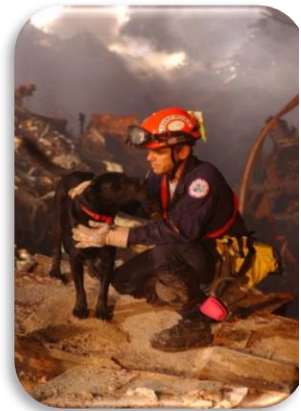
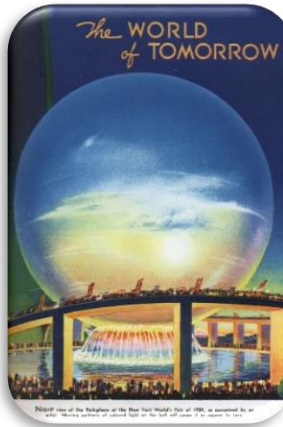


Teletandem lesson plans guide

Guía teletándem y planes de clase



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Introduction: Learning to Teletandem

This project began in 2016 through a collaboration with the University of Minnesota. Some of our lesson plans are oriented towards exchanges with universities in the United States. This is because we have been working with Minnesota. This orientation is not meant to limit the use of the lesson plans to only institutions in the United States. We encourage you to use the lesson plans and adapt them to your own contexts and target English culture groups. Having said this, we recommend the material for intermediate levels and above. Students from these levels will probably get the most out of tandem having more linguistic tools than beginners. The levels of the lesson materials will vary but we invite the teacher to decide which materials are appropriate for their students' level as well as leaving open the possibility to adapt the tasks according to the level.

Learning by doing was the first claim of the communicative approach when it was first considered a complete teaching innovation. By seeking to bridge the gap created by traditional methods, which considered only rules and structures to learn a language, educators continued to look for more effective, and simpler techniques; at the end of one of these paths was Teletandem -connecting learners from different parts of the world to teach their native language to another while learning the others' foreign language- making communication an easy and real goal even if people were on the other side of the world.

Tired and bored of traditional teaching, a set of dedicated teachers from the **Escuela Nacional de Lenguas, Lingüística y Traducción** decided to think outside the box and make the most out of everyday technology, with the hope of getting teachers, and learners as well, interested in the benefits of Teletandem activities.

The aim of this collection of lesson plans is multiple: 1) to share the knowledge and experience gained through applying Teletandem in their language courses; 2) to motivate teachers who have not yet tried this methodology by providing them with interesting and concrete activities about how to introduce Teletandem in their classes; 3) to improve the foreign language proficiency level of students at the university by popularizing Teletandem; 4) bring about observable changes in student's personal and academic life.

Keeping all of the above in mind, we welcome you to explore this collection, where we hope you will learn, become engaged, and enjoy the activities along with your students, as well as gain a different perspective on language learning.

Introducción: Incursionar en el teletándem

Este proyecto surge de una colaboración con la Universidad de Minnesota que inició en 2016. Algunos de los planes de clase están orientados a intercambios con universidades de los Estados Unidos y esto ha sido porque nosotros trabajamos con grupos de la Universidad de Minnesota. Esta orientación no excluye que el usuario los pueda adaptar para sus propios contextos e incluir otros grupos meta de la cultura anglófona. Recomendamos el material para alumnos de niveles intermedios hacia arriba. Es probable que los alumnos de estos niveles sacarán el mayor provecho de tándem ya que tienen más herramientas lingüísticas que los principiantes. Los niveles de los planes clase varían, pero invitamos al maestro a decidir cuales materiales son adecuados al nivel de sus alumnos y al mismo tiempo le dejamos la libertad de adaptar las actividades al nivel y contexto de sus alumnos.

Al inicio, uno de los principios centrales del enfoque comunicativo era aprender haciendo y esto fue considerado una innovación en la enseñanza de lenguas. Buscar alternativas para cubrir las lagunas existentes en los métodos tradicionales que solamente tomaban en cuenta reglas y estructuras para aprender un idioma, permitió a los académicos encontrar diferentes técnicas sencillas y efectivas para el aprendizaje.

Actualmente, no existe una metodología predominante en la enseñanza de lenguas. Los docentes emplean un enfoque ecléctico que se adapta a públicos y contextos diferentes de estudiantes. Una de las múltiples metodologías alternativas es el tándem; el cual consiste en vincular a dos estudiantes de diferentes partes del mundo con el fin de aprender la lengua meta de su compañero, así como enseñar su idioma a otro, con base en un principio de reciprocidad. Se aprovecha la comunicación inmediata y real en situación presencial o a distancia.

Un grupo de profesoras interesadas en innovar del **Departamento de Inglés** de la **Escuela Nacional de Lenguas, Lingüística y Traducción (ENALLT)** decidió ir más allá de los límites del salón de clase y aprovechar la inmediatez de la tecnología con el objetivo de difundir los beneficios del teletándem a profesores y alumnos.

Con el fin de facilitar esta labor para los profesores de la ENALLT, se compiló un conjunto de planes de clases con los siguientes propósitos: 1) compartir el conocimiento y la experiencia adquiridos por los profesores al haber implementado el teletándem en clases de lengua inglesa; 2) motivar a que los profesores que aún no han probado esta metodología la introduzcan por medio de actividades concretas e interesantes; 3) mejorar el dominio de la lengua extranjera; 4) propiciar cambios observables en su vida académica y personal.

Con base en lo anterior, te damos la bienvenida a esta colección con la intención que te asomes a una perspectiva diferente de aprendizaje. Esperamos que aprendas, te involucres y disfrutes junto con tus alumnos las actividades propuestas.

Dedication / Dedicatoria



From left to right / de izquierda a derecha: Luis Arriaga, María Antonieta Roca, Yunué Pliego, Karen Lusnia, Adriana Maciel & Jennifer Yong. October / Octubre 2018

We wish to dedicate this guide to all creative, hard-working and innovative teachers. This project brought us closer together as teachers, humans and researchers. Our students took advantage of unique opportunities to grow as language learners and as people. We hope the same for you.

Dedicamos esta guía a todos los maestros creativos, innovadores e incansables. Este proyecto nos acercó como maestros, seres humanos e investigadores. Nuestros alumnos tomaron ventaja de oportunidades únicas para crecer como aprendientes de lengua y como seres humanos. Deseamos lo mismo para ti.

Credits / Créditos

Design, review and piloting of lesson plans and materials

Diseño, revisión y piloteo de materiales didácticos



Adriana Maciel Sierra B.A.

Adriana Maciel has a B.A. degree in TEFL by the Facultad de Estudios Superiores Acatlán, UNAM. She holds a distance learning diploma in Applied Linguistics by ENALLT-UNAM, as well as a distance learning diploma in Distance Education Teaching by CUAED-UNAM. She teaches General English courses at ENALLT-UNAM and English for Academic Purposes at El Colegio de México.

Adriana Maciel B.A. Licenciatura en Enseñanza de Inglés como Lengua Extranjera por la Facultad de Estudios Superiores Acatlán, UNAM. Cursó el Diplomado en Actualización en Lingüística Aplicada a Distancia, en la Escuela Nacional de Lenguas, Lingüística y Traducción en la Universidad Nacional Autónoma de México (ENALLT-UNAM) y el Diplomado en Docencia para la Educación a Distancia, CUAED-UNAM. Actualmente imparte cursos de inglés general en la ENALLT-UNAM, e Inglés Académico en el Colegio de México.



María Antonieta Roca B.A.

María Antonieta Roca B.A. 2019 (Bachelor's Degree in TESOL from the University of Guadalajara). She holds a Teacher Training diploma, Training of Self-Access Center Advisor's diploma and a distance learning diploma in Applied Linguistics by ENALLT-UNAM as well as the training for online tutors of the CUAED, UNAM. She has been an English language teacher for more than 13 years. She has collaborated in the Mediateca as a consultant and is a collaborator in the Evaluation and Certification Coordination of the ENALLT. She has participated in projects for students with disabilities.

María Antonieta Roca B.A. 2019 (Licenciatura en Docencia del idioma inglés como segunda lengua por la Universidad de Guadalajara). Cursó el diplomado de Formación de Profesores, Formación de Asesores y el Diplomado en Actualización en Lingüística Aplicada a Distancia, en la Escuela Nacional de Lenguas, Lingüística y Traducción de la Universidad Nacional Autónoma de México (ENALLT-UNAM) así como el de formación para tutores a distancia de la CUAED, UNAM. Es profesora de Asignatura desde hace más de 13 años. Ha colaborado en la Mediateca como asesora, y es colaboradora en la Coordinación de Evaluación y Certificación de la ENALLT. Ha participado en proyectos para alumnos con discapacidades.

Yunué Pliego Jiménez, B.A.



Yunué Pliego has been an English language teacher at the ENALLT for the last 5 years. She has a bachelor's degree in Economy from the UNAM and the Teaching Certificate for language teachers from the ENALLT. She is active as a teacher trainer at the school's Teacher certificate program and promotes the use of tandem with her students.

Yunué Pliego es maestra de inglés en la ENALLT desde hace 5 años. Cursó la licenciatura de Economía en la UNAM, así como el Certificado de enseñanza para maestros de idiomas de la ENALLT. Actualmente prepara maestros que buscan certificarse como profesores de lenguas extranjeras e introduce a sus alumnos al uso de tándem como estrategia de aprendizaje.



Jennifer Yong Lau M.A.

Jennifer Yong Lau has a Bachelor's Degree in English from the University of Querétaro and a M.A. in Applied Linguistics by ENALLT-UNAM. Her main interests include: Online and Blended courses and material design, as well as materials' design to develop intercultural skills during Tandem sessions.

Jennifer Yong Lau tiene la Licenciatura en Lenguas Modernas-Inglés por la Universidad Autónoma de Querétaro y la Maestría en Lingüística Aplicada por la ENALLT-UNAM. Es profesora de Asignatura en la ENALLT-UNAM desde hace 13 años, donde además ha participado en proyectos diversos como: Diseño de cursos y materiales a distancia y semipresenciales, Diseño de materiales para el desarrollo de habilidades

sociopragmáticas, y Desarrollo de materiales interculturales para Tándem.



Karen Beth Lusnia M.A.

Karen Lusnia has an M.A. in French Literature and French language learning from the University of Minnesota, Twin Cities and the University of Illinois, Urbana-Champaign respectively. Her main interests are: significant learning, critical thinking, the use of technology in the classroom and online course design.

Karen Lusnia tiene Maestría en Literatura francesa y Aprendizaje de lenguas extranjeras de la Universidad de Minnesota, Twin Cities y la Universidad de Illinois, Urbana-Champaign. Se interesa por el aprendizaje significativo,

pensamiento crítico, el uso de la tecnología en el salón de clase y el diseño de cursos en línea. Trabaja en la ENALLT-UNAM desde hace 20 años.

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Project support and lesson plan guide design/ Apoyo y realización de la guía didáctica



Luis Arriaga B.A.

Luis Arriaga is currently a senior student of the bachelor's degree in English Teaching by the Facultad de Estudios Superiores "Acatlán", part of the UNAM. His main interests are languages in general, Applied Linguistics, research and the inclusion of the use of literature in second language teaching.

Luis Arriaga es actualmente pasante de último semestre de la Licenciatura en Enseñanza de Inglés en la Facultad de Estudios Superiores de "Acatlán", de la UNAM. Se interesa por los lenguajes en general, por la Lingüística Aplicada y por la investigación e inclusión del uso de la literatura en la enseñanza de segundas lenguas

Additional support / Apoyo adicional

María de la Paz Adelia Peña Clavel M.A.

María de la Paz Adelia Peña Clavel is a full-time professor at the National School of Languages, Linguistics and Translation (ENALLT). She is head of the AVLE Teletandem project in the self-access center at the School. She has an MA in Educational Technology through (ITESM) in México and a MA in Virtual Learning Environments through the Organization of Iberoamerican States (OEI), Virtual Educa and the University of Panama. She is studying a PhD student at the University of Guadalajara. Her main research interests are learner-training, identity in a self-access centre, learner autonomy and teletandem.

María de la Paz Adelia Peña Clavel es profesora de tiempo completo en la Escuela Nacional de Lenguas, Lingüística y Traducción (ENALLT). Es responsable del proyecto AVLE teletándem (Aprendizaje Virtual de Lenguas Extranjeras en tándem) de la Mediateca. Es Maestra en Tecnología Educativa por el Instituto Tecnológico y de Estudios Superiores de Monterrey y en Entornos Virtuales de Aprendizaje por la Universidad de Panamá, la Organización de Estados Iberoamericanos y Virtual Educa. Estudia un doctorado en la Universidad de Guadalajara. Sus principales intereses son la formación del aprendiz, identidad en un centro de autoacceso, teletándem y autonomía.

Teletandem Protocol for Teachers

This guide is designed to support you during the process of familiarizing your students with the tandem sessions in your class.

1. STUDENTS' INFORMATION: First, you need to make a list of your students in EXCEL, Word or Google Sheets where they include their full name, email and mobile number. The phone number can be useful if the students wish to contact using an application such as WhatsApp. You may want to take your computer to class so that your students can write their information in it. You can also create a document in Google Drive, but you must grant them access to the document.

When your list is complete, you should contact the Coordinator of the tandem program of the university with whom you are collaborating in your teletandem project so that they can put the information in their system and match pairs of students.

2. CONSENT FORM: We recommend asking your students to sign a consent form for the use of personal data as the example provided in this guide. Give your students a copy of it.

3. STUDENT TANDEM PAIRS: Once the other university has confirmed the students' matches and sent the information with their students' emails, ask your students to send an email to their partner within the following 48 HOURS (2 days) to introduce themselves and agree on a date and time to hold their first tandem session by marking a copy (BCC) for both YOU (your instructor) and the instructor of the other university (it is advisable to show your students how to do it). This is to have proof that the student has actually made the first contact.

In the event that your students do not receive a response from their partner within the next 48 HOURS, you should contact the other university's instructor to verify whether the student received the mail. If necessary, help your students write their INITIAL contact email.

For example:

To: (mail)

BCC: (Teacher's mail), (mail of the Instructor of the other university)

Subject: TANDEM PARTNER MEXICO

Dear: (NAME)

My name is (NAME) and I am pleased to be your tandem partner for this semester/course. A little about me, [(I love cats, I like to watch action movies and read historical novels.) I like travelling and I'm very interested in learning about (City of your partner)]. I am available to chat via (Skype, Facetime, etc.) on (DAYS), (HOURS).

IN THE EVENT THAT TELETANDEM SESSIONS ARE EVALUATED

My GRADE is based on making (NUMBER) of synchronous video sessions, so it is especially important for me to be able to talk to you. Could you answer me within the next 48 HOURS, so that my teacher knows that I received an answer?

What would you like to tell me about yourself?

Best wishes,

(FIRST NAME)

4. CONTACT WITH YOUR ASSOCIATE INSTRUCTOR (SKYPE)

It is important to be in touch with the instructor of the group you are going to work with, so you can establish the calendar for the semester and the topics you plan to cover for the synchronous sessions of the students. Preferably, you should write to the instructor before the exchange begins or at the beginning when the pairs are matched.

5. DEFINITION OF EXPECTATIONS WITH THE ASSOCIATE INSTRUCTOR

Be sure to talk about:

- Start and end of the semester or course.

CALENDAR: BEFORE talking with the associate instructor you NEED to set the deadlines for each of the sessions, which will allow adequate planning (with respect to time and topics). Do this in accordance with the semester calendar and/or with your teaching colleagues.

- The topics on which you plan to prepare your students to engage in conversation. This is very important since some students have complained that students from the other university may not talk about a specific topic. This is the time for you to negotiate with the other instructor about the topics that your students will need to discuss.
- You should also let the instructor know that you or your instructors are very committed to this exchange and that the sessions are REQUIRED as part of the student assessment and, for this reason, we need a strong commitment from the associate instructor; someone who will supervise their students, that is, they will know who is active and who is not, will get them back on track, and will make it clear to their students that their Tandem partners count on them and expect them to show up when they have agreed on a schedule.
- This is also an opportunity to establish some rules or guidelines about what you will do when problems arise and how you will maintain communication.
- Many times the number of students per group will not be the same so at times students may have more than one partner. Students may also need to be reassigned if their partners drop out or stop participating.

6. HOW TO ADDRESS POSSIBLE PROBLEMS:

In which cases should EMAILS be sent to the INSTRUCTOR and the COORDINATOR?

1. Students who never respond to an initial contact.
2. Students who stop responding.
3. Students who drop the course (both parties).
4. Students who refuse to have a synchronous video session.
5. Schedules that do not coincide.

Both students need to negotiate. Both parties must be tolerant and willing to resolve time conflicts in a give and take relationship.

7. THEMES FOR THE TANDEM SESSIONS

We have developed and piloted some topics and their corresponding materials, for example: Introductions, Cities, Globalization, among others. We have also used the [Language Exchange Support Guide](#) as a resource to present and prepare these topics in class.

We also suggest you apply a small survey in class to determine what the interests of your students are. You might create a short survey in Google forms according to the needs of your class. It is very important to keep a written record (summary) of your classes (either from student comments or of students' tandem reports) to have information on what topics are or are not of interest to your students.

