

## MEANINGFUL LEARNING ACTIVITY PLAN

### I. GENERAL INFORMATION

Educative Institution : "Antonio Guillermo Urrelo"  
 Area : English  
 Grade : First  
 Section : "B"  
 Number of students : 38  
 Date : 27/06/2019  
 Bachelor's name : Nelly Jeanette Dávalos Carrera.

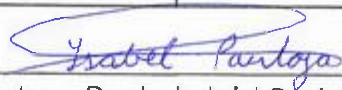
Jury : President: Dra. Isabel del Rocio Pantoja Alcántara.  
 Secretary: Dra. Leticia Noemi Zavaleta González.  
 Member: Mg. Teresa del Rosario Muñoz Ramirez.

### II. TITLE OF THE LESSON:

***"IS THIS YOUR FAMILY?"***

III. **PURPOSE OF THE LESSON:** The students interact with their classmates through a dialogue to give information about their family relationship.

EXPECTING LEARNING		
COMPETENCE	CAPACITY	PERFORMANCE
Oral communication	<ul style="list-style-type: none"> <li>• Interacts strategically in English with different speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in different communicative situations changes the roles of speaker and listener to ask, answer, explain, and to complement ideas, doing relevant comments and adapt their responses to the speaker in English, with the vocabulary.</li> </ul>
Read different types of text in English.	<ul style="list-style-type: none"> <li>• Get information from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify explicit, relevant and complementary information by distinguishing details scattered in the text that contain some complex elements in their everyday structure and vocabulary</li> </ul>

  
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**Marina:** Who is this \_\_\_\_\_?  
**Taylor:** Uh – huh  
**Marina:** \_\_\_\_\_ this?  
**Taylor:** This is my \_\_\_\_\_ and this is my \_\_\_\_\_  
**Marina:** \_\_\_\_\_ your sister's \_\_\_\_\_?  
**Taylor:** Do you have any brothers or sisters?  
**Marina:** Yes, I have an older brother.



**C. Draw a picture about your family members. Then practice with your partner**

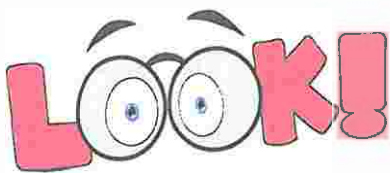


**A:** Is this your family?  
**B :** Yes, it is  
**A:** Who is this?  
**B:** This is \_\_\_\_\_  
**B:** Do you have any brothers o sister'?'  
**A:** Yes, I have \_\_\_ brother.

**D. Work in pairs using the conversation above and complete the following chart.**

Classmate's name	Brothers / Sisters	Names
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

## USEFUL EXPRESSIONS



***Do you have any brother or sister?***

Yes. I have a sister  
 Yes. I have an older brother  
 Yes. I have a little sister  
 Yes. I have 2 brothers and 1 sister  
 No, I am an only child.



#### IV. DIDACTIC SEQUENCY:

##### INPUT (10')

- The teacher greets the students.
- The teacher shows a picture about a family and ask some questions. Then she presents the vocabulary about the family.
- The teacher present two pictures and ask some questions:
  - What do you see in this picture?
  - What do you think they are talking about?
  - What do you feel when you see your family tree?
- The teacher presents the purpose of the lesson.

##### PROCESS (25')

- The teacher asks the students what about the topic today. Then she gives a handout and explain the activity.
- The students listen and complete the conversation.
- The teacher repits the conversation for twice more and all the students complete the conversation.
- The teacher should monitor the activity, and ask to the students changes their handouts to checks answers
- Teacher and students checks your answers.
- The teacher practices repetition with students.
- The teacher model the conversation with a volunteer student.
- The teacher asks for students in pairs to model the conversation in front .They help with pictures prompts.
- Before to realize the activity the teacher presents the following helpfull expression to work and practice the conversation with a volunteer student through a family picture.

***Do you have any brother or sister?***

Yes. I have a sister

Yes. I have an older brother

Yes. I have a little sister

Yes. I have 2 brothers and 1 sister

No, I am an only child.

- The teacher asks for a pair of students to model the conversation in front of .They help with pictures prompts.

##### OUTPUT (10')

- The teacher encourages all the students to participates in front of the class.
- The teacher congratulates the students' work and shows the importance of the family in the society.

