questions to their partners then give only the gotten information



- **VIDEO:** Students will watch a video to strengthen the topic.

https://youtu.be/H-3jxwb2_VI



- **WRITING:**

Write sentences using the clue words

Do you often have these things for dinner? Write sentences. Use the adverbs in the box.

never hardly ever sometimes often usually always

1. cheese *I hardly ever have cheese for dinner.* _____
2. milk _____
3. coffee _____
4. eggs _____
5. yogurt _____
6. rice _____
7. beans _____
8. chicken _____

- **FEEDBACK**

Answer the exercises together in order to students can see their mistakes

Correct students when they are speaking in order to improve their pronunciation and even grammar.

- **EVALUATION:**

Students will be graded with their participation in class

https://docs.google.com/document/d/1POCvH20JKMao6ANWRKFe0PGuZiPYg8Xi/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

- **EVIDENCES:**

https://docs.google.com/document/d/1k42haxity8GDD3COeww7lr56LWyyIpe/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

CLASS FOUR. THURSDAY, MARCH 30TH

https://docs.google.com/presentation/d/1uGfa4y1Upf4n4X22SyCLyvBeJTXmPqZE/edit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

<i>Name: Intercultural Competencies; Food around the world</i>
<p><i>Objectives:</i></p> <p>Students will learn about different kind of food around the world</p> <p>Students will learn about the origin of some food around the world</p> <p>Students will talk about their favourite foreign food</p> <p>Students will be able to correct sentences using the information in the reading</p>
<i>Linguistic Topic: food around the world</i>

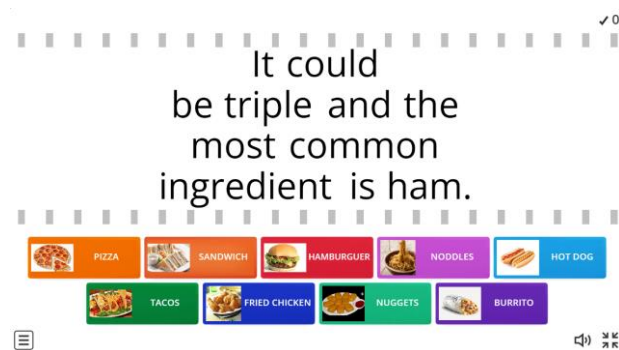
Speaking and Writing					
Step of the lesson-time	Teacher activities	Students activities	Materials	Session Number-SKILLS	Evaluation
Warm up (10 minutes)	Teacher presents the game in worldwall https://wordwall.net/es/resource/19237122/fast-food	Ss read the definition of the food and choose the correct answer	laptop, power point presentation, meet worldwall.net	1 Vocabulary	Participation
1 st practice (10 minutes)	Teacher plays the audio about the origin of different kind of food around the world	Ss listen the audio and choose their favourite one	Laptop Power point presentation Meet, audio	1 Listening	Participation
2 nd practice (20 minutes)	Teacher asks about their favourite foreign food Teacher plays the game where is this food from? Teacher shows a video about food around the world https://www.youtube.com/watch?v=pWUzkxtoJ2I	Students say what their favourite food is, where it is from and why Students play the guessing game	Laptop, power point presentation, Meet Guessing game	1 Speaking	participation
Further practice (20 min)	Teacher explains the new vocabulary Teacher plays the audio of the reading Teacher asks about vocabulary problems and helps his students to understand the words	Ss scan the reading Ss read aloud by turns Ss correct the sentences in the book exercise	Laptop, power point presentation, Meet, text book	1 Reading	Pictures of the exercise Rubric https://docs.google.com/document/d/17WrDJAab7D03byNuw2lQxdav53QcQl0b/edit?usp=share_lin

					k&oid=11702348434137522312&rtppof=true&sd=true
Summary (10 min)	Teacher prepares a kahoot with Grammar questions with the previous topics	Ss play kahoot	Meet, lap top, power point presentation, kahoot	1 Grammar	Kahoot evaluation

* **WARM UP:**

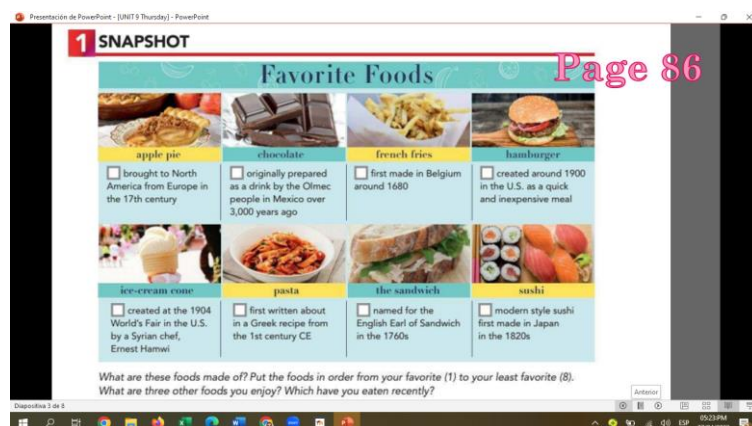
Read the definition, choose the correct answer