8. TIPS FOR STUDENTS

As an integral part of this project, a document containing instructions for students has been prepared. We recommend giving a copy of this to students and reading it in class.

9. EVALUATION

Likewise, as an integral part of this project, a checklist has been prepared, which the student must complete at the end of each conversation. Your students can use the checklist as a support for the preparation of the conversation report of each of the sessions in tandem. Both documents are part of the evaluation and must be turned in to the teacher. We recommend students include a screenshot of each session as proof of the exchange in videoconference.

Protocolo teletandem para el profesor

Esta guía está diseñada para apoyarle durante el proceso de iniciar a sus alumnos en las sesiones en tándem de su clase.

1. INFORMACIÓN DE LOS ALUMNOS:

En primer lugar, deberá hacer una lista de sus estudiantes en EXCEL, Word o Google Sheets en la que solicite su nombre completo, correo electrónico y número de teléfono. El número de teléfono celular puede ser útil si los estudiantes desean contactarse usando una aplicación como Whatsapp.

Sugerencia: es posible que desee llevar su computadora a la clase para que sus estudiantes completen su información en ella. También puede crear un documento en Google Drive, pero deberá permitir acceso al documento.

Cuando su lista esté completa, debe enviarla al Coordinador del programa en tándem de la universidad con la que vaya a colaborar en su proyecto teletándem para que puedan administrar la información en su sistema y conformar parejas de estudiantes.

2. FORMULARIO DE CONSENTIMIENTO:

Se recomienda solicitar a sus estudiantes que firmen un formulario de consentimiento de uso de datos personales como el que se incluye en esta guía. Entregue a sus estudiantes una copia del mismo.

3. CONFORMACIÓN DE PAREJAS:

Una vez que se hayan conformado las parejas de estudiantes y la universidad extranjera lo confirme y le envíe la información con correos electrónicos de sus estudiantes, pida usted a los suyos enviar un correo electrónico a su compañero dentro de las siguientes 48 HORAS (2 días) para presentarse y acordar el día y hora para realizar su primera sesión en tándem marcando copia (BCC) tanto para USTED (su instructor) como al instructor de la otra universidad (es aconsejable que muestre a sus alumnos cómo hacerlo). Esto es para tener constancia de que el estudiante efectivamente hizo el primer contacto. En el caso de que no reciban una respuesta de su compañero en las siguientes 48 HORAS, debe comunicarse con su instructor para verificar si el alumno recibió o no el correo.

Si es necesario, ayude a sus alumnos a escribir su correo electrónico INICIAL de contacto. Por ejemplo:

Para: correo de pareja

BCC: Correo del maestro, correo del Instructor en la otra universidad

Asunto: TANDEM PARTNER

Querida(o) Jane / John:

Mi nombre es (____) y me complace ser su compañero tándem para este semestre. Un poco sobre mí, [(me encantan los gatos, me gusta ver películas de acción y leer novelas históricas. Me gusta viajar y estoy muy interesado en aprender sobre (Ciudad de su compañero)].

Estoy disponible para conversar vía (Skype, Facetime, etc.) en (DÍAS), (HORAS).

EN CASO DE QUE LAS SESIONES TELETANDEM SEAN EVALUADAS

Debo decirte que parte de mi CALIFICACIÓN se basa en hacer (NUMERO) de sesiones de video sincrónico, por lo que es realmente importante para mí poder hablar contigo.

¿Podrías responder dentro de las próximas 48 HORAS, para que mi profesor sepa que recibí una respuesta?

¿Qué te gustaría decirme acerca de ti?

Mis mejores deseos, (Saludos cordiales)

(NOMBRE)

4. CONTACTO CON SU INSTRUCTOR ASOCIADO (SKYPE)

Es realmente importante ponerse en contacto con el instructor del grupo con el que va a trabajar para informarle sobre nuestro calendario y los temas que planea cubrir para las sesiones sincrónicas de los alumnos. De preferencia, debe escribir al instructor antes de que comience el intercambio o al principio cuando se conformen las parejas.

5. DEFINICIÓN DE EXPECTATIVAS CON EL INSTRUCTOR ASOCIADO

Asegúrese de hablar sobre:

- Comienzo y finalización del semestre o curso.

CALENDARIO: ANTES de hablar con el instructor asociado **NECESITA** establecer las fechas límite para cada una de las sesiones, lo que permitirá una planificación adecuada (con respecto al tiempo y los temas). Haga esto de acuerdo con el calendario semestral y/o con sus compañeros docentes.

- Los temas sobre los que planea preparar a sus alumnos entablar conversación. Esto es muy importante ya que algunos estudiantes se han quejado de que los estudiantes de la otra universidad no hablan sobre un tema específico. Éste es el momento para que negocie con el otro instructor sobre los temas que requerirá que sus alumnos conversen.
- También debe comunicarle al instructor que nuestros instructores están muy comprometidos con este intercambio y que las sesiones son **REQUERIDAS** como parte de la evaluación de los estudiantes y, por esta razón, necesitamos un fuerte compromiso del instructor asociado; alguien que vigilará a sus estudiantes, es decir, sabrá quién está activo y quién no, los reencaminará, y les dejará claro a sus alumnos que sus compañeros en Tándem cuentan con ellos y esperan que aparezcan cuando han acordado un horario.
- Ésta es también una oportunidad para establecer algunas reglas o pautas sobre lo que hará cuando surjan problemas y cómo mantendrá la comunicación.
- Muchas veces el número de alumnos por grupo no serán los mismos, lo cual significa que algunas veces un alumno tendrá más de una pareja. También, a veces será necesario reasignar parejas cuando los alumnos se den de baja o no contesten.

6. CÓMO ABORDAR POSIBLES PROBLEMAS:

¿En qué casos debe enviar CORREOS AL INSTRUCTOR Y AL COORDINADOR?

1. Estudiantes que nunca responden a un contacto inicial.
2. Estudiantes que dejan de responder.
3. Estudiantes que abandonan el curso (ambas partes).
4. Estudiantes que se niegan a tener una sesión de video sincrónica.
5. Horarios que no coinciden. Ambos estudiantes necesitan negociar. Ambas partes deberán ser tolerantes y estar DISPUESTAS a resolver conflictos en una relación de dar y recibir.

7. TEMAS PARA LAS SESIONES TANDEM

Actualmente hemos desarrollado y piloteado algunos temas y sus correspondientes materiales, por ejemplo: Presentaciones, Ciudades, Globalización, entre otros. También hemos utilizado la [Language exchange support guide](#) como recurso para presentar y preparar estos temas en clase.

Lo que sugerimos es que también aplique una pequeña encuesta en clase para determinar cuáles son los intereses de sus estudiantes. Puede crear una encuesta breve en Google Forms de acuerdo a las necesidades de su clase.

Es muy importante mantener un registro escrito (resumen) de sus clases (ya sea de los comentarios de los estudiantes o de los reportes de tándem de los estudiantes) para tener información sobre qué temas son de interés para los estudiantes y cuáles no.

8. INDICACIONES PARA ESTUDIANTES

Como parte integral de este proyecto se ha elaborado un documento que contiene las instrucciones para los estudiantes. Se recomienda entregar una copia a los estudiantes y leerlo en clase.

9. EVALUACIÓN

De igual manera, se ha elaborado una lista de cotejo que el alumno deberá llenar al término de cada sesión, en la cual se podrá apoyar para la elaboración del reporte de conversación de cada una de las sesiones en tándem. Ambos documentos forman parte de la evaluación y deberán ser entregados al profesor. Se recomienda que cada uno de los reportes incluya una captura de pantalla de cada sesión como constancia del intercambio en videoconferencia.

Student Tandem Tips

During the semester, you will participate in a tandem speaking project with English speakers from the University of _____. The aim of this project is for you to take part in 3 intercultural experiences which are part of the English course. Using a virtual component such as Skype, you will develop not only oral, listening and writing skills, but also intercultural relations and collaborative learning.

Using the asynchronous tool Flip Grid and a link provided by your teacher (<https://flipgrid.com/>), you will record a video presentation of yourself as your **first** tandem session. This will allow you to get to know the students from the other classroom. The **three (3)** remaining virtual sessions will revolve around 3 different topics each; all of the sessions share the common goal of broadening and developing your knowledge of the English-speaking language and culture, mainly through your virtual tandem speaking sessions with your assigned partner.

In class, your teacher will work on each on the topics to prepare you for the sessions.

During the sixteen (16) weeks that the project lasts, you will work with the **same person** who has been matched with you for those **3** sessions. This matching is completely random, and your partner may be either a younger or older man or woman. You will receive a mail at the beginning of the course with specific instructions, information and suggestions so that you can contact your partner as soon as possible. In any case, you can talk to them on other occasions as you wish during and after the semester.

If, for any reason your partner is absent or stops communicating with you, let your teacher know as soon as possible to remedy the situation.

Here are a few tips to make your tandem sessions easier:

1. Avoid topics which your partner may not want to talk about. (i.e. politics, religion, sensitive or culturally loaded topics, etc.)

2. Be aware of your partner's cultural differences, background or personality. (What topics are appropriate? Be careful not to ask questions which are TOO intrusive or personal.)
3. Practice Netiquette (rules and conventions about messages, how many to send, politeness, etc.) In general, treat others as you wish to be treated.
4. If you can't make it to the session, make sure you tell him/her before the meeting time and reschedule as soon as possible. This shows you're responsible and considerate!
5. Be tolerant and patient with your partner, they come from a different culture and they're learning just like you.
6. Talk about how you both would like to be corrected, or what things you would like to improve on so you both can pay attention to those aspects.
7. Make sure you take notes both for your own learning and for your partner's learning
8. Be kind and helpful when giving feedback! Make suggestions and repeat words or phrases for them as models. Be helpful! There are many ways to help your partner!
9. Take turns beginning sessions so you both get a turn to start out in a different language and divide the time per language equally.
10. Prepare for your sessions, jot down your questions or comments you would like your partner to tell you about, this shows respect for their time and helps your memory out!
11. Make your meetings regular to form a habit.
12. Remember to listen and put yourself in your partner's shoes!
13. Write up your thoughts and new language acquired so you can see your progress both in language and culture!

As a suggestion, in the first mail you write to your partner:

- Introduce yourself
- Tell them the days and times you are available to talk
- Let them know that you are graded on your participation
- And ALSO, that you NEED an answer from them within the next 48 hours

Email sample

To: Partner's mail

BCC: Teacher's mail, Instructor at the other university

Subject: TANDEM PARTNER UNAM-MEXICO

Dear Jane/John,

My name is Adriana and I am pleased to be your tandem partner for this semester. A little about myself, I love cats, I like to watch action movies and read historical novels. I like to travel and I am very interested in learning about (Minnesota).

*I am available to talk via (Skype, Facetime, etc) on DAYS at TIMES (from 7-9). I should let you know that part of my GRADE is based on doing 1 **session on Flip Grid** and 3 **synchronous video** sessions, so it's really important for me to be able to talk to you.*

Can you answer me within the next 48 HOURS, so I can let my teacher know that I got an answer?

What can you tell me about yourself?

I'm looking forward to hearing from you.

Best wishes, (Best regards)

The cat lover (aka Adriana)

After each tandem session, you will be expected to turn in a report on each virtual exchange which includes:

- an individual checklist on your performance
- summary and reflection on the experience
- screenshot of your session.

The 3 virtual exchanges plus the Flip Grid presentation will be worth _____ (10%) of your grade.

Tips tándem para el alumno

Durante este semestre participarás en un proyecto de interacción oral con estudiantes nativo hablantes de inglés de la universidad de _____. El objetivo de este proyecto es que disfrutes de 3 “Experiencias interculturales” que forman parte del programa general de inglés mediante un componente virtual y tecnológico que te permitirá desarrollar no solo destrezas orales, comprensión auditiva y expresión escrita, sino que también promueva relaciones interculturales y aprendizaje colaborativo.

Participarás en **una** sesión asíncrona (Flip Grid: <https://flipgrid.com/>), que tu profesor te proporcionará, para presentarte y conocer a los alumnos de la otra universidad, y **tres (3)** experiencias interculturales virtuales que se articularán en torno a **un tema diferente** cada una; pero todas tienen como objetivo común que desarrolles y amplíes tu conocimiento de la lengua y las culturas angloparlantes, principalmente a través de la comunicación oral virtual con el/la compañero/a asignado/a.

En clase, tu maestro trabajará contigo los diferentes temas para prepararte para tus sesiones. Durante las dieciséis (16) semanas que dura este proyecto, trabajarás siempre con la **misma persona** que se te haya asignado. La asignación de las parejas se realizará de forma totalmente aleatoria (al azar) y pueden ser chicos/chicas, jóvenes/mayores. La asignación de las parejas se te comunicará al comienzo del curso y recibirás una carta personalizada en la que se te indicarán las instrucciones, información y sugerencias para contactar a tu compañero/a de Tándem lo antes posible. Sin embargo, recuerda que el puedes entablar más sesiones durante y después del semestre si ambos así lo desean.

Si por alguna razón hay alguna ausencia o falta de comunicación con tu compañero, avisa a tu profesor en cuanto puedas.

Para facilitar las sesiones por favor considera los siguientes tips:

1. Platiquen y acuerden los temas que tú y tu compañero no deseen hablar durante las sesiones (por ejemplo: política, religión, temas sensibles, etc.)

2. Considera diferencias culturales, de procedencia/antecedentes o personalidad. (¿Qué temas son apropiados?, ¿Qué temas se deben evitar?, ¿Cómo evitar preguntas demasiado personales?)
3. Ten en cuenta las reglas de *Netiquette* (reglas y convenciones acerca de los mensajes, cuántos enviar, etc.)
4. Si por alguna razón no te es posible asistir a la sesión, asegúrate de avisarle con anticipación y asegúrate de reagendar la sesión tan pronto como te sea posible. Esta acción refleja educación y cortesía.
5. Sé tolerante y paciente con tu compañero, pues recuerda que proviene de una cultura diferente y es estudiante de una lengua extranjera al igual que tú.
6. Platiquen y acuerden cómo les gustaría ser corregidos, o de las cosas que a ambos les gustaría mejorar, para que pongan atención a esos detalles.
7. Asegúrate de tomar notas tanto de tu aprendizaje como el de tu compañero.
8. Se cortés y provee retroalimentación a tu compañero. Hazle sugerencias y repite las palabras o frases en caso necesario para servir como modelo. Sé servicial y atento con tu compañero y busca la manera más apropiada de ayudarlo.
9. Acuerden la toma de turnos para iniciar las sesiones, para que ambos tengan oportunidad de empezar con una lengua diferente y dividan los tiempos de manera equitativa.
10. Prepara tus sesiones, apunta preguntas y/o comentarios que te gustaría cuestionar o comentar con tu compañero, ya que demuestra tu interés y respeto por él/ella y le ayuda a tu memoria.
11. Haz de tus sesiones un hábito regular para que ambos obtengan mayores beneficios.
12. Recuerda escuchar y ponerte en los zapatos de tu compañero.
13. Escribe lo que piensas y tus reflexiones en la lengua que estás aprendiendo, para que puedas apreciar tu progreso tanto en lengua como en cultura.

Como sugerencia, en el primer correo electrónico que envíes a tu pareja TANDEM considera lo siguiente:

- Preséntate
- Coméntale los días y horarios que tienes disponible para las sesiones
- Hazle saber que tus sesiones Tándem cuentan para tu calificación final
- También hazle saber que necesitas tener respuesta suya al menos 48 horas después de que reciba tu correo

Modelo de correo de presentación:

To: Partner's mail

BCC: Teacher's mail, Instructor at the other university

Subject: TANDEM PARTNER UNAM-MEXICO

Dear Jane/John,

My name is Adriana and I am pleased to be your tandem partner for this semester. A little about myself, I love cats, I like to watch action movies and read historical novels. I like to travel and I am very interested in learning about (Minnesota).

*I am available to talk via (Skype, Facetime, etc) on DAYS at TIMES (from 7-9). I should let you know that part of my GRADE is based on doing 1 **session on Flip Grid** and 3 **synchronous video sessions**, so it's really important for me to be able to talk to you.*

Can you answer me within the next 48 HOURS, so I can let my teacher know that I got an answer?

What can you tell me about yourself?

I'm looking forward to hearing from you.

Best wishes, (Best regards)

The cat lover (aka Adriana)

Después de cada sesión virtual de tándem, deberás entregar un reporte por cada sesión que incluye:

- Lista de cotejo por escrito
- Resumen y reflexión de de la experiencia
- Screenshot de la sesión.

Las 3 sesiones presenciales más tu presentación en Flip Grid valen el _____ (10%) de tu calificación final.

Lesson Plans / Planes de clase

Ethical Treatment of Animals

by Karen Lusnia



Introduction

The purpose of this lesson plan is to guide teachers to help their students develop and practice some vocabulary related to ethical treatment of animals in the United States and in Mexico for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs, video, images and texts.

Topic: Ethical treatment of animals.

“Ethical treatment of animals” is a topic which every human being should know about and, thus, to be concerned about since other living beings are also part of the world and make it a better place. Given the fact that “Animals” is a very popular topic among students, the English language classroom is suitable to raise awareness about their treatment in other cultures as well as the common problems that arise in the process.