##### **Metacognition :**

- The students answer the next question:
  - *How do you feel?*
  - *What did you learn?*
  - *How did you learn*
  - *Do you think is it useful in our life?*

**V. MATERIALS:**

RESOURCES
- Laptop - Data - Handout - Visual Aids

**VI. EVALUATION:**


INDICATOR (ES)	INSTRUMENTS
- Use an adequate intonation and pronunciation - Get and use specific information	Checklist

**VII. FOLLOW UP ACTIVITY :**

➤ Practice the dialogue at home with a family member.
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**VIII. BIBLIOGRAPHY:**

- <https://tophonetics.com/>
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- Ministerio de Educación. Texto VI ciclo. Área English A1, 2015. Lima. Ministerio de Educación.
- 100 Shane Dixon ,2016 Tesol Activities for Teachers.
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Nelly Jeanette Davalos Carrera



- 6 Students write a letter of application for a job. (any level)
- 7 Students write the description of a room while listening to music. (intermediate)
- 8 Students send e-mail messages (real or simulated) to other English speakers around the world. (any level)
- 9 Students write invitations of various kinds. (elementary/intermediate)

### Conclusions

- In this chapter we have
- looked at the reasons for teaching writing: reinforcement of learnt language, the development of the students' language through the activity of writing, the appropriacy of the activity of writing for some styles of learning and the importance of writing as a skill in its own right.
  - said that what students write will depend on level and the motivational effect of the task. In general, students should practise writing postcards, letters, forms, narratives, reports and articles – as well as (perhaps) more-frivolous tasks.
  - studied four writing sequences.
  - tackled the difficult subject of correcting writing, suggesting that over-correction should be avoided and that teachers should always strive to be encouraging.
  - pointed out that, while handwriting is a matter of style, teachers should expect students to write clearly and legibly. In some cases, students may need special help in the shaping of letters, for example.
- The next two chapters are about the spoken word. They mirror many of the comments made about reading and writing.
- After that comes Chapter 11 on textbook use, a vital teacher skill, and then Chapter 12 on lesson planning.

### Looking ahead

# How to teach speaking

- What kind of speaking should students do?
- Why encourage students to do speaking tasks?
- What do speaking activities look like?
- How should teachers correct speaking?
- What else should teachers do during a speaking activity?
- How do speaking activities fit into ESA?
- More speaking suggestions

### What kind of speaking should students do?

It is important to be clear about the kind of speaking this class is talking about. We are not going to look at controlled practice where students say a lot of sentences using a particular of grammar or a particular function, for example. That speaking belongs in Chapter 6 and is connected with *Structure* kind of speaking we are talking about here is almost an *Activate* exercise (see Chapter 4). In other words, the student using any and all the language at their command to perform a kind of oral task. The important thing is that there should be to complete and that the students should want to complete

### Why encourage students to do speaking tasks?

There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command.

**Rehearsal:** getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in allows them to rehearse such a real-life event in the safe classroom. This is not the same as practice in which more study takes place; instead it is a way for students to get the what communicating in the foreign language really feels like

**Feedback:** speaking tasks where students are trying to use any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing at language problems they are having (that is a good real

'boomerang' lessons); students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

Engagement good speaking activities can and should be highly motivating. If all the students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

**What do speaking activities look like?**

In the following four examples, we are going to look at very different speaking activities, from puzzle-like tasks to more involved role-playing. All the activities satisfy the three reasons for speaking tasks which we mentioned above.

**Example 1: information gaps (elementary/intermediate)**

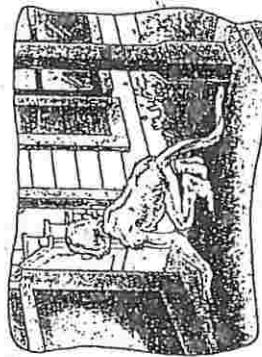
One type of speaking activity involves the so-called 'information gap' – where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them.

One popular information-gap activity is called 'Describe and Draw'. In this activity one student has a picture which he or she must not show his or her partner (teachers sometimes like to use surrealist paintings – empty doorways on beaches, trains coming out of fireplaces etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the 'artist' will ask questions.

Describe and Draw has many of the elements of an ideal speaking activity. It is highly motivating (if used only very occasionally), there is a real purpose for the communication taking place (the information gap, completion of the task), and almost any language can be used. Remember that the describer becomes the drawer and vice-versa.

A further extension of the information gap idea occurs in the following story-telling activity.

The teacher puts the class into four groups, calling them A, B, C and D. To each group he gives one of the following pictures.



From *Touchdown for Mexico* by Jeremy Harmer, D'Arcy Adrian Valli and Olivia Johnston

The groups have to memorise everything they can about the picture who's in them, what's happening etc. They can talk about the details of their groups.

The teacher now collects back the pictures and asks for one student from each group (A, B, C and D) to form a new four-person group. He tells them that they have each seen a different picture but that the pictures taken together – in some order or other – tell a story. The task is for the students to work out what the story is. The only way they can do this is by describing their pictures to each other and speculating on how they are connected.