<https://wordwall.net/es/resource/19237122/fast-food>



* **LISTENING:**

Listen about the origin of some different food around the world



• **SPEAKING:**

1. Talk about food around the world
2. When and where was each word created?
3. Play the guessing game (guess the food and then guess where is it from?)



4. Watch a video about food around the world

<https://www.youtube.com/watch?v=pWUzkxtoJ2I>



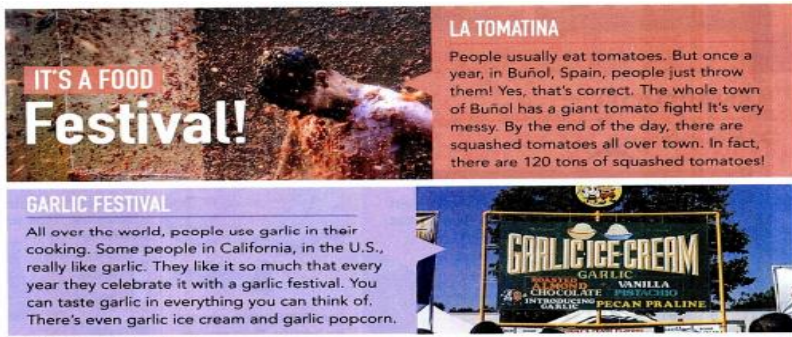
- **READING:**

1. Explain the new vocabulary

Vocabulary

festival: a special event or period when people celebrate something
fight: when people try to hurt each other
garlic: a vegetable like a small onion with a strong taste and smell
cooking: the activity of preparing food
monkeys: animals with long tails that live in trees
humans: people
bones: the hard pieces inside a person or animal
anise: a plant that tastes like fennel or licorice
seed: the small part of a plant from which new plants grow

2. Scam the reading
3. Students read part of it by turns



4. Check possible vocabulary problems
5. Correct the sentences about the reading.

- **FEEDBACK**

While students are speaking, teacher makes corrections; Reading is going to be graded with a photo (taken from the book page 63) sent by students

- **EVALUATION**

Students are evaluated with participation in class, using the next rubric

https://docs.google.com/document/d/17WrDJAab7D03byNuW2lQxdav53QcQl0b/e/dit?usp=share_link&oid=111702348434137522312&rtpof=true&sd=true

Students will play kahoot, the game gives me every student answer

CHAPTER 3

Experience Report

Report results and reflections

- **PROBLEMS FOUND IN THE CLASS:**

Not all the students have the same level, even a teacher has already explained the structure and rules some of them did not understand instructions completely, students do not have too much vocabulary, not all of them identify structures.

Frequency adverbs must be practiced in third person because they forgot the “s” in the verb. At the moment of speaking, they felt nervous, to make and answer questions they were ready, but at the moment they need to produce the information the result was so poor.

The listening was better, the results were the expected ones.

It was very interesting taking part of different cultures

- **SOLUTIONS THAT MIGHT BE APPLIED**

- Modelling: Show your students every activity
- Practicing verbs every class
- Making exercises with context
- Time expressions, practice in order to identify the correct tense
- Motivate students to speak every class
- Look for more listening exercises
- Practice Speaking every class

CHAPTER 4

Conclusions

Conclusions:

I liked working with different countries too much, it was interesting, at the end I added a video that show how different the fast food is, what we can eat instead of a tamal. As every project it is kind of difficult to adapt the class because I used to work very differently, I really like this challenge

I found too many problems with speaking, students do not like to speak, they felt nervous, some of them were shy, and it was the first time that they were speaking in a different language, even with their camaras off.

As every assignment I want to emphasize that the most important thing is to make your students feel comfortable, make the class funny and attractive, when the class is on line we have more difficulties, because students do not turn their camera on, and sometimes they are not paying attention, the sources are kind of limited, I prefer presential classes, but I am trying to improve every class.

This class was very interesting for them because our food is common of course and maybe we know some about American food or the commercial one as Chinese one or even sushi, but there are more, one of my students is living in Canada now and he told us that he invited a friend from India to eat tacos, when he arrived, he could not eat because they do not eat beef, they need to buy something different.