Objective: Students will be able to discuss

differences between the treatment of animals in the United States and in Mexico with their partners in the U.S. In addition, students will create a short video talking about the benefits of humane treatment of animals and what they learnt about the topic from both the U.S. and Mexican point of view.

Time: 100 to 120 minutes, with approximate times specified for each activity.

Materials and activities to include:

URLs, texts, videos, images.

Assessment:

Tandem interview, flip grid video and written reflection.

Topic: Animal treatment

Activities	Skills/sub-skills	Materials	Time
Activity 1: Video	Listening and observing	Board, projector, markers, computer and video	5 mins
Activity 2: Story and memories	Reading and speaking	Text, notebook, board and markers	5 mins
Activity 3: Interviews, notes taking and questions	Listening, writing, speaking and reading	Board, projector, notebook and computer	15 mins
Activity 4: Websites and reflection	Listening, reading and writing	Video, board, computer, projector and notebook	10 mins
Activity 5: Tandem session	Listening, speaking and writing	Computer	30 mins
Activity 6: What you learned	Speaking	Computer	15 mins
Activity 7: Written reflection	Reading and writing	Notebook or computer	20 mins

Activity 1: Video	Listening and observing	Board, projector, markers, computer and video	5 mins
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Students will watch a video about “Paquito’s life”, a street dog in the D.F.

[Karen Lusnia]. (July 17, 2015). *Me llamo Paquito, My name is Paquito*. [Video File]. Retrieved from: <https://youtu.be/3ZoV9lcUDc0>

Activity 2: Story and memories	Reading and speaking	Text, notebook, board and markers	5 mins
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Students will be given Paquito’s story to read. Teacher can ask them how it makes them feel and to comment with classmates and teacher. They will be asked to try to remember a special animal in their lives and if they can remember why it was special to them and if it does something quirky or if it used to.

PAQUITO'S STORY

My Name is Paquito, which is one of the many names people call me, like Chiquito (small one), Jeremías (like a name from the Bible), Pulgas (means I carry fleas...), among others.

During the day I live on the street, but I am among the lucky ones, since at night a lady brings me up into her house to eat and sleep. I'm out during the day with my friend León, another street dog, where we soak up the sun, chase motorcycles and cars, stay clear from people who don't like dogs and seek refuge from the rain when it storms outside. Right now, it's raining cats and dogs, pardon the expression, since it's rainy season here in Mexico City so we have to find shelter in the woods, under a roof or anywhere safe from floods. In the winter it can be very cold and in the spring very hot, and there's no water to drink, so sometimes it's not that comfortable. Even other dogs can want to pick a fight with me.

I sometimes dream of having a family to take care of me and keep me safe in a warm house, but mostly I just stay out of trouble and wait for my sometimes owner to get home and invite me inside for a bite to eat and a warm bed to sleep and dream.

Yo me llamo Paquito, pero se me conoce también por otros nombres como Chiquito, Jeremías (como en la Biblia), o Pulgas porque la gente cree que traigo pulgas, entre otros.

Durante el día, vivo en la calle, pero soy de los afortunados, porque en la noche llega la señora que me cuida, y me sube a su casa para comer y dormir. En el día estoy afuera con mi amigo León, otro perro de la calle, donde tomamos el sol, corremos atrás de las motos y los coches, nos alejamos de la gente que no quiere a los perros, y nos refugiamos de la lluvia cuando hay tormenta. Ahora, llueva a cántaros, porque es la temporada de lluvia entonces tenemos que buscar refugio en los árboles, debajo de un techo o en algún lado donde no se inunda. En el invierno puede llegar a hacer mucho frío y también en la primavera mucho calor, y luego no hay agua para tomar y no está muy cómodo el asunto. Hasta otros perros luego me pueden buscar pleito.

A veces sueño con tener una familia que me cuida y que me proteja en una casa calentita, pero sobre todo me mantengo fuera de peligro y espero a mi pseudo dueño a que llegue y que invita a comer y a dormir en una cama calentita donde pueda soñar.

Activity 3: Interviews, note-taking and questions	Listening, writing, speaking and reading	Board, projector, notebook and computer	15 mins
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Students will be shown three different interviews with experts on the treatment of animals (a veterinarian, an animal rescuer and an activist). While watching them, students are asked to take notes on what some of the differences and similarities in animal well-being in both countries are, on what

points the animal experts agree and on what points they disagree. Afterwards, the teacher will ask the students to formulate some further questions they might want to ask the experts.

Interview with a veterinarian

[Catherine Clements]. (July 20, 2015). *Thoughts on Animals*. [Video File]. Retrieved from: <https://youtu.be/vwailF5jC7U>

Interview with an animal rescuer

[Catherine Clements]. (July 21, 2015). *Interview with Judith Wagner*. [Video File]. Retrieved from: <https://youtu.be/fSbY2-GzHG8>

Interview with an activist

[Karen Lusnia]. (July 17, 2015). *¿Qué son las actividades que haces a diario como protectora?* [Video File]. Retrieved from: <https://youtu.be/kVpK3ZLLjxw?list=PLAqggPSaNQMjrb5t-kE9qZnS-x6nntGqR>

Activity 4: Websites and reflection	Listening, reading and writing	Video, board, computer, projector and notebook	10 mins
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Students will be shown some videos and websites which deal with both the Mexican culture’s and the U.S. culture’s perspective on the treatment of animals (students look at the examples on “We Explore” <https://we-explore.com/expedition/1781> , although they can also use some of their search strategies to find others). During the activity, students take notes to get the main idea from the sites and videos and reflect on whether they agree or not and why.

“Tierra de animales” website: <http://www.tierradeanimales.org/>

“Tierra de animales” YouTube channel: <https://www.youtube.com/user/tierradeanimales/videos>

“Albergue San Cristóbal” website: <https://youtu.be/HfxFpVAIsmg>

“Milagros caninos” website: <https://www.milagroscaninos.org/>

“Stray Cat Alliance” website: <https://straycatalliance.org/>

[Srdcem všem]. (July 6, 2015). *In the loving memory of Chip – A la memoria de Chip con cariño...* [Video File]. Retrieved from: <https://youtu.be/F27Tm5zfoug>

Activity 5: Tandem session	Listening, speaking and writing	Computer	30 mins
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Students will have a real-time interview with their partners in the United States. The teacher will ask them to choose the medium they will use (Google hangout, Skype, FaceTime, etc.). Before their interview and based on their previous activities and research, students should jot down some questions

they would like to ask their partners about animal treatment as well as some more personal questions about their partner’s point of view, pets they have had or simply ask if they like animals or not and why. They may take some very brief notes as they talk or write down some brief impressions when they finish the interview. It is important that the teacher remind the students they have to talk for half an hour.

Activity 6: What you learned	Speaking	Computer	15 mins
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The teacher will ask the students to tell what they learnt from talking to their American partners about animals in the USA on Flipgrid.

Teacher will need to create a teacher’s account on Flip Grid (<https://flipgrid.com/>) and open a Grid for students choosing PLC and Public Grids. Share the link with students so they may record their video. Students will need a google or Microsoft account.

Activity 7: Written reflection	Reading and writing	Notebook or computer	20 mins
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The teacher will ask the students to write a reflection in which they describe the following points about their experience (research, viewing videos and interview) with the treatment of animals in 175 to 250 words:

- The benefits of humane treatment of animals
- What you learned about this topic from the U.S. and Mexican point of view
- What may have surprised you or some new habit you might like to adopt.

Activity 2: Story and memories

Read the story about Paquito and think about how it makes you feel. Comment with your classmates and teacher. Try and remember a special animal in your life. Was there something special about them or something silly or quirky is does or used to do?

PAQUITO'S STORY

My Name is Paquito, which is one of the many names people call me, like Chiquito (small one), Jeremías (like a name from the Bible), Pulgas (means I carry fleas...), among others.

During the day I live on the street, but I am among the lucky ones, since at night a lady brings me up into her house to eat and sleep. I'm out during the day with my friend León, another street dog, where we soak up the sun, chase motorcycles and cars, stay clear from people who don't like dogs and seek refuge from the rain when it storms outside. Right now, it's raining cats and dogs, pardon the expression, since it's rainy season here in Mexico City so we have to find shelter in the woods, under a roof or anywhere safe from floods. In the winter it can be very cold and in the spring very hot, and there's no water to drink, so sometimes it's not that comfortable. Even other dogs can want to pick a fight with me.

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Yo me llamo Paquito, pero se me conoce también por otros nombres como Chiquito, Jeremías (como en la Biblia), o Pulgas porque la gente cree que traigo pulgas, entre otros.

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A veces sueño con tener una familia que me cuida y que me proteja en una casa calentita, pero sobre todo me mantengo fuera de peligro y espero a mi pseudo dueño a que llegue y que invita a comer y a dormir en una cama calentita donde pueda soñar.

Activity 5: Real-life interview

Before your interview and based on your previous activities and research, jot down some questions you would like to ask your partners about animal treatment as well as some more personal questions about your partner's point of view, pets they have had or simply ask if they like animals or not and why. You may want to take some very brief notes as you talk or write down some brief impressions when you finish the interview.

Activity 7: Written reflection

Based on the material you viewed and read, the research you did on websites as well as your interview, write a reflection from 175-250 words on your experience, keeping in mind the following points:

- The benefits of humane treatment of animals
- What you learned about this topic from the U.S. and Mexican point of view
- What may have surprised you or some new habit you might like to adopt

City Problems

by *Adriana Maciel*



Introduction

The purpose of this Lesson plan is to help teachers help their students develop some vocabulary related to cities for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: City Problems.

‘City problems’ is a sub-topic of the main topic ‘Describing Cities’. It is of the interest of students because they all are curious about how people of other cultures live. Besides, in a teletandem interaction they are prone to ask questions related to the place where their partners live and study.

Objective: Students will be able to describe and ask questions about the problems in their city using an adequate vocabulary.

Time: 85-100 minutes, with approximate times specified for each activity.

Materials and activities to include: URLs, texts.

Assessment: Self-reports, checklists, screenshot.

Topic: City problems

Activities	Skills/sub-skills	Materials	Time
Activity 1: Brainstorming	Speaking and vocabulary	Board and markers	5 minutes
Activity 2: Adjectives to describe a city	Writing, listening, speaking and vocabulary	Handout exercise	5 minutes
Activity 3: City life	Reading, writing, speaking and vocabulary	Handout exercise	20 minutes
Activity 4: Video	Listening, writing and speaking	Video and notebook	10 minutes
Activity 5: Text. Big problems of Big cities	Reading and speaking	Handout exercise	15 minutes
Activity 6: Table filling	Speaking and writing	Handout exercise	15 minutes
Activity 7: Share thoughts	Speaking and writing	Handout exercise	15 minutes
Activity 8: Write questions	Writing	Notebook	10 minutes
Activity 9: Final task tandem	Speaking, listening and writing	Checklist, Skype or other session	50 minutes - 1 hour

Activity 1: Brainstorming	Speaking	Board and markers	5 minutes
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Teacher elicits some adjectives to describe cities and writes them on the board.

Activity 2: Adjectives to describe a city	Writing, listening, speaking and vocabulary	Handout exercise	5 minutes
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Teacher asks students to work in pairs and fill in the table (handout) with the opposites of the adjectives given. One copy per student.

Adjectives to describe a city

Adjective	Opposite
Ancient	New, modern
beautiful	Ugly
Congested	Traffic free
Cosmopolitan	Conservative
Crowded	Empty
Expensive	Cheap
Fascinating	Boring
Huge	Small
Lively	Quiet
Classic	Modern
Polluted	Clean
Touristy	For locals
Urban	Rural

Activity 3: City life	Reading, writing, speaking and vocabulary	Handout exercise	20 minutes
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Teacher asks students to work in trios and fill in the blanks with the words and phrases below. One copy per student.

Thomas, B.J. (1989). *Advanced Vocabulary and Idiom*. London: Edward Arnold

City Life

- | | | | |
|-----------------|--------------|-------------------|----------------------|
| a) cosmopolitan | b) pollution | c) congestion | d) to breed crime |
| e) metropolis | f) urban | g) cost of living | h) irresistible lure |
| i) stimulation | j) commuters | k) city-dwellers | l) anonymity |

Most people in developed countries are (1) city-dwellers, many drawn by the (2) irresistible lure of the (3) metropolis. The attractions of the city are many: the (4) cosmopolitan atmosphere (foreign restaurants, different languages, international companies), the (5) stimulation of cultural events or the simple hope of finding a job. All too many find, however, that the glamorous façade is false. One can be very alone in the city and the (6) anonymity which at first seems to give freedom and protection later leaves just loneliness. There is a lot to do but everything is expensive. The (7) cost of living is high. There is (8) pollution not only in the physical but also of the moral environment and the various pressures of (9) urban life cause cities (10) to breed crime. Above all, perhaps, it is the daily stresses and strains of the city which make life there a matter of survival rather than of enjoyment. Many (11) commuters struggling to work through the rush-hour (12) congestion ask, 'Is it worth it?'

Activity 4: Video: City problems and solutions	Listening, writing and speaking	Video and notebook	10 minutes
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Teacher asks students to watch a video and, after that, to answer the two questions below. Then they watch the video again to check answers.

IELTS Listening Practice:

[Learning IELTS by Videos]. (February 8, 2015). *IELTS Listening practice: city problems and solutions*. [Video File]. Retrieved from: https://www.youtube.com/watch?v=4_DiRaCfnc4

- 1. What are the problems mentioned?** Rapid urbanization, poverty, lack of services.
- 2. What are the solutions mentioned?** Good long-term planning.

Activity 5: Text. Big problems of Big cities	Reading and speaking	Text handout	15 minutes
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Teacher asks students to read the text and carry out the two following tasks. One copy per student.

- 1.** Read the text and underline the problems of a big city.
- 2.** In pairs discuss each problem and its possible solution.

Decode that sociological stuff! Things happen at BA116IU – 2009. Big Problems of Big City. Retrieved from: <https://sociologyiu09.wordpress.com/page/1/>

Big problems of Big Cities

Nowadays, many people tend to prefer to live in an urban city because of the “many opportunities” that it may bring to them, such as job and career, entertainment, good education, better standards of living, etc. However, the life in an urban city is also very stressful and busy. It makes people work hard and compete with each other to survive. Moreover, one of the biggest problems of an urban city is overpopulation, since more and more people tend to go to the city to find jobs and make a living. Overpopulation creates many worrying problems in our society.

First of all, one of the problems that the society in the urban city has to face is unemployment. The high demand of employment creates job's shortage. As a result, the standards of living decrease dramatically, which leads to the falling in consumers purchasing index and a lower GDP, the economic growth of the country is hence degraded. The shortage of employment also creates social problems as crime, drug abuse, etc.

The second problem of overpopulation is pollution, such as air and water pollution, etc. Heavy traffic releases fumes into the air, while tons of garbage not properly treated pollute water. In addition, pollution affects health creating a wide range of diseases.

Some other problems of overpopulation are the degradation of infrastructure, exhausting resources, traffic jam, stressful lives, illiteracy, poverty, and so on.

Activity 6: Table filling	Writing	Handout	15 minutes
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Teacher asks students to work in pairs and fill in the table with some problems in Mexico City and their possible solution. **(The table template can be found in the student handouts section and teacher must remember that there is no correct answer).**

Activity 7: Share thoughts	Speaking and writing	Handout exercise	15 minutes
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Teacher chooses the pair of students who finished the task first and read the information they wrote in their table and asks the other pairs to contribute with their own ideas so that everybody can complete their table.

Activity 8: Write questions	Writing	Notebook	10 minutes
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Teacher asks students to write 6 questions to ask their partner during the teletandem session about the most important problems in his/her home city/town and about his or her partner's city or town.

Activity 9: Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour
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Students will meet through Skype, Hangouts, etc., with their teletandem partners and put into practice what they worked with about cities.

Adjectives to describe a city

Activity 2. In pairs write the opposites of all the adjectives.

Adjective	Opposite
Ancient	New, modern
beautiful	Ugly
Congested	
Cosmopolitan	
Crowded	
Expensive	
Fascinating	
Huge	
Lively	
Classic	
Polluted	
Touristy	
Urban	

City Life

Activity 3. In trios put each of the following words or phrases in its correct place in the passage below.

- | | | | |
|-----------------|--------------|-------------------|----------------------|
| a) cosmopolitan | b) pollution | c) congestion | d) to breed crime |
| e) metropolis | f) urban | g) cost of living | h) irresistible lure |
| i) stimulation | j) commuters | k) city-dwellers | l) anonymity |

Most people in developed countries are (1) _____, many drawn by the (2) _____ of the (3) _____. The attractions of the city are many: the (4)_____ atmosphere (foreign restaurants, different languages, international companies), the (5) _____ of cultural events or the simple hope of finding a job. All too many find, however, that the glamorous façade is false. One can be very alone in the city and the (6)_____ which at first seems to give freedom and protection later leaves just loneliness. There is a lot to do but everything is expensive. The (7)_____ is high. There is (8) _____ not only in the physical but also of the moral environment and the various pressures of (9)_____ life cause cities (10)_____. Above all, perhaps, it is the daily stresses and strains of the city which make life there a matter of survival rather than of enjoyment. Many (11)_____ struggling to work through the rush-hour (12)_____ ask, 'Is it worth it?'