The final stories may be different. The groups tell the whole class their version is, and the teacher can finally re-show the pictures.

This story-telling activity can, of course, be used as a prelude to a narrative work.

**Example 2: surveys (elementary)**

One way of provoking conversation and opinion exchange is to give students to conduct questionnaires and surveys. If the students plan the questionnaires themselves, the activity becomes even more useful.

In this example for elementary students, the present perfect tense has recently been introduced. The teacher wants students to activate all the language knowledge and would be only too happy if this provoked the use of the present perfect.

The topic is sleep – ways of sleeping, sleeping experiences etc. First of all, the teacher talks about sleep. Perhaps he tells a story about not being able to sleep, about a nightmare, or about someone he has seen sleepwalking. He gets students to give him as much 'sleep' vocabulary as they can (e.g. 'dream', 'nightmare', 'walk in your sleep', 'heavy sleeper', 'sleeper'). The students now work in pairs to plan questions for their questionnaire and the teacher goes round helping where necessary.

A simple student questionnaire might end up looking like this:



s and Ortega 2000), while still questioning the desirability of a persistent focus on correct-ness at all times in a syllabus or course of study. The issues are dealt with in more detail in chapters by Larsen-Freeman and Fotos in this volume.

Based on the claims of most theorists that focus on form can be required by learners in a given classroom sequence, it is reasonable for teachers to be aware of options in how to use a rule explicit or not; whether or not to use a rule; whether an explanation should be a deductive or inductive presentation; whether to give the explanation—the teacher, the student, or another student; whether the explanation is abstract or not; and whether the explanation is provided orally or in writing. Teachers ensure the clarity and sufficiency of their explanations by checking student comprehension, preferably not merely by solicitation of a nod.

Following the approach of Chaudron's description of teachers' vocabulary elaboration, Yee and Wagner (1984) developed a model of teachers' vocabulary and explanations. Their model contains major segments (a framing stage, a framing stage, the explanation itself, and a framing stage), with several subcategories as features (e.g., with or without mention of a specific item, metacognitive, teacher solicits examples, etc.). At each stage, they are optional. An example of their model of grammar explanation follows:

Can we say "these" in a tag?  
 You can't use the word "these" in a tag.  
 What do we need to use?  
 Explanation + explicit rule + solicit

Using a functional approach to analysis and explanations, Faerch (1986) found a sequence in teacher rule presentation: (1) a "Problem-formulation"; (2) induction with the teacher eliciting

student opinions; and (3) the teacher's "Rule-formulation"; followed optionally by (4) "Explanation" by the teacher or students. Alert teachers will adapt this typical pattern to their circumstances, either shortening the sequence if a rule is judged to be quickly learned, or dwelling longer on more student-generated ideas and interaction if the students have difficulty.

### 3. TASKS

The next major step in executing classroom lessons involves practice and "learning" of the material. In this section we will identify the primary units of classroom teaching and evaluate the components of those that most influence learning. To aid discussion and communication among teachers (as well as for the sake of comparative research), it is useful to have a set of terms to describe similar teaching procedures. Over several decades of classroom research, standard terminology for what ought to be the basic units for planning and executing lessons has been lacking. In the following sections we will utilize the words *activity* and *task*, and attempt to show how these can be more systematically classified, described, and analyzed for their contribution to instruction.

#### 3.1 Subsections of a Lesson—The Activity

Probably the most commonly used and general term for the parts of a lesson is *activity*. Most teachers will use this word in discussing their lesson plans and behaviors, although specific activities often have particular names. In much recent analysis of SL classrooms, materials, and syllabi, the term *task* has been used to discuss those less-controlled activities which produce realistic use of the SL (Crookes and Gass 1993a, 1993b). This term has also characterized certain communicative approaches whose upsurge marks the current era of SL teaching. In fact, the widespread use of the label *task-based* in many cases simply replaced the older term *communicative*. In discussing both controlled and freer types of classroom learning procedures, we

will utilize *activity* as a broader term; *task* will apply to a separable element of a lesson that is primarily geared to practicing language presented earlier (or otherwise learned), usually involving students working with each other, to achieve a specific objective.

It is often said that for each specific learning point, learners need to develop from more controlled and mechanical to freer and communicative behaviors. Therefore, a classification of activity types along such a continuum provides the options from which the teacher can select a given sequence within a lesson. Valcárcel et al. (1985) have developed a tentative list of activity types. We have grouped this list according to four phases of instructional sequencing in lessons (see Edelhoff 1981, p. 57): Information and Motivation (in which learners' interest, experience, and relevant language knowledge are aroused); Input/Control (in which learners are involved in deepening their understanding by close attention to detail); Focus/Working (in which individual linguistic and thematic difficulties can be isolated and examined in depth); and Transfer/Application (in which new knowledge and the learner's refined communicative abilities can be put to active use). Teachers should be familiar with each of these activity types and pay attention to the various discussions in the literature of their benefits and disadvantages.