For me, it was kind of difficult to apply and create the rubrics because it was my first time, and I almost forgot to do it. With the third one, it became easier. Since now on, I will try to apply them, not to every class, but may be for every unit.

And now talking about the video that I am going to present for this project. It was so difficult for me, I do not manage computer programs so well, I need to change my tools, instead of gave my classes by meet, they were by zoom.

It was a challenge to edit a video, it was my first time at the beginning I wasted a lot of time, but I think I learn something new, as every module in this specialisation, I am so thankful with my teacher for being a guide in every step of this project.

Unit 2b video

This is the link of the video

https://drive.google.com/file/d/1rzpa1cXQy7XdckGH08azz65me-5YmXa7/view?usp=share_link

Appendixes



INTRO: Grammar and Vocabulary

Name: _____

Activity/Assignment: countable and uncountable/some and any **Date:** _____

Vocabulary:	1	2	3	4	5	6	7	8	9	10
Spelling:	1	2	3	4	5	6	7	8	9	10
Grammar:	1	2	3	4	5	6	7	8	9	10
Production:	1	2	3	4	5	6	7	8	9	10

_____/40 = _____%

Suggested Deductions: 2 mistakes = 1 point

Vocabulary	Spelling	Grammar	Production

Rubric Descriptors

For getting 10 points, student should do the following:

Vocabulary:	<ul style="list-style-type: none"> *Identify the words working in class (cream, butter, oil, beans, eggs, beef, milk, yogurt, cheese, bananas, apples, oranges, carrots, noodles, bread, cereal, rice) *Use the correct pronunciation of the words *Classify the words on their notebook *Classify the words on a game
Spelling:	<ul style="list-style-type: none"> *Spell vocabulary words correctly. (Writing and spelling bee)
Grammar:	<ul style="list-style-type: none"> *Choose the correct answer with like and don't like *Get at list 15 correct answers of 20 *Answer correctly the game in the word wall when it was their tourn *Complete the sentences in the next exercises
Production:	<ul style="list-style-type: none"> *Make understandable sentences to express what they like or do not like

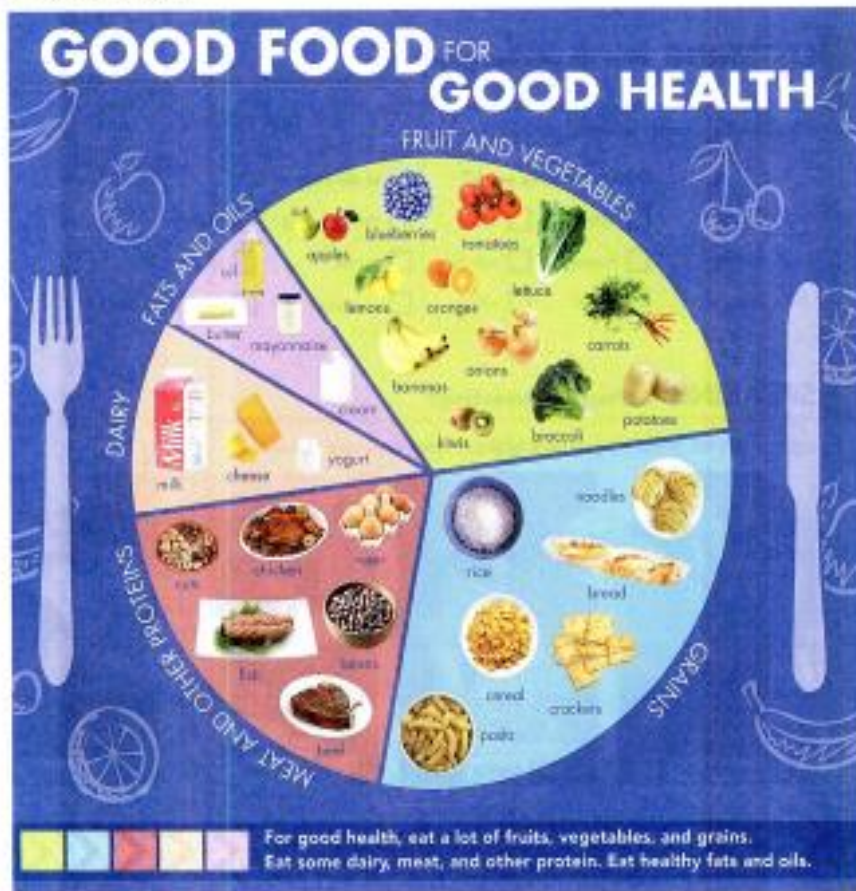
Interchange book

9 I always eat breakfast.

- Discuss food
- Describe eating habits

1 WORD POWER Foods

A Listen and practice.