Activity 5. Read the text and underline the problems of a big city. Then, in pairs discuss each problem and its possible solution.

Big problems of Big Cities

Nowadays, many people tend to prefer to live in an urban city because of the “many opportunities” that it may bring to them, such as job and career, entertainment, good education, better standards of living, etc. However, the life in an urban city is also very stressful and busy. It makes people work hard and compete with each other to survive. Moreover, one of the biggest problems of an urban city is overpopulation, since more and more people tend to go to the city to find jobs and make a living. Overpopulation creates many worrying problems in our society.

First of all, one of the problems that the society in the urban city has to face is unemployment. The high demand of employment creates job's shortage. As a result, the standards of living decreases dramatically, which leads to the falling in consumers purchasing index and a lower GDP, the economic growth of the country is hence degraded. The shortage of employment also creates social problems as crime, drug abuse, etc.

The second problem of overpopulation is pollution, such as air and water pollution, etc. Heavy traffic releases fumes into the air, while tons of garbage not properly treated pollute water. In addition, pollution affects health creating a wide range of diseases.

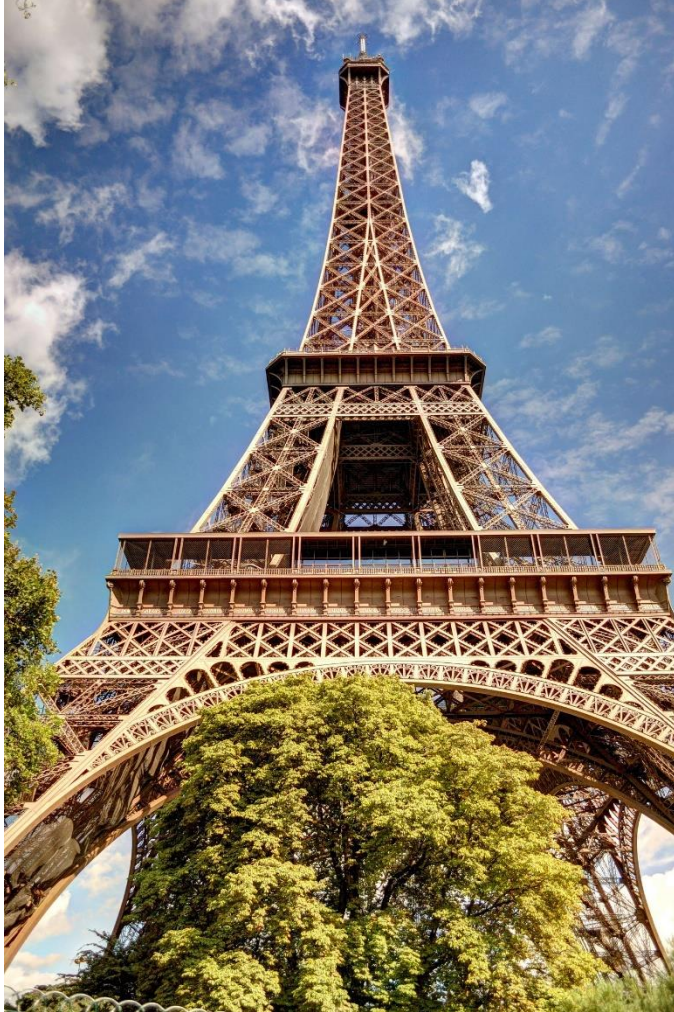
Some other problems of overpopulation are the degradation of infrastructure, exhausting resources, traffic jam, stressful lives, illiteracy, poverty, and so on.

Activity 6. In pairs fill in the table

	Problem	Solution
Mexico City		

Global Exchange

by *María Antonieta Roca*



Introduction

The purpose of this Lesson plan is to help teachers help their students develop some vocabulary related to Academic Exchange as well as general knowledge on the topic for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: Global Exchange.

Exchange programs are an issue that students wonder about, they want to know if it is the same in the universities of Mexico and the universities of other countries.

Objective: Students will be able to discuss the expectations, challenges and experiences of doing an exchange program using an adequate vocabulary.

Time: 130-150 mins approx.- 120 minutes (1 lab class) and 30 minutes to complete the writing (next class).

Materials and activities to include: URLs, activity worksheet.

Assessment: Writing.

Topic: Global Exchange

Activities	Skills/sub-skills	Materials	Time
Activity 1: Brainstorming	Speaking and vocabulary	Worksheet	15 mins
Activity 2 a: Video	Listening and writing	Video and handout exercise	10 mins
Activity 2 b: Video discussion	Listening and speaking	Handout exercise	15 mins
Activity 2 c: Vocabulary-collocations	Speaking	Worksheet	20 mins
Activity 3 a: What is a collocation?	Speaking	Worksheet	30 mins
Activity 3 b: Writing a short opinion essay	Writing	Notebook	10 mins
Activity 4: Teletandem conversation	Speaking and listening and writing	Checklist, Skype or other session	50 minutes – 1 hour

Activity 1. Brainstorming	Speaking and vocabulary	Worksheet	15 mins
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Students will discuss the following questions in groups of three:

- A. Would you like to participate in an International Exchange Program? If so, where would you like to go?
- B. What do you think would be the challenges a foreign student would face in this type of program?
- C. If you were accepted in an International Exchange Program, what would you expect to experience in the host country?

Activity 2 a. Video	Listening and writing	Video and handout exercise	10 mins
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Students will watch a video about exchange students. They will order the sentences as they appear in the video; then they will number them from 1-9. They will then write the names of the people who said them: Jessica, Kruti, James, Luke, Bradley. The teacher may play the video again to check answers. **Note - the video can be played 1-3 times according to level and a third or fourth time to check the students' answers.**

Video link

[University of Technology Sydney]. (May 27, 2013). *UTS Global Exchange students share their experience.* [Video File]. Retrieved from: https://www.youtube.com/watch?v=AWCj8a7O_A

I wanted to meet new friends and experience a new culture.	1	Jessica
I learned how to administrate my money and live by myself.	5	Bradley
I didn't know snow until I came here.	2	Kruti
It was attractive to study in another school and see their teaching style.	4	Luke
I know I'm gonna find a reliable person if I ever go back to Europe.	8	Kruti
I'd like to experience something that is more diverse in terms of education base.	3	James
I learned how to be more open	6	Bradley
Being in an exchange program is a unique experience.	9	James/Jessica

Activity 2 b. Video discussion	Listening and speaking	Handout exercise	15 mins
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Students will discuss if they agree with the exchange students' opinions and comment if they have ever had a similar experience?

Activity 2 c. Vocabulary-collocations	Speaking	Worksheet	20 mins
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Students will watch the video again and complete the next sentences with a suitable word. Then they will compare their answers.

1. I decided to ____**go on exchange**__ because I wanted to.
2. I wanted to experience something completely __**different from**____ my home country.
3. One skill I developed when I was on exchange was __**how to manage**__ money.
4. __**As a matter of fact** _ I had never travelled overseas before without my parents.
5. It was so __**great to learn**_ from Italians themselves.
6. I know I'll have a person __**to rely on**_,

Activity 3 a. What is a collocation?	Speaking	Worksheet	30 mins
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Students will go to a monolingual dictionary and find **5 examples** of the next types of collocations (the way they are constructed): **A collocation is made up of two or more words that are commonly used together in English. There are different kinds of collocations in English. Here are a few examples you will recognize.:** make the bed; do the homework, close a deal, open an account, etc.

Verb + preposition	Adjective + preposition	Verb + noun
admire for	similar to	commit murder
believe in	interested in	do homework
complain to	ready for	place gently
arrive at	satisfied with	whisper softly
depend on	surprised at	make bed
graduate from	afraid of	take advice

For lower levels

Students have to write the collocation in the correct column.

<p>afraid of commit murder believe in ready for make bed graduate from</p> <p>similar to place gently depend on interested in whisper softly complain to</p> <p>satisfied with take advice do homework arrive at afraid of surprised at</p>

Activity 3 b. Writing a short opinion essay	Writing	Notebook	10 mins
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In pairs, students will use the collocations they found to write a text about the advantages of studying abroad (200 words).

Lower levels- 100-150 words.

Activity 4. Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes – 1 hour
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Students will think of a set of questions they would like to ask their teletandem partners once they meet through Skype, Hangouts, etc. Students should talk about expectations, challenges and experiences of doing an exchange program.

Activity 1. Discuss the following questions in groups of three:

- A. Would you like to participate in an International Exchange Program? If so, where would you like to go?
- B. What do you think would be the challenges a foreign student would face in this type of program?
- C. If you were accepted in an International Exchange Program, what would you expect to experience in the host country?

Activity 2 a: Video

Order the next sentences as they appear in the video; number them from 1-9. Then, write the names of the people who said them: Jessica, Kruti, James, Luke, Bradley. Watch the video again to check.

What they said	Number	Who said it?
I wanted to meet new friends and experience a new culture.		
I learned how to administrate my money and live by myself.		
I didn't know snow until I came here.		
It was attractive to study in another school and see their teaching style.		
I know I'm gonna find a reliable person if I ever go back to Europe.		
I'd like to experience something that is more diverse in terms of education base.		
I learned how to be more open		
Being in an exchange program is a unique experience.		
I was completely satisfied with the teachers and the subjects I took.		

Activity 2 b: Video discussion

Do you agree with the exchange students' opinions? Have you ever had a similar experience?

Activity 2 c: Vocabulary-collocations

Watch the video again and complete the next sentences from the video with a suitable word.

1. I decided to _____ because I wanted to.
2. I wanted to experience something completely _____ my home country.
3. One skill I developed when I was on exchange was _____ money.
4. _____ I had never travelled overseas before without my parents.
5. It was so _____ from Italians themselves.
6. I know I'll have a person _____,

Activity 3 a: What is a collocation?

A collocation is made up of two or more words that are commonly used together in English. There are different kinds of collocations in English. Here are a few examples you will recognize.: make the bed; do the homework, close a deal, open an account, etc.

Go to a monolingual dictionary and find **5 more examples** of the next type of collocations:

Verb + preposition	Adjective + preposition	Verb + noun
admire for	similar to	commit murder
believe in	interested in	do homework
complain to	ready for	place gently

For lower levels

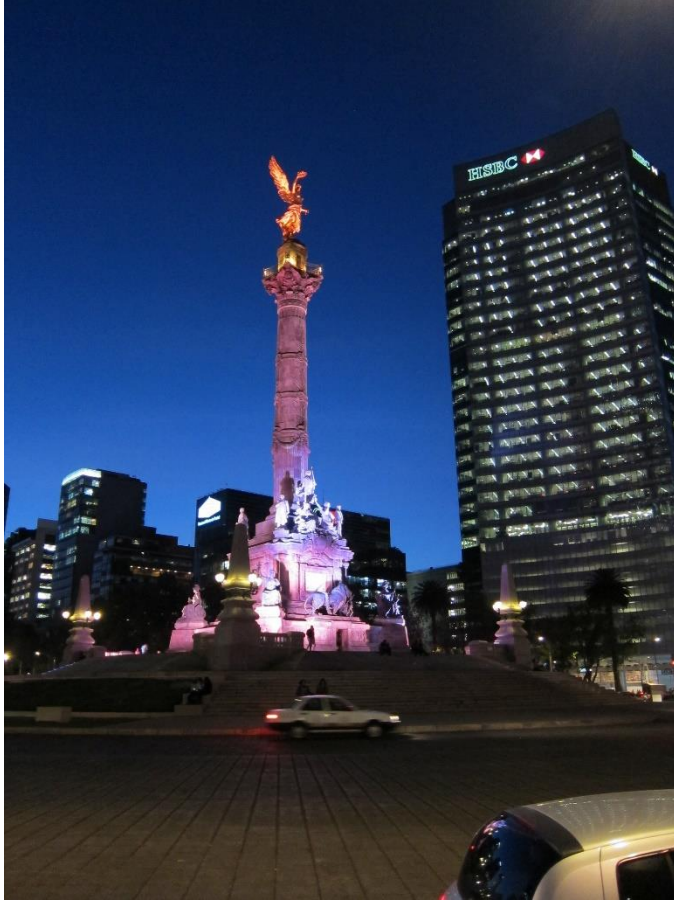
afraid of commit murder believe in ready for make bed graduate from
 similar to place gently depend on interested in whisper softly complain to
 satisfied with take advice do homework arrive at afraid of surprised at

Activity 3 b: Writing a short opinion essay

Use the previous collocations to write a text about the advantages of studying abroad (200 words).

Mexico City

by Jennifer Yong



Introduction

The purpose of this lesson plan is to guide teachers to help their students develop and practice some vocabulary related to what visitors can do in Mexico City for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs, video, images and texts.

Topic: Mexico City.

Objective: Students will learn about Mexico City (important places, landscape, climate, education, people, manufacturing, economy, services, transportation, etc.) and will be able to discuss about the topic and share what they learnt (describe the city as well as providing suggestions and or advices on what to do when visiting a city).

Time: 2 hours.

Materials: Videos, handouts, board and markers.

Assessment: Students will discuss with their tandem partners about different aspects of Mexico City as well as give them some suggestions and or advices on what to do when they visit the city.

Topic: Mexico City

Activities	Skills/sub-skills	Materials	Time
Activity 1: What do you know about the city?	Speaking	Board and markers	10 minutes
Activity 2: Vocabulary	Speaking and vocabulary	Handout exercise	15 minutes
Activity 3: Let's learn about Mexico City	Reading, speaking and note taking	Text and handout exercise	20 minutes
Activity 4: People try Mexican Street food	Listening, speaking and writing	Video link, computer, internet, projector and handout	15 minutes
Activity 5: What not to do in Mexico	Listening	Video link, computer, internet, projector and handout	20 minutes
Activity 6. Preparing Tandem Session	Speaking and writing		20 minutes

Activity 1: What do you know about the city?	Speaking	Board and markers	10 minutes
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Students work in trios and discuss the possible answers to the following questions.

1. Where is Mexico City located?
2. What area does the city cover?
3. What surrounds Mexico City?
4. What is what most people think about the city?
5. How would you describe the city?
6. What's the weather like in the city?
7. How can you move around the city?
8. Which cultural institutions should people visit?
9. Which national parks can tourists visit?

Activity 2: Vocabulary	Speaking and vocabulary	Handout exercise	15 minutes
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Students match words to their corresponding definition

Apex	Built-up	Commuter	Creep	Fir	Fringe	Hawkers	Inland basin
	Lacustrine	Monument-studded		Plateau	Prickly pear cactus		Razed
	Scavengers	Sprawl	Sprung up	Staggering	Stymied		Trend
			Unsurpassed				

Plateau (N)	A large area of land that is higher than other areas of land that surround it.
Razed (Adj)	Destroyed
inland basin (N)	Is a large low-lying area. It is often below sea level
Apex (N)	The uppermost point of something
Sprung up (Ph V)	Arise suddenly
Lacustrine (adj)	Relating to or associated with lakes
Built-up (adj)	(Of an area) densely covered by houses or other buildings
Hawkers (N)	A person who travels around selling goods, typically advertising them by shouting
Fringe (N)	An ornamental border consisting of short straight or twisted threads or strips hanging from cut or raveled edges or from a separate band
Fir (N)	A tall evergreen tree (one that never loses its leaves) that grows in cold countries and has leaves that are like needles
Prickly pear cactus (N)	An opuntia with flattened, usually paddle shaped, jointed stem segments
Sprawl (v)	To spread or develop irregularly or without restraint
Stymied (V)	Prevent or hinder the progress of
Monument-studded (Adj)	Objects of the same type arranged regularly across something
Trend (N)	General development or change in a situation or in the way that people are behaving
Scavenger (N)	A bird or animal that feeds on dead animals that it has not killed itself
Staggering (Adj)	Very shocking and surprising
Creep (V)	To move slowly, quietly, and carefully, usually in order to avoid being noticed
Commuter (N)	Someone who regularly travels between work and home
Unsurpassed (Adj)	Better than anyone or anything else

Activity 3: Let's learn about Mexico City	Reading, speaking and note taking	Text and handout exercise	20 minutes
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Students get a piece of information about Mexico City. They read the section they got and highlight what they consider worth sharing with their classmates. Once they finish, they walk around the classroom exchanging information and taking notes.

All the information was retrieved from the Encyclopaedia Britannica:

<https://www.britannica.com/place/Mexico-City/Administration-and-society>

<https://www.mexicocity.com/v/geography/>

Activity 4: People try Mexican Street food	Listening, speaking and writing	Video link, computer, internet, projector and handout	15 minutes
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- Students make a list of the most popular Mexican street foods. Discuss with a partner which ones they like the most/least and why? Which adjectives would they use to describe them.
- Then students watch the video ([BuzzFeedVideo]. (November 1, 2015). *People Try Mexican Street Food*. [Video File]. Retrieved from: <https://youtu.be/3L6Mb0evc0I>) and make a list of the Mexican street foods tried by people in the video.
- Finally, students make a list of the adjectives or phrases used by the people in the video to describe them. Would they describe them the same or would they describe them differently? Are there other street foods they would suggest a tourist to try?