#### Information and Motivation Phase

**Warm-up:** mime, dance, song, jokes, play, etc.; the purpose is to get the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the classroom lesson; not necessarily related to the target language.

**Settings:** focus is on lesson topic; either verbal or nonverbal evocation of the context that is relevant to the lesson point; teacher directs attention to the upcoming topic by questioning, miming, or picture presentation, or possibly a tape recording.  
**Brainstorming:** free, undirected contributions by the students and teacher on a given topic to generate multiple associations without linking them; no explicit analysis or interpretation is given by the teacher.

**Story telling:** oral presentation by the teacher of a story or an event as lengthy practice, although not necessarily lesson-based; it implies the use of extended discourse; it usually aims at maintaining attention or motivation and is often entertaining.  
**A propos:** conversation and other socially oriented interaction/speech by teacher, students, or even visitors on general real-life topics; typically authentic and genuine.

#### Input/Control Phase

**Organizational:** managerial structuring of lesson or class activities; includes reprimanding of students and other disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, etc.

**Content explanation:** explanation of lesson content and grammar or other rules and points: phonology, grammar, lexis, sociolinguistics, or whatever is being "taught."

**Role play demonstration:** use of selected students or teacher to illustrate the procedures(s) to be applied in the following lesson segment; it includes brief illustration of language or other content to be incorporated.

**Recognition:** students identify a specific target form, function, definition, rule, or other lesson-related item, either from oral or visual data, but without producing language as a response (e.g., checking off items, drawing symbols, rearranging pictures, matching utterances with pictures, underlining significant information from a text.)

**Language modeling:** presentation of new language by the teacher through isolated sentences with the help of visuals, drawings on blackboard, realia, miming, recorded material, etc.; involves students' participation in the form of repetition, question-answer display, translation, etc.; it usually aims at checking correct pronunciation and syntax, or meaning comprehension.

**Dialogue/Narrative presentation:** reading or listening passage in the form of dialogue, narration, song, etc., for passive reception (students become familiar with the text without being asked to perform any task related to the content); it usually

## Speaking Activities

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Speaking activities have widely been seen as the most demanding for learners. This may be because of the many characteristics unique to spoken language: reduced forms, contractions, vowel reduction, and the use of slang. And let's not forget stress, rhythm, the use of signpost transitions, and so forth.

Speaking activities are also difficult for teachers. In part, this is because even short 5-minute speeches require a significant allocation of time to assess and provide feedback. I mean, truly, how does one observe a student speaking for five minutes without boring the other twenty nine students who are just waiting to give their presentations?

Furthermore, speaking is also difficult to assess since teachers are generally required to create rubrics that contain some of the many possible categories that speaking entails. Teachers must decide: Does speaking include the use of body language? Does speaking include the use of visual aids? These and similar questions demonstrate the difficulty of assigning precisely what speaking, and especially competent speaking, might be.

One simple solution is to simply provide a lot of informal, unassessed speaking practice in preparation for a few more formal events. Thus, many teachers try to get students talking as much as possible, without a focus on formal presentations, but rather a focus on generating ideas, conversing, and practicing certain aspects of speaking.

The activities in this section mostly address this kind of informal speaking; speaking that may not be easily assessed, but allows students to engage in free, open communication practice. However, please pay special attention to the need to create narrow, specific objectives in these activities, and keep in mind that these informal practices should lead to success in a more formal evaluated presentation or speaking performance. Speaking activities, in this sense, take on the very real likeness of practice scrimmages before a big game.

### 1. Picture Prompt ✕

Invite students to look at a picture and then respond to a partner about what they see. Choose pictures that help students respond to themes or vocabulary that they will need for more formal presentations. You may wish to provide a list of questions for students to respond to while looking at the picture. For example, if you are discussing global warming in class, you might want to show pictures that help students reflect on polar ice, rising sea levels, and animal habitats.

# UNIT 4

## People

### UNIT GOALS

- 1 Identify family members
- 2 Talk about your family
- 3 Describe people

### Identify Family Members

LESSON

**A** **VOCABULARY.** Family members. Listen and practice.

1. grandparents



2. grandmother



3. grandfather



10. grandchildren

4. parents



5. mother



6. father

11. grandson 12. granddaughter



13. wife 14. husband

7. children



8. daughter



9. son



15. sister 16. brother

**B** **LISTENING COMPREHENSION.** Listen to the woman talk about pictures of her family. Check  the correct picture.