B PAIR WORK What foods do you like? What don't you like? Make a list. Then tell a partner.

A: I like chicken, potatoes, and apples. I don't like beef, broccoli, or onions.

B: I like ...

Like	Don't like
chicken	beef
potatoes	broccoli
apples	onions

2 CONVERSATION Let's get some lettuce and some tomatoes.

Listen and practise.

Keith Do we need any lettuce for the sandwiches?

Jane Good idea. Let's get some lettuce and some tomatoes.

Keith Do we have any bread?

Jane No, we need some. And we don't have any cheese.

Keith Let's get some cheese, then. And some chicken, too.

Jane We have some chicken at home.

Keith Oh, all right. How about some potato salad?

Jane Sure. I love potato salad.

Keith Great! Let's buy some.



3 GRAMMAR FOCUS

Count and noncount nouns: some and any

Count nouns

an egg → eggs

a potato → potatoes

Do we need **any** potatoes?

Yes. Let's get **some** (potatoes).

No. We don't need **any** (potatoes).

Noncount nouns

bread

lettuce

Do we need **any** lettuce?

Yes. Let's get **some** (lettuce).

No. We don't need **any** (lettuce).

GRAMMAR PLUS see page 143



A Complete the conversation with some or any.

Keith Oh, they don't have _____ any _____ potato salad.

Jane But we have lots of potatoes at home. Let's make _____.

Keith Great. Do we have _____ mayonnaise?

Jane No. We need to buy _____. And we need _____ onions.

Keith Oh, no, I don't want _____ onions in the salad.

Jane OK, don't worry. Let's get _____ celery, then.

Keith No, I don't want _____ celery. I have an idea. Let's put _____ apples in it.

Jane Are you serious? Apples in potato salad? Well, OK . . .



B Complete the chart with foods from Exercise 1. Then compare with a partner.

Count		Noncount	
crackers		bread	

4 PRONUNCIATION Sentence stress

A Listen and practice. Notice the stressed words.

A: Do we need any **beans**?

B: Yes. We need some **beans**.

A: Do we need any **rice**?

B: No. We don't need any **rice**.

B **PAIR WORK** Ask Do we need . . . ? questions about the food in the picture. Then look at the shopping list and answer.



A: Do we need any **apples**?

B: Yes. We need some **apples**. Do we need any **blueberries**?

A: Let's see . . . No, we don't need any **blueberries**.

5 SNAPSHOT

A Listen and practice.

← BREAKFAST AROUND THE WORLD →

<p style="text-align: center; background-color: #FFD700; color: white; padding: 5px;">THE UNITED STATES</p> <ul style="list-style-type: none"> <input type="checkbox"/> cereal with milk <input type="checkbox"/> fresh fruit <input type="checkbox"/> orange juice <input type="checkbox"/> coffee <input type="checkbox"/> pastries 	<p style="text-align: center; background-color: #FF6347; color: white; padding: 5px;">JAPAN</p> <ul style="list-style-type: none"> <input type="checkbox"/> fish <input type="checkbox"/> rice <input type="checkbox"/> soup <input type="checkbox"/> pickles <input type="checkbox"/> green tea 	<p style="text-align: center; background-color: #3CB371; color: white; padding: 5px;">COSTA RICA</p> <ul style="list-style-type: none"> <input type="checkbox"/> rice and beans <input type="checkbox"/> eggs <input type="checkbox"/> red peppers <input type="checkbox"/> bananas <input type="checkbox"/> coffee with milk
---	--	---

What do you have for breakfast? Check (✓) the foods and drinks.
What else do you have for breakfast?

6 CONVERSATION We always have green tea.

Listen and practice.

- Eva** What is a typical Japanese breakfast, Kaito?
- Kaito** Well, we usually have fish, rice, and soup.
- Eva** Fish for breakfast? That's interesting.
- Kaito** Oh, it's really good. Sometimes we have a salad, too. But we never have coffee.
- Eva** Really? What do you have?
- Kaito** We always have green tea.
- Eva** I love green tea!
- Kaito** Listen, my family usually has a Japanese-style breakfast on weekends. Why don't you come to my house on Sunday?
- Eva** That's very nice of you. Thank!