Activity 5: What not to do in Mexico	Listening and speaking	Video link, computer, internet, projector and handout	20 minutes
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- Students watch a video: ([Destination Tips]. (February 15, 2016). *10 Things NOT to do in Mexico*. [Video File]. Retrieved from: https://youtu.be/Z6K_i7tgFw). Then read the following don'ts and number them in the order in which they appear in the video.
- Then students match the Don'ts with their corresponding Dos.
- Finally, students discuss with a partner if they agree or disagree with the statements and what would they suggest instead.
- **Teacher elicits suggestions and alternatives. Suggestions come below.**

What not to do...	
___9___	Don't expect the waiter to bring you the bill.
___2___	Don't forget the iced drinks may be iffy too.
___5___	Don't expect service standards to be just like back home.
___4___	Don't expect everyone to speak English.
___7___	Don't forget to carry small bills.
___6___	Don't take the first price offered in a market.
___3___	Don't underestimate chiles.
___10___	Don't expect to find toilet seats outside tourist areas.
___1___	Don't drink the water.
___8___	Don't do drugs.

What to do instead...	
a.	Stick to bottled water instead.
b.	Get a guide before and learn how to ask for directions and food. Be polite.
c.	Go easy on the Mexican chiles until you know you can handle them.
d.	Let the merchant offer an opening price then offer something close to half the price offered. Then you go back and forth until you settle a fair price.
e.	Pair your schedule to accommodate delays and take it easy.
f.	Be aware of crushed ice, ice cubes and tap washed produce, the same as water.
g.	Waiters in Mexico wait to be asked for the bill rather than present it to you right after you finish your dessert.

Activity 6. Preparing Tandem Session	Speaking and writing		20 minutes
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Students discuss with a partner what they would like to talk about with their Tandem partner and make a list as well as a list of introductory questions and questions their partner may ask them:

1. What do you know about Mexico City?
2. Have you ever been to Mexico City?
3. Is there anything you would like to know about Mexico City?
4. What can you tell me about your city?
5. What places should I must visit if ever go there?

Activity 1. What do you know about Mexico City?

Work in trios and discuss the possible answers to the following questions.

1. Where is Mexico City located?
2. What area does the city cover?
3. What surrounds Mexico City?
4. What is what most people think about the city?
5. How would you describe the city?
6. What's the weather like in the city?
7. How can you move around the city?
8. Which cultural institutions should people visit?
9. Which national parks can tourists visit?

Activity 2. Vocabulary

Write the following words next to their corresponding definition.

Apex	Built-up	Commuter	Creep	Fir	Fringe	Hawkers	Inland basin
	Lacustrine	Monument-studded		Plateau	Prickly pear cactus		Razed
	Scavengers	Sprawl	Sprung up	Staggering		Stymied	Trend
			Unsurpassed				

	A large area of land that is higher than other areas of land that surround it.
	Destroyed
	Is a large low-lying area. It is often below sea level
	The uppermost point of something
	Arise suddenly
	Relating to or associated with lakes
	(Of an area) densely covered by houses or other buildings
	A person who travels around selling goods, typically advertising them by shouting
	An ornamental border consisting of short straight or twisted threads or strips hanging from cut or raveled edges or from a separate band
	A tall evergreen tree (one that never loses its leaves) that grows in cold countries and has leaves that are like needles
	An opuntia with flattened, usually paddle shaped, jointed stem segments
	To spread or develop irregularly or without restraint
	Prevent or hinder the progress of
	Objects of the same type arranged regularly across something
	General development or change in a situation or in the way that people are behaving
	A bird or animal that feeds on dead animals that it has not killed itself
	Very shocking and surprising
	To move slowly, quietly, and carefully, usually in order to avoid being noticed
	Someone who regularly travels between work and home
	Better than anyone or anything else

Activity 3.**Mexico City**

Mexico City is geographically located in the Valley of Mexico. This valley, also known as the Valley of the Damned is a large valley in the high plateaus at the centre of Mexico. It has an altitude of 2,240 meters (7,349 feet). The Federal District of Mexico City is situated in central-south Mexico and it is surrounded by the state of Mexico on the west, north and east and by the state of Morelos on the south. The term Mexico City also apply to the capital's metropolitan area, which includes the Federal District but extends beyond it to the west, north, and east, where the state (estado) of [México](#) surrounds it. The city covers an area of around 1,485sq km (571 sq mi) with the elevation of 2,240m (7,349 ft).



Central Mexico City. Jeremy Woodhouse—
Digital Vision/Getty Images.



Time-lapse video of Mexico City and Teotihuacán.
Piotr Wancerz/Timelapse Media
(A Britannica Publishing Partner)

Spanish [conquistadors](#) founded Mexico City in 1521 atop the razed island-capital of [Tenochtitlán](#), the cultural and political centre of the [Aztec](#) (Mexica) empire. It is one of the oldest continuously inhabited urban settlements in the [Western Hemisphere](#), and it is ranked as one of the world's most populous metropolitan areas. One of the few major cities not located along the banks of a river, it lies in an inland basin called the Valley of Mexico, or [Mesa Central](#). The valley is an extension of the southern Mexican Plateau and is also known as Anáhuac (Nahuatl: "Close to the Water") because the area once contained several large lakes. The name México is derived from Nahuatl, the language of its precolonial inhabitants.

Mexico: Settlement patterns

Within the hierarchy of Mexican urban places, Mexico City remains the undisputed apex, with a population several times that of the next largest city. By the late 20th century its metropolitan area accounted for about one-sixth of the national population and was ranked among the largest urban centres in the world. Mexico City is the political, economic, social, educational, and industrial..

Mexico City's leading position with regard to other urban centres of the developing world can be attributed to its origins in a rich and diverse environment, its long history as a densely populated area, and the central role that its rulers have defined for it throughout the ages. Centralism has perhaps influenced Mexico City's character the most, for the city has been a hub of politics, religion, and trade since the late Post-Classic Period (13th–16th century ce). Its highland location makes it a natural crossroads for trade between the arid north, the coasts of the [Gulf of Mexico](#) (east) and the [Pacific Ocean](#) (west), and southern Mexico. The simple footpaths and trails of the pre-Hispanic trade routes became the roads for carts and mule trains of the colonial period and eventually the core of the country's transportation system, all converging on Mexico City. Throughout the centuries, the city has attracted people from the surrounding provinces seeking jobs and opportunities or the possibilities of comparative safety and shelter, as well as a myriad of amenities from schools and hospitals to [neighbourhood](#) organizations and government agencies. Area Federal District, 571 square miles (1,479 square km). Pop. (2005) city, 8,463,906; Federal District, 8,720,916; metro. area, 19,231,829.



The Zócalo (Plaza de la Constitución), Mexico City; in the background are (left) the ... Jeremy Woodhouse—
Digital Vision/Getty Images

Character of The City

Mexico City is a metropolis of contrasts, a monument to a proud and industrious country also faced with many problems. Some observers have fixated on the city's dangers, horrors, and tragedies—views that were reinforced by the Mexican novelist [Carlos Fuentes](#) when he called the city “the capital of underdevelopment.” In the late 20th century the writer Jonathan Kandell retorted, “To its detractors (and even to a few admirers), Mexico City is a nightmare, a monster out of control... And it just keeps growing.” Others have acknowledged the capital's drawbacks while holding that it is a true home to millions—a bustling mosaic of avenues, economic interests, and colonias (neighbourhoods) that are buttressed by extended family networks, reciprocity, and respect.



Aerial view of Mexico City.
Photos.com/Thinkstock



Aztec ruins of the former city-state of Tlatelolco (foreground) and the Church of Santiago de Alce/Fotolia



Chapultepec Castle, Mexico City. © ALCE/Fotolia

The city's rich heritage is palpable on the streets and in its parks, colonial-era churches, and museums. On the one hand it includes quiet neighbourhoods resembling slow-paced rural villages, while on the other it has bustling, overbuilt, cosmopolitan, heavy-traffic areas. Its inhabitants have sought to preserve the magnificence of the past, including the ruins of the main Aztec temple and the mixture of 19th-century French-style mansions and department stores that complement its graceful colonial palaces and churches. Yet the city's residents also embrace modernity, as evidenced by world-class examples of the [International Style](#) of architecture and the conspicuous consumption of steel, concrete, and glass. Contemporary high-rise structures include the Torre Latinoamericana (Latin American Tower) and the [World Trade Center](#), the museums and hotels along Paseo de la Reforma, and the opulent shopping centres of Perisur and [Santa Fé](#). Supermarkets have sprung up around the metropolis, but traditional markets such as the Merced are still bustling with hawkers of fresh fruits, live chickens, tortillas, and charcoaled corn on the cob. [Chapultepec Castle](#), the Independence Monument, the [Pemex](#) fountain, and numerous other monuments and memorials attest to past dreams and future aspirations amid the chaos of congested avenues and endless neighbourhoods built on the dry bed of Lake Texcoco.

Landscape

City site

The highland Valley of Mexico is enclosed on all sides by mountains that form parts of the [Cordillera Neo-Volcánica](#) (Neo-Volcanic Range). The waters on their slopes drain toward the basin's centre, which was once covered by a series of lakes. As a result, these lacustrine plains make up one-fourth of the city and Federal District's area. The downtown lies at an elevation of some 7,350 feet (2,240 metres), but overall elevations average above 8,000 feet (2,400 metres). Mountainous slopes of volcanic origin occupy about half of the area of the Federal District, largely in the south, where ancient lava beds called pedregales underlie much of the modern built-up area. However, only a small proportion of the population lives in the southern third of the district, including the rugged delegaciones (administrative areas) of [Tlalpan](#) and Milpa Alta.



Mexico City region at dusk. Jeremy Woodhouse— Digital Vision/Getty Images



The “floating” gardens (chinampas). Peter M. Wilson/Corbis

The city and its metropolitan area extend well into the surrounding Neo-Volcánica slopes, including the western Monte Alto and Monte Bajo ranges. The Sierra de las Cruces lies to the southwest. Among the several peaks in the southern part of the district are [Tláloc](#), Chichinautzin, Pelado, and Ajusco, the latter rising to the highest point in the capital at 12,896 feet (3,930 metres). To the east the built-up area extends from the old lake beds onto a broad, inclined plain that leads to a piedmont and then to the highest promontories of the [Sierra Nevada](#). On the metropolitan fringes where the state boundaries of México, [Morelos](#), and [Puebla](#) meet, snows cap two [high](#) volcanoes: the “White Lady,” known by its Nahuatl name [Iztaccihuatl](#), which rises to 17,342 feet (5,285 metres), and the “Smoking Mountain,” [Popocatepetl](#), an active peak with a correspondingly uncertain elevation of some 17,880 feet (5,450 metres). These two volcanoes are sometimes visible from Mexico City on windy mornings, when the air is less laden with pollutants.

The city's remarkable size and complexity have evolved in tandem with the radical transformation of its surroundings. The island on which it was founded lay near the western shore of [Lake Texcoco](#), but its built-up area gradually expanded through land reclamation and canal building. The Aztec and, later, Spanish rulers commissioned elaborate water-supply and drainage systems to reduce the threat of flooding within the city. These were gradually expanded in capacity until they drained nearly all of the basin's lake water.

The Valley of Mexico constitutes a broad area of convergence for species of the tropical and temperate realms. However, urban growth has reduced the size and diversity of plant life, from the tall fir forests along the western ridges to the pines along the southern Ajusco mountains, as well as the formerly widespread [oak](#) forests. Grasslands that once bordered the city are now largely covered by prickly pear cactus as well as by a drought-resistant scrub tree known as pirul or piru, the Peruvian pepper tree; this was introduced during the colonial period and became an aggressive colonizer. A unique and fragile plant community survives in patches on the lava flows to the south of the city where it has not been destroyed by urban sprawl. A small area remains as an ecological reserve within the main campus of the [National Autonomous University](#).

Climate

Mexico City's climate is influenced by its high elevation, its limited air circulation owing to the mountains surrounding it on three sides, and its exposure to both tropical air masses and cold northerly fronts. The latter make southward intrusions only during the Northern Hemisphere winter and spring. Like other high-elevation cities located in the tropics, Mexico City is relatively cool throughout the year. The mean annual temperature is 59 °F (14 °C), but temperatures vary seasonally and diurnally. The difference between summer and winter mean temperatures is approximately 11 to 14 °F (6 to 8 °C).

Winter is the driest time of year. Night frosts occur from December through January, primarily along the city's elevated periphery. Snowfall is extremely rare at lower elevations, however, and winter temperatures can rise into the mid-70s F (mid-20s C) during the day. April and May are the warmest months because summer temperatures are ameliorated by a rainy season that begins in late May and lasts until early October.

During that time the normally dry upland basin becomes verdant and its air cool and clean.

The city's climate has changed since the surrounding lakes were drained and as the built-up area has increased in size. The lakes once had a temperature-moderating effect that prevented the basin from becoming either too cool or too warm, and they contributed moisture for a higher [relative humidity](#) than that which prevails today. Vast areas of paved surfaces now impede moisture from entering the soil and have a greater ability to retain heat than vegetated areas; furthermore, they reduce the cooling effects of evaporation. As a result, the city's buildings, roadways, and machinery have created a thermal island—an urban heat island. Meanwhile, air circulation in the valley is stymied by temperature inversion, in which a blanket of hot polluted air blocks the normal vertical movement of air.

Education

The vast majority of Mexico City residents are literate, and, despite limited resources in some areas and high dropout rates, the educational facilities are unsurpassed in Mexico. The public school system is complemented by a large number of private schools.

The capital contains Mexico's largest concentration of higher-education facilities. The [National Autonomous University of Mexico](#), better known by its Spanish [acronym](#) UNAM, was founded in 1551; it is the oldest such institution on the Latin American mainland and is now one of the largest universities in the world, with hundreds of thousands of full-time students. The National Polytechnic Institute and the Metropolitan [Autonomous](#) University are among the other important public institutions of higher education. Private universities include the Jesuit Ibero-Americana University and Anáhuac University. There are a number of specialized postgraduate and research institutions, including the prestigious College of México.



Library of the National Autonomous University of Mexico, Mexico City, Norman Tomalin/Bruce Coleman Inc

City layout

Although much of central and eastern Mexico City is built on dried lake beds, several hills with historical significance lie within the city limits. To the north lies Tepeyac, a low hill complex where the [Basilica of Guadalupe](#) stands. Beyond it is the Sierra de Guadalupe, which marked the northern edge of the colonial city. To the south is the Cerro de la Estrella by the formerly lakeshore town of Colhuacan, where, prior to the Spanish conquest, a bonfire was lit every 52 years in the New Fire Ceremony. To the west lies [Chapultepec](#), or Grasshopper Hill, an extensive tree-covered park with freshwater springs, rock art, a zoo, and the fortress where young cadets (“Los Niños Héroes”) martyred themselves in resistance to invading [U.S.](#) troops in 1847.



Chapultepec Park, Mexico City,
echelonbaxter.



The Zócalo (foreground), Mexico City;
Jeremy Woodhouse— Digital
Vision/Getty Images



National Palace, Mexico City.
BornMir. iStock/Thinkstock

The heart of the city is the enormous, concrete-covered [Plaza de la Constitución](#), or Zócalo, the largest public square in [Latin America](#). At its edges stand the Metropolitan Cathedral (north), National Palace (east), Municipal Palace, or city hall (south), and an antique line of arcaded shops (west). A few blocks to the west is the tallest building in the historic city centre, the 44-story Torre Latinoamericana (1956), which offers panoramic views of the city when the [air pollution](#) index is low enough.

The broad, monument-studded avenue called [Paseo de la Reforma](#) crosses the downtown area (in Cuauhtémoc delegación) from northwest to southeast before turning west at Chapultepec Park. Insurgentes Avenue is one of the city's more-famous north-south-trending roadways. Middle-class families have occupied some of the formerly elite neighbourhoods along Paseo de la Reforma and Insurgentes, including the elegant French-styled late 19th-century mansions and palaces of the Colonia [Roma](#) and Polanco neighbourhoods. Other middle-class neighbourhoods are sprinkled about, with special concentrations in Coyoacán, Tlalpan, and a few other delegaciones. Upper-class families are also spread about, but many have moved into the highlands along the western edge of the city.



Modern architecture and sculpture along the Paseo de la Reforma, Contunico © ZDF Enterprises GmbH, Mainz



Learn about the Torre Mayor office building in Mexico City, which was built to withstand... Mexico City. ©Sergey Novikov/Fotolia

People

Mexico City's population includes immigrants from every corner of the country and from numerous overseas locations. Those who are born in the city, particularly those whose families have resided there for several generations, are collectively known as chilangos. Among chilangos, however, there exist deep socioeconomic and ethnic divisions. Mexican society remains conscious of raza ("race"), and discriminatory attitudes prevail, so that, by and large, people with indigenous ancestry—American Indians (Amerindians) and mestizos (mixed Indian and European)—inhabit the middle- and lower-class neighbourhoods while those who claim largely European ancestry ("whites" or [criollos](#)) inhabit the wealthier zones. The "whiteness" of an individual remains a key element for social mobility and acceptance. While few will publicly acknowledge the existence of racial discrimination, criollos generally have the better-paying jobs and enjoy a higher standard of living than do the vast majority of the city's inhabitants.