7 GRAMMAR FOCUS

Adverbs of frequency

<p>always</p> <p>usually</p> <p>often</p> <p>I sometimes eat breakfast.</p> <p>hardly ever</p> <p>never</p> <p>Sometimes I eat breakfast.</p>	<p>Do you ever have fish for breakfast?</p> <p>Yes, I always do.</p> <p>Sometimes I do.</p> <p>No, I never do.</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>0%</p> <p>always</p> <p>usually</p> <p>often</p> <p>sometimes</p> <p>hardly ever</p> <p>never</p>
--	--	--

GRAMMAR PLUS see page 140

A Put the adverbs in the correct places. Then practice with a partner.

- usually**
- A:** Do you have a big breakfast? (*usually*)
- B:** Well, on Sunday I have a big breakfast with my friends. (*always*)
- A:** Do you eat breakfast at work on weekdays? (*ever*)
- B:** Yes, I have breakfast at the office restaurant. (*sometimes*)
- A:** Do you eat breakfast at your desk? (*often*)
- B:** No, I eat breakfast at my desk. (*hardly ever*)



B Unscramble the sentences.

- I / have / hardly ever / beef / for lunch I hardly ever have beef for lunch.
- when I watch TV / I / snacks / eat / never _____
- eat / for / eggs / breakfast / sometimes / I _____
- have / I / dinner / with / usually / family / my _____

C Rewrite the sentences from part B with your own information.

Then compare with a partner.

- A:** I usually have beef or chicken for lunch.
- B:** I never have beef. I don't like it. I often have fish and a salad for lunch.

8 LISTENING Carrots are my favorite!

- A** Devon and Victoria are talking about food. How often does Victoria eat these foods? Listen and check (✓) Often, Sometimes, or Never.

	OFTEN	SOMETIMES	NEVER
noodles	✓		
chicken			
fish			
eggs			
carrots			



- B GROUP WORK** Do you ever eat the foods in part A? Tell your classmates.

A: I often eat noodles.
B: Really? I never eat noodles.
C: Well, I . . .

9 SPEAKING Mealtime survey

- A** Add two questions about mealtime habits to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. Do you always have a big breakfast?		
2. What time do you usually have lunch?		
3. What do you usually have for lunch?		
4. Do you often have snacks in the afternoon?		
5. Do you ever go to a restaurant for dinner?		
6. What's something you never eat for dinner?		
7. _____?		
8. _____?		

A: Pedro, do you always have a big breakfast?
B: No, I hardly ever do. I have coffee and milk. Sometimes I eat bread or crackers.

- B CLASS ACTIVITY** Tell your classmates about your partners' mealtime habits.

"Pedro hardly ever has a big breakfast. But he always eats lunch and dinner . . ."

10 INTERCHANGE 9 Planning a party

Decide what food and drinks to serve at a party. Go to Interchange 9 on page 123.

11 READING

A Look at the pictures. Which foods do you like?



LA TOMATINA

People usually eat tomatoes. But once a year, in Buñol, Spain, people just throw them! Yes, that's correct. The whole town of Buñol has a giant tomato fight! It's very messy. By the end of the day, there are squashed tomatoes all over town. In fact, there are 120 tons of squashed tomatoes!

GARLIC FESTIVAL

All over the world, people use garlic in their cooking. Some people in California, in the U.S., really like garlic. They like it so much that every year they celebrate it with a garlic festival. You can taste garlic in everything you can think of. There's even garlic ice cream and garlic popcorn.



MONKEY BUFFET FESTIVAL

There's something very interesting about this food festival. It's not for people, it's for monkeys! In Lopburi, Thailand, people bring all kinds of different fruits and leave them out for the monkeys to eat. They bring pineapples, apples, mangoes . . . and bananas, of course. It's the people's way of saying thank you to the monkeys. That's because tourists come to see the monkeys, and that helps the people's businesses. Isn't that cool?

BREAD FOR THE DAY OF THE DEAD

The Day of the Dead is a very important day in Mexico. Many people celebrate their family members and friends by baking special bread. They make bread in the shape of humans, flowers, bones, and animals. The bread is sweet, and sometimes it has anise seeds or orange in it.



B Read the article. Then correct these sentences.

Spain

1. There's a big tomato fight in Mexico once a year.
2. People in California don't like garlic.
3. Some people in the U.S. use tomatoes to make ice cream and popcorn.
4. The Monkey Buffet Festival happens in Spain.
5. In Thailand, people give fruit to the tourists.
6. Some Mexicans make bread in the shape of houses and other buildings.

C **GROUP WORK** Do you eat any special food at celebrations in your country? What do you celebrate and which foods do you eat? Tell your classmates.

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