As in the rest of Mexico, residents of the capital generally view religion as an important part of their cultural background. One of the most powerful institutions since colonial times, the [Roman Catholic Church](#), has left a deep imprint on Mexico City's urban landscape and the daily life of its inhabitants. Practically every neighbourhood has a church, the older of which attest to the wealth and grandeur of the church in the Baroque and Neo-Classical periods.



The Metropolitan Cathedral of Mexico City. © Digital Vision/Getty Images

Aside from its overwhelming Roman Catholic majority, the city has a small Jewish community that is prominent in the city's trades and professions. Protestant churches account for a small but growing proportion of Mexico City's Christians; as in the rest of Latin America, Protestants have been rapidly gaining converts since the 1980s, particularly through evangelization in the poorer neighbourhoods.

Manufacturing

Owing to its superior transportation infrastructure and its large supply of skilled and semiskilled workers, Mexico City has remained the country's principal manufacturing centre in spite of competition from regional centres such as [Monterrey](#) and the rapid growth of strategically positioned [maquiladoras](#) (export-oriented assembly plants) in the northern border states. However, the capital's share of manufacturing employment has declined relative to service-oriented jobs.

Most of Mexico City's heavier industries are dispersed along its metropolitan ring rather than being centralized within the Federal District itself, and in the 1990s the government forced some remaining industries to move or close because of concerns over air pollution. Among the city's light manufacturing enterprises are maquiladoras specializing in clothing, paper products, and consumer electronics. Chemicals, plastics, cement, and processed foods and beverages are also important. Among the chief manufactures of the metropolitan area, centred on México state, are refined metals, metal products, chemicals, and processed foods.

Finance and other services

There has been a marked shift of the labour force to the service sector, which includes banks and financial services, restaurants, hotels and entertainment, communications media, advertising and other business services, and government employment. Tourism has become an increasingly important component of the sector.

As one of the developing world's financial capitals, Mexico City has numerous major national and international banks. Its financial institutions manage the vast majority of Mexico's savings accounts and foreign investment. Its stock exchange has grown rapidly and can be considered the pulse of the country's economy, as well as a regional financial hub as important as the market of [São Paulo](#) or [Buenos Aires](#).



Mexican Stock Exchange, Mexico City. Rosario A.D.

Although many government agencies and offices have been moved outside of the capital since the 1990s, Mexico City retains the largest concentration of government jobs in the country. Local (city) government is also a major employer.

Economy

The Mexico City region accounts for nearly one-fourth of the gross domestic product of Mexico. More than three-fourths of the district's income derives from the service sector, and about one-fourth derives from manufacturing. The vast majority of the metropolitan area's income and employment also derives from services, followed by manufacturing. México state is the economic backbone of the surrounding area, and its economy ranks second only to the Federal District on a national scale.

The informal sector of the economy, which helps compensate for high official unemployment rates, is difficult to quantify but is undeniably widespread in the capital. It is evidenced in the squadrons of shoeshine boys, mobile candy-and-gum sellers, garbage scavengers, day labourers, street performers, and others whose income is generally underreported to taxing authorities. As is also true in Europe and the United States, many residents of the city are employed in informal jobs hidden beyond ordinary sight, including those working as live-in maids and unlicensed child-care providers, as well as those engaged in more nefarious pursuits, such as drug dealing, prostitution, and black marketeering.

Agriculture and mining together account for only a tiny percentage of the metropolitan workforce. However, dairy products, corn (maize), maguey (agave, the source of pulque), and other farm products are sold in urban markets. The demands for food, water, and fuel for an urban settlement the size of Mexico City are staggering. All of these supplies are brought in from increasingly distant places. A single orange or beefsteak may have to travel more than 100 miles (160 km) to reach a household in the city. Tens of thousands of tons of food alone must arrive daily in order to meet demands.

Transportation

Owing to its location within a large and resource-rich basin, Mexico City has long been a transportation hub. Ancient trade routes intersected there, linking the highlands with the Gulf of Mexico and Pacific coasts, the lake districts to the west, and the Puebla Basin to the east. Today the relatively efficient and well-maintained transportation network relies heavily on roads, although railways also converge there from throughout the country. The construction of two beltways, the outer Anillo Periférico and the inner Circuito Interior, has allowed drivers to circumvent the city's bustling and congested central district. Expressways link the capital to the rest of the country via a ring of major cities including [Cuernavaca](#), [Toluca](#), [Morelia](#), [Querétaro](#), [Tlaxcala](#), [Puebla](#), and [Pachuca](#). Toll superhighways built since the 1990s have greatly improved travel between Mexico City and [Oaxaca](#), [Acapulco](#), Toluca, and Morelia.



The Paseo de la Reforma at dusk, Mexico City. Jeremy Woodhouse—Digital Vision/Getty Images



Motorized three-wheeled rickshaws in Mexico City. Ted McGrath (A Britannica Publishing Partner)

Mexico City has the country's greatest concentration of cars, trucks, and other vehicles, and for a city of its vast size the internal transportation system works well. But despite the expansion and designation of several major streets as one-way thoroughfares (ejes) with synchronized street lights, traffic is often chaotic, particularly in the downtown area. Major boulevards such as Insurgentes and Paseo de la Reforma are often blocked by protesters marching toward the Zócalo to voice their concerns before the National Palace or the offices of the [mayor](#). Enterprising street vendors set up their stalls along the sidewalks of many streets, adding to the general congestion and noise. Moreover, the streets can be deadly, especially for pedestrians forced off blocked sidewalks.

The number of vehicles circulating in the city nearly doubled to some three million between the late 1970s and early '90s, and the total has continued to grow to about four million in the early 21st century. Traffic may creep at an average speed of 12 miles (20 km) per hour, particularly during the three high-traffic rush hours, which in some areas seem to last all day. The morning rush hour is exacerbated by countless parents who deliver their children to school before continuing on to their offices. In addition to lower-income commuters on public transportation, the long afternoon rush includes parents picking up their children from school, office workers heading home for lunch and those returning to their offices, and bureaucrats whose workday is over. In addition, there is a late afternoon and early evening rush hour. Increasing numbers of commuters drive 50 miles (80 km) or more to work in Mexico City while making their homes in cities such as Cuernavaca, Toluca, and [Tlaxcala](#).

The capital's millions of automobiles give the city some of the country's most polluted air. The government has sought to reduce air pollution by limiting the number of cars on the road on any given day, according to the last numbers on their license plates; however, many wealthier commuters have circumvented these controls by buying an additional car to use on days when their regular car is banned. Public transportation within the city and throughout the metropolitan area consists primarily of buses and the Metro subway, which the government heavily subsidizes. With some 125 miles (200 km) of railway on its 11 routes, the Metro alone transports about four million passengers each day, but its ticket sales cover only a fraction of its total operating costs. Other popular forms of transport include taxis, trolleys, and minibuses known as peseros. A light rail connects the central city with Xochimilco. Mexico City's huge international airport, now virtually surrounded by development in the northeastern part of the city, handles both national and international flights. Although the facility in the capital has been expanded, the airport at Toluca has been used since the 1980s to facilitate air traffic control. International flights also depart from the city of Puebla.

Government

Mexico City is the seat of the federal government, and local and national politics intertwine there like nowhere else in Mexico. The city's residents have long had a powerful voice in politics, owing to their large and dense population (and their correspondingly large number of registered voters) and their ability to launch massive protests in the city streets. In addition, chilangos elect a proportion of deputies (representatives) and senators to the national Congress.

Scattered throughout the city are headquarters and offices for all of the federal executive, legislative, and judicial branches of government. The president's official seat of power is the [National Palace](#), originally the residence of the viceroys during the colonial period. It is located on the east side of the Zócalo, where enormous crowds gather every September 15 at 11 pm (on the eve of Mexican Independence Day) to join the president in the 200-year-old battle cry known as the [Grito de Dolores](#) (Cry of Dolores). Much of the president's day-to-day business is conducted at the official presidential residence, Los Pinos, which is located in Chapultepec Park.

Mexico City and the Federal District are constitutionally defined as one and the same. Their shared area has gradually increased since the mid-20th century and is now subdivided into 16 delegaciones, or administrative areas, similar to boroughs: [Álvaro Obregón \(Villa Obregón\)](#), [Atzacotalco](#), Benito Juárez, [Coyoacán](#), Cuajimalpa de Morelos, Cuauhtémoc, Gustavo A. Madero, [Iztacalco](#), [Iztapalapa](#), [La Magdalena Contreras](#), Miguel [Hidalgo](#), Milpa Alta, Tláhuac, [Tlalpan](#), [Venustiano Carranza](#), and [Xochimilco](#). Many administrative functions are centralized, but other powers are divided among the delegaciones. In addition, the capital's vast metropolitan area includes more than two dozen self-governing municipios (administrative units similar to counties or townships) in México state.

For much of Mexico City's history, its residents did not elect local leaders. The president appointed a trusted party member to serve as its chief of government (jefe del gobierno), or mayor, who then became one of the most powerful politicians in the country. However, since 1997 the mayor has been elected by popular [vote](#) to a six-year term, and since that time left-wing politicians have tended to dominate the powerful city government, often in direct opposition to right-wing national presidents.

The city's government, which is headquartered along the south side of the Zócalo, is structured much like the national government. The executive branch includes key secretariats, or ministries, such as a state secretariat and another that oversees public works and services. Other ministries deal with public safety, finance, environment, transportation and circulation, human welfare, and [justice](#). The mayor once appointed trusted followers to head each of the delegaciones, but since 2000 they have been directly elected. In addition, the Federal District has a legislative assembly, similar to those of the Mexican states. Its members are elected to three-year terms.

Cultural Life

An astounding mixture of ancient and modern art complements the cultural life of Mexico City. Pre-Hispanic ruins are still visible throughout the city, along with colonial Spanish, 19th-century Mexican, and modern buildings. In 1987 the historic centre of Mexico City was designated a [UNESCO World Heritage site](#); included in the site are more than 1,400 buildings dating from the 16th to the 19th century and the surviving Xochimilco canals, where tourists are still floated on colourfully decorated launches through the district's famed chinampas (the canal-irrigated but misnamed "floating" gardens dating from Aztec times). The central city's chief archaeological site is the Templo Mayor ("Main Temple") of the Aztecs, which is located just off the Zócalo. An [adjacent](#) museum contains many [artifacts](#) from the site.



Ruins of Templo Mayor, located just off the Zócalo, Mexico City. Photos.com/Thinkstock



Trajineras (flat-bottomed boats) in Xochimilco, Mexico City. © Grigory Kubatyan/Fotolia

The main campus of UNAM, situated over the lava flows of the Pedregal de San Angel in the southern part of the city, is also a World Heritage site (designated 2007). The campus was built in 1949–52 and opened in 1954. Its architecture is a unique mix of 20th-century modern construction and traditional design. Many of the walls are decorated with mosaic murals reflecting Mexico's pre-Hispanic past.

The metropolitan parts of México state also contain notable preconquest ruins, among them Tenayuca, Acatzingo, and the great monumental "City of the Dead," [Teotihuacán](#) (designated a World Heritage site in 1987). Lying about 30 miles (50 km) northeast of central Mexico City, Teotihuacán remains one of the capital's main tourist destinations. Artifacts from these and other major archaeological sites are on display at the world-renowned [National Museum of Anthropology](#) (founded 1825), located in its present building in Chapultepec Park since 1964.



Courtyard of the National Museum of Anthropology, Mexico City. Wolfgang Sauber



Metropolitan Cathedral at night in Mexico City. Geoff Tompkinson/GTIImage.com (A Britannica Publishing Partner)

The [Metropolitan Cathedral](#), built over a period of nearly 250 years (1573–1813) on the north side of the Zócalo, presents a mixture of three architectural styles predominant during the colonial period: Renaissance, Baroque, and Neoclassical. Its meticulously decorated Sagrarium represents the [apogee](#) of the native Baroque style of the 18th century. Until a major stabilization project was completed in 2000, the cathedral was also famous for the uneven sinking of its heavy foundations into the lacustrine soil.

In terms of religious pilgrims, the cathedral is overshadowed only by the low hill of Tepeyac in the northern part of the city, a site that was once dedicated to the Aztec goddess Tonantzin. Since the 17th century the hill has been dedicated as the shrine to [Our Lady of Guadalupe](#), the preeminent symbol of Mexican [culture](#), who inspires, along with the national flag, powerful [sentiments](#) of national unity. Millions of pilgrims and tourists visit the two basilicas there: the Antigua (Old) Basilica (1695–1709) and the great circular Nueva (New) Basilica (1974–76), within which the original 20-foot- (6-metre-) tall image of the Madonna is displayed. The Virgin's apparition is celebrated lavishly each December 12 by pilgrims from remote mountain [communities](#) as well as by church prelates, politicians, famous artists, and countless visitors from the city's barrios.

Other popular feast days include the celebration of the [Epiphany](#) (January 6; the day when children receive gifts from the Three Kings) and the [Day of the Dead](#) (November 2), which is the day after All Saint's Day. Special breads and candies are prepared for the latter occasion, and homemade altars are displayed in memory of deceased loved ones. Elaborate Passion plays are enacted each year at Iztapalapa, where the participants portraying Jesus are subjected to whippings and simulated crucifixions.

The capital also has notable examples of [secular](#) art inspired by Mesoamerican, European, and Mexican sociopolitical themes. The [Palace of Fine Arts](#) (Palacio de Bellas Artes), built between 1904 and 1934, houses numerous paintings and sculptures and functions as a [venue](#) for dance and musical performances. On the grounds of the National Autonomous University is the Central Library, which features a facade-covering mosaic (1952) by [Juan O'Gorman](#), and the Rectoria building, with colourful murals by [David Alfaro Siqueiros](#), [Diego Rivera](#), and others. Murals also grace the National Palace and other public structures, and private galleries dedicated to such artists as [Frida Kahlo](#) have become major attractions. The house and studio of the architect [Luis Barragán](#) was designated a World Heritage site in 2004.



Palace of Fine Arts, Mexico City.
© Gerardo Borbolla/Fotolia Diego



Mosaic mural by David Alfaro Siqueiros,
1952–53, on the Central Administration
Building. Shostal Associates



The homes and studios of
Frida Kahlo (blue) and
Rivera (white) in Mexico
City. Jay Galvin (CC-BY-
2.0) (A Britannica
Publishing Partner)

Sports and recreation

Football (soccer) is the most popular participatory and spectator sport in the city. Mexico City has hosted the championship match of the [World Cup](#) finals twice (1970 and 1986). The major [venues](#) for the professional teams are Aztec Stadium, Azul Stadium, and the National University's Olympic Stadium. Although the popularity of [bullfighting](#) has been declining for some time, the city's Plaza México is still the largest bullring in the world. In addition, there are numerous sports complexes throughout the region, some of the facilities dating to the 1968 Summer Olympic Games held in the city.



Azul Stadium (left), where football (soccer) matches are held, and the Plaza México... © Danny Lehman/Corbis

Mexico City's parklands, beginning with Chapultepec Park, are a major part of urban life and a venue for cultural attractions. Among the city's national parks are Ajusco, Dínamos, Desierto de los Leones (which is a woodland, not a desert), and Pedregal, all on the slopes of [Las Cruces](#) range in the southwest, and Estrella National Park in the centre-east. The San Juan de Aragón woodland lies near the international airport in the east. National parks in México State include Marquesa, [Nevado de Toluca](#) (Mount Toluca), Desierto del Carmen, and Zoquiapan. Families taking weekend excursions from the capital often visit historic Puebla city or the highland town of Cuernavaca (a favoured retreat for the wealthy), as well as the resort port of Acapulco, six hours west by bus.

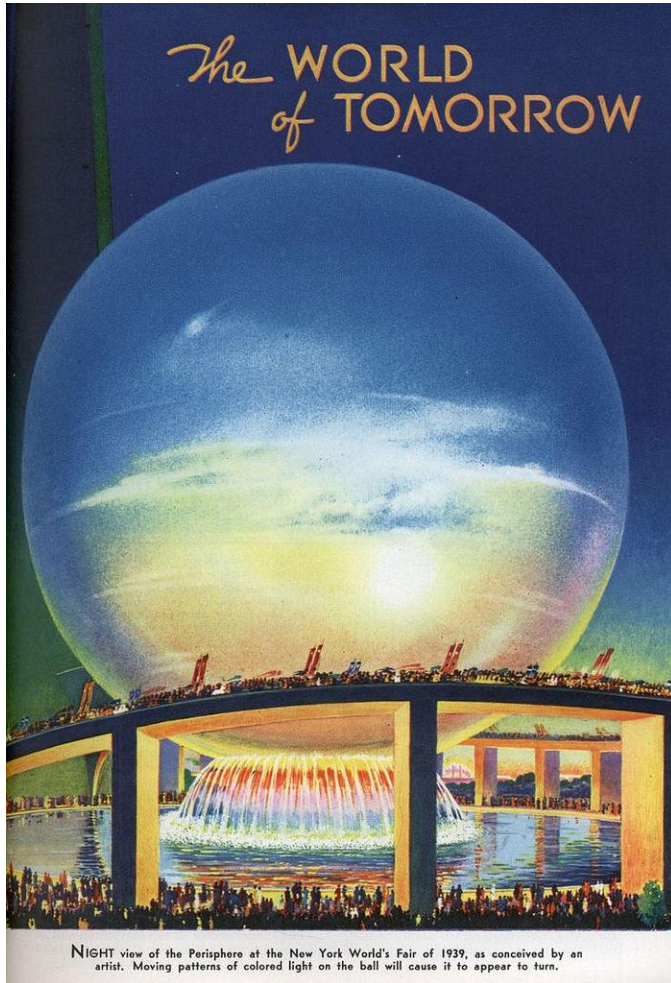
Activity 5. Number the next sentences according to the order in which they appear in the video.

What not to do...

- _____ Don't expect the waiter to bring you the bill.
- _____ Don't forget the iced drinks may be iffy too.
- _____ Don't expect service standards to be just like back home.
- _____ Don't expect everyone to speak English.
- _____ Don't forget to carry small bills.
- _____ Don't take the first price offered in a market.
- _____ Don't underestimate chiles.
- _____ Don't expect to find toilet seats outside tourist areas.
- _____ Don't drink the water.
- _____ Don't do drugs.

Globalization

by *Adriana Maciel*



Introduction

The purpose of this Lesson plan is to help teachers help their students develop some vocabulary related to Globalization as well as general knowledge on the topic for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: Globalization.

‘Globalization’ is an important issue that affects people around the globe since it affects the local and regional economy, environment, culture and politics.

Objective: Students will be able to discuss on the advantages and disadvantages of Globalization using an adequate vocabulary.

Time: 85-100 minutes, with approximate times specified for each activity.

Materials and activities to include: URLs, texts.

Assessment: Self-reports, checklists, screenshot.

Topic: Globalization

Activities	Skills/sub-skills	Materials	Time
Activity 1: Brainstorming	Speaking and vocabulary	Board and markers	5 mins
Activity 2: Video	Listening and writing	Video, notebook and handout exercise	10 mins
Activity 3: Videos	Listening, writing and speaking	Videos and handout exercise	15 mins
Activity 4: Reading	Reading	Text	20 mins
Activity 5: Debate	Speaking		30 mins
Activity 6: Write questions	Writing	Notebook	10 mins
Activity 7: Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour

Activity 1: Brainstorming	Speaking and vocabulary	Board and markers	5 minutes
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Teacher elicits some words related to Globalization and write them on the board.

Activity 2: Video	Listening and writing	Video, notebook and handout exercise	10 mins
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Teacher asks students to watch the video once and take notes on vocabulary and then match the columns. Then teacher elicits the answers.

Video: [Your English Web: Weekly English video lessons]. (April 9, 2016). *English vocabulary – Globalisation – palabras en inglés*. [Video File]. Retrieved from: https://www.youtube.com/watch?v=Ag_q2lKpsbM

Word	Dictionary Definition
Outsourcing	the theory that an increasing consumption of goods is economically desirable
Sweatshop	To relocate or transfer (jobs) to another labor market
Ubiquitous	A wild or turbulent disturbance created by a large number of people.
Consumerism	A shop or factory in which employees work long hours at low wages under poor conditions.
Riot	Being or seeming to be everywhere at the same time; omnipresent.
Trade	The business of buying and selling commodities, products, or services; commerce.

Activity 3: Videos	Listening and writing	Video and handout exercise	15 mins
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Teacher asks students to watch the two videos and take some notes on the four main areas of Globalization mentioned in both videos in the handout. One copy per student. Then compare answers with another student, and teacher elicits the answers.

1st video

[edeos – digital education GmbH]. (October 24, 2011). *Globalization*. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=3oTLyPPrZE4>

2nd video

[explainitychannel]. (July 11, 2013). *Globalization explained (explainity explainer video)*. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=JJ0nFD19eT8&t=187s>

	Characteristics	Advantages	Disadvantages
Economy	International trade	<ul style="list-style-type: none"> - More jobs in poor countries. - Imports and exports opportunities. - Low taxes. - More consumer goods everywhere. 	<ul style="list-style-type: none"> -Sweatshops around the world. -Lack of jobs in industrialized countries. - Low salaries in poor countries.
Politics	Global policies	<ul style="list-style-type: none"> - Intervention of NGO's in local and global problems. - Global policies to tackle important problems like terrorism, global warming. 	<ul style="list-style-type: none"> - Intervention of developed countries in local problems.
Culture	Homogeneity	<ul style="list-style-type: none"> - More consumer goods available everywhere. - Languages learning opportunities. 	<ul style="list-style-type: none"> - Loss of identity.
Environment	Natural resources		<ul style="list-style-type: none"> -Pollution.

Activity 4: Reading	Reading	Text	15 mins
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Teacher divides the class in two groups and gives a handout with a list of Pros to group 1 (a copy to every member) and a list of Cons to group 2 (a copy to every member). Asks them to read them and try to find the meaning of the highlighted words from context with the other group members. Teacher will help them in case they can't guess the meaning.

Pros and Cons of Globalization

Collins, M. (May 6, 2015). The Pros and Cons of Globalization. Retrieved from: <https://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/#26fc7e35ccce>

The Pros and Cons of Globalization

Pros

Supporters of globalization argue that it has the potential to make this world a better place to live in and solve some of the **deep-seated** problems like unemployment and poverty.

1. Free trade is supposed to reduce barriers such as tariffs, **value added taxes**, subsidies, and other barriers between nations. There are still many barriers to free trade. The Washington Post story says “the problem is that the big G20 countries added more than 1,200 restrictive export and import **measures** since 2008.
2. The proponents say globalization represents free trade which promotes global economic **growth**; creates jobs, makes companies more competitive, and lowers prices for consumers.
3. Competition between countries is supposed to drive prices down. In many cases this is not working because countries manipulate their **currency** to get a price advantage.
4. It also provides poor countries, through **infusions** of foreign capital and technology, with the chance to develop economically and by spreading prosperity, creates the conditions in which democracy and respect for human rights may **flourish**. This is an ethereal goal which hasn't been achieved in most countries
5. According to supporters globalization and democracy should go hand in hand. It should be pure business with no colonialist designs.
6. There is now a worldwide market for companies and consumers who have access to products of different countries.

7. Gradually there is a world power that is being created instead of compartmentalized power sectors. Politics is **merging** and decisions that are being taken are actually beneficial for people all over the world. This is simply a romanticized view of what is actually happening.
8. There is more **influx** of information between two countries, which do not have anything in common between them.
9. There is cultural **intermingling** and each country is learning more about other cultures.
10. Since we share financial interests, corporations and governments are trying to sort out ecological problems for each other.
11. Socially we have become more open and tolerant towards each other and people who live in the other part of the world are not considered aliens.
12. Most people see speedy travel, mass communications and quick dissemination of information through the Internet as benefits of globalization.
13. Labor can move from country to country to market their skills. True, but this can cause problems with the existing labor and downward pressure on wages.
14. Sharing technology with developing nations will help them progress. True for small countries but stealing our technologies and IP have become a big problem with our larger competitors like China.
15. Transnational companies investing in installing plants in other countries provide employment for the people in those countries often getting them out of poverty.
16. Globalization has given countries the ability to agree to free trade agreements like NAFTA, South Korea Korus, and The TPP. True but these agreements have cost the U.S. many jobs and always increase our trade deficit.

The Pros And Cons Of Globalization

Cons

1. The general complaint about globalization is that it has made the rich richer while making the non-rich poorer. "It is wonderful for managers, owners and investors, but hell on workers and nature."
2. Globalization is supposed to be about free trade where all barriers are eliminated but there are still many barriers. For instance 161 countries have **value added taxes** (VATs) on imports which are as high as 21.6% in Europe. The U.S. does not have VAT.
3. The biggest problem for developed countries is that jobs are lost and transferred to lower cost countries." According to conservative estimates by Robert Scott of the Economic Policy Institute, **granting** China most favored nation status **drained away** 3.2 million jobs, including 2.4 million **manufacturing** jobs. He **pegs** the net losses due to our trade deficit with Japan (\$78.3 billion in 2013)

at 896,000 jobs, as well as an additional 682,900 jobs from the Mexico –U.S. trade-deficit run-up from 1994 through 2010.”

4. Workers in developed countries like the US face **pay-cut** demands from employers who threaten to export jobs. This has created a culture of fear for many middle class workers who have little **leverage** in this global game

5. Large multi-national corporations have the ability to exploit tax **havens** in other countries to avoid paying taxes.

6. Multinational corporations are accused of social injustice, unfair working conditions (including slave labor **wages**, living and working conditions), as well as lack of concern for environment, **mismanagement** of natural resources, and ecological damage.

7. Multinational corporations, which were previously restricted to commercial activities, are increasingly influencing political decisions. Many think there is a threat of corporations ruling the world because they are gaining power, due to globalization.

8. Building products overseas in countries like China puts our technologies at risk of being copied or stolen, which is in fact happening rapidly

9. The anti-globalists also claim that globalization is not working for the majority of the world. “During the most recent period of rapid growth in global trade and investment, 1960 to 1998, inequality worsened both internationally and within countries. The UN Development Program reports that the richest 20 percent of the world's population consume 86 percent of the world's resources while the poorest 80 percent consume just 14 percent.”

10. Some experts think that globalization is also leading to the incursion of communicable diseases. Deadly diseases like HIV/AIDS are being spread by travelers to the remotest corners of the globe.

11. Globalization has led to exploitation of labor. Prisoners and child workers are used to work in inhumane conditions. Safety standards are ignored to produce cheap goods. There is also an increase in human trafficking.

12. Social welfare schemes or “safety nets” are under great pressure in developed countries because of deficits, job losses, and other economic ramifications of globalization.

Activity 5: Debate	Speaking		30 mins
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Teacher asks the two groups of students to debate on the pros and cons of Globalization using the information they have in the texts and the videos they watched to support their side. Have students spend a few minutes to summarize what the best arguments are before they begin the debate.

Activity 6: Write questions	Writing	Notebook	10 minutes
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Teacher asks students to write 6 questions they would like to ask their teletandem partners about Globalization.

Activity 7: Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour
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Students will meet through Skype, Hangouts, etc., with their teletandem partners and talk about Globalization.

Activity 2. Match the columns.

Word	Dictionary Definition
Outsourcing	the theory that an increasing consumption of goods is economically desirable
Sweatshop	To relocate or transfer (jobs) to another labor market
Ubiquitous	A wild or turbulent disturbance created by a large number of people.
Consumerism	A shop or factory in which employees work long hours at low wages under poor conditions.
Riot	Being or seeming to
Trade	be everywhere at the same time; omnipresent. The business of buying and selling commodities, products, or services; commerce.

Activity 3. Fill in the table while you watch the two videos.

	Characteristics	Advantages	Disadvantages
Economy			
Politics			
Culture			
Environment			

Activity 4. Read the text and try to guess the meaning of the highlighted words with the other group members. As you read, try and determine which arguments are better for each side.

The Pros and Cons of Globalization

Pros (Team 1)

Supporters of globalization argue that it has the potential to make this world a better place to live in and solve some of the **deep-seated** problems like unemployment and poverty.

1. Free trade is supposed to reduce barriers such as tariffs, **value added taxes**, subsidies, and other barriers between nations. There are still many barriers to free trade. The Washington Post story says “the problem is that the big G20 countries added more than 1,200 restrictive export and import **measures** since 2008.
2. The proponents say globalization represents free trade which promotes global economic **growth**; creates jobs, makes companies more competitive, and lowers prices for consumers.
3. Competition between countries is supposed to drive prices down. In many cases this is not working because countries manipulate their **currency** to get a price advantage.
4. It also provides poor countries, through **infusions** of foreign capital and technology, with the chance to develop economically and by spreading prosperity, creates the conditions in which democracy and respect for human rights may **flourish**. This is an ethereal goal which hasn't been achieved in most countries.
5. According to supporters, globalization and democracy should go hand in hand. It should be pure business with no colonialist designs.
6. There is now a worldwide market for companies and consumers who have access to products of different countries.
7. Gradually there is a world power that is being created instead of compartmentalized power sectors. Politics is **merging** and decisions that are being taken are actually beneficial for people all over the world. This is simply a romanticized view of what is actually happening.
8. There is more **influx** of information between two countries, which do not have anything in common between them.
9. There is cultural **intermingling** and each country is learning more about other cultures.
10. Since we share financial interests, corporations and governments are trying to sort out ecological problems for each other.
11. Socially we have become more open and tolerant towards each other and people who live in the other part of the world are not considered aliens.

12. Most people see speedy travel, mass communications and quick dissemination of information through the Internet as benefits of globalization.

13. Labor can move from country to country to market their skills. True, but this can cause problems with the existing labor and downward pressure on wages.

14. Sharing technology with developing nations will help them progress. True for small countries but stealing our technologies and IP have become a big problem with our larger competitors like China.

15. Transnational companies investing in installing plants in other countries provide employment for the people in those countries often getting them out of poverty.

16. Globalization has given countries the ability to agree to free trade agreements like NAFTA, South Korea Korus, and the TPP. True but these agreements have cost the U.S. many jobs and always increase our trade deficit.

Activity 4. Read the text and try to guess the meaning of the highlighted words with the other group members. As you read, try and determine which arguments are better for each side.

The Pros and Cons of Globalization

Cons (Team 2)

1. The general complaint about globalization is that it has made the rich richer while making the non-rich poorer. "It is wonderful for managers, owners and investors, but hell on workers and nature."
2. Globalization is supposed to be about free trade where all barriers are eliminated but there are still many barriers. For instance 161 countries have **value added taxes** (VATs) on imports which are as high as 21.6% in Europe. The U.S. does not have VAT.
3. The biggest problem for developed countries is that jobs are lost and transferred to lower cost countries." According to conservative estimates by Robert Scott of the Economic Policy Institute, **granting** China most favored nation status **drained away** 3.2 million jobs, including 2.4 million **manufacturing** jobs. He **pegs** the net losses due to our trade deficit with Japan (\$78.3 billion in 2013) at 896,000 jobs, as well as an additional 682,900 jobs from the Mexico –U.S. trade-deficit run-up from 1994 through 2010."
4. Workers in developed countries like the US face **pay-cut** demands from employers who threaten to export jobs. This has created a culture of fear for many middle-class workers who have little **leverage** in this global game.
5. Large multi-national corporations have the ability to exploit tax **havens** in other countries to avoid paying taxes.
6. Multinational corporations are accused of social injustice, unfair working conditions (including slave labor **wages**, living and working conditions), as well as lack of concern for environment, **mismanagement** of natural resources, and ecological damage.
7. Multinational corporations, which were previously restricted to commercial activities, are increasingly influencing political decisions. Many think there is a threat of corporations ruling the world because they are gaining power, due to globalization.
8. Building products overseas in countries like China puts our technologies at risk of being copied or stolen, which is in fact happening rapidly
9. The anti-globalists also claim that globalization is not working for the majority of the world. "During the most recent period of rapid growth in global trade and investment, 1960 to 1998, inequality worsened both internationally and within countries. The UN Development Program reports that the richest 20 percent of the world's population consume 86 percent of the world's resources while the poorest 80 percent consume just 14 percent."
10. Some experts think that globalization is also leading to the incursion of communicable diseases. Deadly diseases like HIV/AIDS are being spread by travelers to the remotest corners of the globe.

11. Globalization has led to exploitation of labor. Prisoners and child workers are used to work in inhumane conditions. Safety standards are ignored to produce cheap goods. There is also an increase in human trafficking.

12. Social welfare schemes or “safety nets” are under great pressure in developed countries because of deficits, job losses, and other economic ramifications of globalization.

Introductions and Relationships

by *Adriana Maciel*



Introduction

The purpose of this Lesson plan is to guide teachers to help their students formulate questions as well as give them an insight of introductions and relationships in the USA aiming to have a first successful Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: Introductions and relationships.

‘Introductions and Relationships’ is an important and interesting issue for students since it gives and insight on how people of other cultural backgrounds relate to each other.

Objective: Students will be able to ask and answer different types of questions about introductions and relationships with other people.

Time: 85-100 minutes, with approximate times specified for each activity.

Materials and activities to include:

URLs, texts.

Assessment: Self-reports, checklists, screenshot.

Topic: Introductions and Relationships

Activities	Skills/sub-skills	Materials	Time
Activity 1: Icebreaker	Speaking and listening	Board and projector	10 mins
Activity 2: Video	Listening and writing	Video and notebook	10 mins
Activity 3: Questions and answers	Listening, writing and speaking	Notebook	20 mins
Activity 4: Brainstorming and discussion	Reading, speaking and listening	Board and markers	15 mins
Activity 5: Video	Listening, writing and speaking	Video, projector and notebook	10 mins
Activity 6: Text	Reading, speaking and listening	Handout	10 mins
Activity 7: Videos	Listening, writing and speaking	Videos, computer and projector	20 mins
Activity 8: Questions writing	Writing	Notebook	10 mins
Activity 9: Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour

Activity 1: Icebreaker	Speaking and listening	Board and projector	10 minutes
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The teacher projects the following questions on the board and asks four students one of the questions:

1. Are you a friendly and sociable person?
2. How do you make friends?
3. Could you tell me what's your favorite place to make friends?
4. Who is your best friend?

Later on, the teacher asks students to ask and answer the four questions in pairs.

Activity 2: Video	Listening and writing	Video and notebook	10 mins
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Teacher tells students they will watch a video about the four question types there are in English and take notes on the four types while watching the video. Teacher pauses the video when necessary. [VEDPAL ARYA]. (February 26, 2016). *English Grammar How to Make Questions in English*. [Video File]. Retrieved from: https://www.youtube.com/watch?v=8IOUwLL_7wY

Activity 3: Questions and answers	Listening, writing and speaking	Notebook	20 mins
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The teacher asks students to write one question per each type about family and friends and asks some students to read their questions aloud and makes corrections and solves doubts about each question type explaining the structure and use of each of them in more detail. Then, the teacher asks students to ask and answer their questions with a partner.

Activity 4: Brainstorming and discussion	Reading, speaking and listening	Board and markers	15 mins
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Teacher writes the phrase 'Personal relations' on the board and asks students some words related to it and writes them on the board. Then forms teams of 4 to discuss how the family and friends' relations in Mexico are. Teacher monitors the teams' discussion and at the end the whole class compares and shares opinions.

Activity 5: Video	Listening, writing and speaking	Video, projector and notebook	10 mins
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The teacher asks students if they have an idea of how the personal relations (family and friends) in the USA are and elicits some answers. Afterwards, the Teacher tells them they will watch a video about the stereotype of couples' relationship in the USA and take notes on whatever calls their attention. After that, the Teacher asks students if they think the content of the video is true or not and why.

[mercon12]. (April 22, 2008). *The Sad Truth About the Typical American Relationship*. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=oj3CCz6fKZU>

Activity 6: Text	Reading, speaking and listening	Handout	10 mins
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Teacher tells students they will read a text about tips for acclimating to US daily life, underline the unknown words and try to infer the meaning from context. One copy per student. Then, Teacher asks students what on the text called their attention and share opinions with the class.

Understanding American Culture.

Tips for Acclimating to US Daily Life. International Student Guide to the Unites States of America.

<http://www.internationalstudentguidetotheusa.com/articles/understanding-american-culture.htm>

Activity 7: Videos	Listening, writing and speaking	Videos, computer and projector	20 mins
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Teacher tells the students they will watch two videos about introductions and how to have a conversation with a USA citizen and take notes on whatever calls their attention while watching. Then in groups of 4 share thoughts about what most called their attention.

1st video

[df2182]. (January 26, 2008). *International Student Experience Part 4: American Handshakes.* [Video File].

Retrieved from: https://www.youtube.com/watch?v=powo_XwMTZs&t=18s

2nd video

[English With Miqueas]. (March 20, 2016). *Make American Friends! Body Language, Politeness and More Tricks!* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=afop4eIWCgA&t=162s>

Activity 8: Questions writing	Writing	Notebook	10 mins
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Teacher asks students to write 6 questions for their first interaction with their teletandem partner based on what called their attention from the videos and the text and which they would like to know more in depth.

Activity 9: Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour
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Students will meet through Skype, Hangouts, etc., with their partners to talk about Personal relations.

Activity 6: Read the text and underline those words you don't know and try to guess the meaning from context.

Understanding American Culture

Tips for Acclimating to US Daily Life

Below is a list of a few notable differences between Americans and people from other countries. Understanding these basic differences will enable you to better adapt to your new culture in the US.

Demeanor - Americans are much more assertive than most international visitors. They use words as tools to express their opinions and to accomplish goals. The United States is a rather individualistic society, with less social pressure to conform. As a result, you will need to become more assertive and to speak out on your own behalf. Take the initiative and volunteer information that will be of interest. In an interview, talk about your goals and accomplishments. An American idiom expresses this requirement succinctly: If you don't toot your own horn, who will?

Accordingly, Americans begin a discussion with a focus on accomplishments and concrete facts, and later proceed to the abstract. You should begin any conversation or proposal with the most important information. Be direct, and reserve small talk for later.

Eye contact is also important. It is not a sign of disrespect, but instead an indication of openness, honesty and enthusiasm.

Personal Space - The average personal distance varies from culture to culture. Americans tend to require more personal space than in other cultures. If you try to get too close to an American during your conversation, he or she will feel that you are "in their face" and will try to back away. Try to avoid physical contact while you are speaking, since this may lead to discomfort. Touching is a bit too intimate for casual acquaintances. Don't put your arm around their shoulder, touch their face, or hold their hand. Shaking hands when you initially meet, or part is acceptable, but this is only momentary.

Getting along with Americans

Friendships, Relationships, Sexual Harassment

Friendships between Americans tend to be shorter and less intense than those between people from many other cultures, because Americans are taught to be self-reliant and live in a very mobile society.

Friendships are "compartmentalized" with "friends at work," or "friends at school." Americans often seem very friendly, even when you first meet them. This friendliness does not always mean that the person is looking for a deeper relationship. Many Americans are pleasant and professional, but indirect and hide their true emotions/feelings. Being polite is important in this culture, and sometimes they may keep being nice to you even if they do not wish to pursue a deeper friendship.

Approaching another person with a positive attitude will get you further than aggressiveness, which is usually not tolerated. It is best at times to be smart and not right, even if you are sure that the other person is wrong. Keep your smile up even when you are upset, otherwise you will be perceived as being combative. Pleasant but direct words at the right time and place can save misunderstandings and improve relations. Remember that people do not say what they feel because they do not want to hurt you, or because they may try to alleviate a stressful situation.

Relationships are usually formed when a foreign student takes initiative in meeting U.S. students either by participating in social or educational programs, picnics, parties, or athletic activities or by joining organizations that are based on common interests, (chess, sailing, folk dancing) and by volunteering to help in organizations that rely on volunteer assistance.

The following are some guidelines to practical situations.

Shaking hands: Shaking hands is considered polite when you first meet someone. In informal situations, such as a campus party, peers may simply say hello and nod or wave. A handshake tends to be more formal. In general Americans avoid physical contact with strangers. A pat on the back or a hand on someone's shoulder is usually reserved for close friends.

Names and Titles: American names generally have three parts: first name, middle name or initial and last name. In most cases the first name appears first, then the middle initial and then the last name. On many forms and applications, though, the last name is listed first, followed by a comma and then the first and middle initial.

First names are usually used with people of your own age and status. If the other person is clearly older than you, you should use Mr., Mrs., Miss, or Ms., and the last name.

If the other person has a title such as "Ambassador" or "Dean" use that title and the last name. Any faculty member can be addressed as "Professor," whether he or she holds the rank of assistant professor, associate professor, or full professor. You can ask your instructors how they prefer to be addressed.

Americans do not use a title followed by a first name. For example you would not address Elizabeth Taylor as Ms. Elizabeth but as Ms. Taylor.

Using nicknames is fairly common among Americans. If your name is long and difficult to pronounce, your peers might give you a nickname that could be a shorter version of your own name. Being called by a nickname is not usually considered an insult.

Dining: Most Americans eat three meals during the day: breakfast, lunch, and dinner. Breakfast begins between 7:00 am and 8:00 am, lunch between noon to 1:30 pm, and dinner between 6:00 pm and 8:00 pm. On Sundays "brunch" is a combination of breakfast and lunch, typically beginning at 11:00 am. Breakfast and lunch tend to be light meals, with only one course. Dinner is the main meal.

Business Clothing -Proper business attire is extremely important in the US. If you dress inappropriately for an interview, for example, your chances of getting the position will be significantly reduced. Men should have at least one suit, consisting of a formal jacket and conservative tie with a white button-down shirt. Dark suit colors, such as navy blue, black, or dark gray, are the best. Women's clothing is more difficult to describe. The goal is to achieve a conservative and professional look. Straight lines and dark colors are preferred.

Punctuality is an important trait to acquire. If you arrive late to an appointment, it will reflect badly on you. Try to arrive on time, or even a little early. If you know that you will be arriving late, you should telephone ahead of time to let them know of the delay.

Sexual Harassment - This is a very serious topic on campus and in the workplace. Sexual Harassment consists of unwelcome sexual advances, requests for sexual favors, or other physical or verbal behavior of a sexual nature. If you feel that you are being sexually harassed it is important that you tell someone.

Universal Values

by Adriana Maciel



Introduction

The purpose of this Lesson plan is to guide teachers to help their students develop and practice some vocabulary related to Universal Values for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: Universal Values.

‘Universal Values’ is a topic which every human being should know about and practice in order to value and respect oneself, the others and the environment to improve the world and live in harmony. Given the fact that Universal Values is a transversal theme, the English language class is suitable to raise awareness about them in our students.

Objective: Students will be able to discuss on the importance of Universal Values using and adequate vocabulary.

Time: 85-100 minutes, with approximate times specified for each activity.

Materials and activities to include:

URLs, texts.

Assessment: Self-reports, checklists, screenshot.

Topic: Universal Values

Activities	Skills/sub-skills	Materials	Time
Activity 1: Brainstorming	Reading, speaking and vocabulary	Board, projector, computer and markers	5 mins
Activity 2: Questions and answers	Listening, writing and speaking	Mobile phones	5 mins
Activity 3: Video	Listening and speaking	Video, board, computer and projector	10 mins
Activity 4: Video	Listening, reading, writing and speaking	Video, board, computer, projector and notebook	10 mins
Activity 5: Brainstorming	Reading, listening and speaking	Board and markers	5 mins
Activity 6: Flashcards and description	Reading, listening, speaking and writing	Flashcards and notebook	15 mins
Activity 7: Reading and video recording.	Reading, speaking and listening	Mobile phones	20 mins
Activity 8: Team discussion	Speaking and listening		15 mins
Activity 9: Questions writing	Writing	Notebook	10 mins
Activity 10: Homework	Multimedia management skills	Computer	
Activity 11: Student's video	Listening	Computer, board and projector	15 mins
Activity 12: Final task tandem	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour

Activity 1: Brainstorming	Reading, speaking and vocabulary	Board, projector, computer and markers	5 mins
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Teacher projects the following question on the board and all students must reply with one word and teacher writes those words on the board below the question. Then teacher asks students why they think those things are so important to them.

Question: What is the most important thing you will ever have?

Activity 2: Questions and answers	Listening, writing and speaking	Mobile phones	5 mins
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The Teacher asks students **What is a Value?** and elicit some answers. Then, the Teacher asks students to google the definition of the word 'value' on their mobile and share their findings with the class.

Possible definitions found:

- **(Values)** Principles or standards of behaviour; one's judgement of what is important in life. Value. 2018. In *English Oxford Living Dictionaries*. Retrieved October 18, 2018, from: <https://en.oxforddictionaries.com>

- Values [plural]. **The beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour.** Value. 2018. In *Cambridge Dictionary*. Retrieved October 18, 2018, from: <https://dictionary.cambridge.org/es/diccionario/ingles/value>

- Plural noun [oft with poss] The values of a person or group are the moral principles and beliefs that they think are important. Value. 2018. In *Collins Dictionary*. Retrieved October 18, 2018, from: <https://www.collinsdictionary.com/es/diccionario/ingles/value>

Activity 3: Video	Listening and speaking	Video, board and projector	10 mins
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The Teacher tells the students they will watch a video in which a man answers that same question.

Video:

[PragerU]. (July 7, 2014). *What Matters Most in Life?* [Video File] Retrieved from: <https://www.youtube.com/watch?v=Lg-wNxj5XxY>

Afterwards, the Teacher asks students some opinions about the man's reply to that question.

Activity 4: Video	Listening, reading, writing and speaking	Video, board, projector and notebook	10 mins
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The Teachers tells students they will watch a short video twice about Universal Values and take notes of the three examples of values (adjectives) mentioned. Students then compare answers.

Video: [onlineevents.co.uk]. (June 1, 2014). *What are Positive Universal Values? – Dr. Neil Hawkes*. [Video File]. Retrieved from: https://www.youtube.com/watch?v=OiN_xb9KEz4

Answer: honest, caring, compassionate

After that, the teacher asks students to work in trios and describe someone who is honest, or caring or compassionate. Teachers elicits answers from all the trios.

Activity 5: Brainstorming	Reading, listening and speaking	Board and markers	5 mins
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Teacher writes the phrase 'Universal Values' on the board and asks students to say some more examples of what could be considered a universal value and writes them on the board.

Activity 6: Flashcards and description	Reading, listening, speaking and writing	Flashcards and notebook	15 mins
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The teacher gives a card containing an example of Universal Values to every pair or trio of students at random. Taken from: Quizlet. 10 universal Values: <https://quizlet.com/9590758/10-universal-values-flash-cards/>

<p>HONESTY <i>truthful and sincere</i></p>	<p>CARING <i>concern for well-being of an individual, self, and environment</i></p>
<p>INTEGRITY <i>being consistent with beliefs</i></p>	<p>RESPECT <i>confidence in beliefs and values and knowledge you understand and support the rights in others to express their beliefs</i></p>
	<p>RESPONSIBILITY</p>

<p>TRUSTWORTHINESS</p> <p><i>keep promises/ fulfil commitment</i></p>	<p><i>contribution to society in a positive way and encourage participation of others</i></p>
<p>LOYALTY</p> <p><i>provide support and commitment based on ethical needs</i></p>	<p>PURSUIT OF EXCELLENCE</p> <p><i>pride in work, best effort, and reflection of work</i></p>
<p>FAIRNESS</p> <p><i>committed to justice, equal treatment, and respect for diversity</i></p>	<p>ACCOUNTABILITY</p> <p><i>consider and accept the impact and consequences of personal actions and decisions</i></p>

Activity 6: Flashcards and description	Reading, listening, speaking and writing	Flashcards and notebook	15 mins
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Later, the teacher asks each pair or trio of students to write an example of how people should behave according to that Universal Value. Teacher monitors each pair or trio and helps them with vocabulary and structure.

Activity 7: Reading and video recording.	Reading, speaking and listening	Mobile phones	20 mins
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Teacher asks each pair or trio of students to come to the front of the classroom and read to the class the example they wrote while one of them video records their partner speech with a mobile.

Activity 8: Team discussion	Speaking and listening		15 mins
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Teacher asks students to form teams of 5 and discuss the importance of Universal Values.

Activity 9: Question writing	Writing	Notebook	10 mins
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Teachers asks students to write 6 questions on the Universal Values topic to ask their teletandem partner in the next conversation.

Activity 10: Homework	Multimedia management skills	Computer	
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Students will send their video recording to the teacher or to a volunteer student to make a short film, which will be shown to the class in the next session.

Activity 11: Student's video	Listening	Computer, board and projector	15 mins
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Teacher tells students they will watch the video containing all pairs or trios video recordings and will be published on the Class virtual classroom (Edmodo, Facebook, etc.) and each student must publish it on their social networks.

Activity 12: Final task tandem	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour
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Students will meet through Skype, Hangouts, etc., with their teletandem partners and talk about Universal Values.

Activity 6: Flashcards

<p><i>HONESTY</i> <i>truthful and sincere</i></p>	<p><i>CARING</i> <i>concern for well-being of an individual, self, and environment</i></p>
<p><i>INTEGRITY</i> <i>being consistent with beliefs</i></p>	<p><i>RESPECT</i> <i>confidence in beliefs and values and knowledge you understand and support the rights in others to express their beliefs</i></p>

<p>TRUSTWORTHINESS</p> <p><i>keep promises/ fulfil commitment</i></p>	<p>RESPONSIBILITY</p> <p><i>contribution to society in a positive way and encourage participation of others</i></p>
<p>LOYALTY</p> <p><i>provide support and commitment based on ethical needs</i></p>	<p>PURSUIT OF EXCELLENCE</p> <p><i>pride in work, best effort, and reflection of work</i></p>
<p>FAIRNESS</p> <p><i>committed to justice, equal treatment, and respect for diversity</i></p>	<p>ACCOUNTABILITY</p> <p><i>consider and accept the impact and consequences of personal actions and decisions</i></p>

Technology

by Jennifer Yong



Introduction

The purpose of this lesson plan is to guide teachers to help their students develop and practice some vocabulary related to Technology for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs, video, images and texts.

Topic: Technology.

Objective: Students will compare and contrast opinions on Technology and how people use it.

Time: 85-100 minutes, with approximate times specified for each activity.

Materials and activities to include:
URLs, handouts.

Assessment: Tandem interview, flip grid video and written reflection.

Topic: Technology

Activities	Skills/sub-skills	Materials	Time
Activity 1: Warm up	Speaking	Board and questions	10 minutes
Activity 2: My Cellphone	Speaking and writing	Board and questions	10 minutes
Activity 3: Look up	Listening, reading and speaking	Link and handout exercise	30 minutes
Activity 4: Are technology and social networks good or bad?	Reading, speaking and listening	Computer, internet and projector	30 minutes
Activity 5: Getting ready for my Tandem session	Speaking		10 minutes
Activity 6: Final tandem task	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour

Activity 1: Warm up	Speaking	Board and questions	10 minutes
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The teacher will start by writing four questions on the board – so that the students form groups of three or four and discuss their answers within their group-. After the discussion groups, the teacher will prompt some answers from different groups to turn it into a group discussion. If desirable, a link is provided here for the teacher to get a glimpse at basic information on the topic:

Rouse, M. (September 2016). Social Media. Retrieved from: <http://whatis.techtarget.com/definition/social-media>

- What do you think about technology? / Can you think on some advantages/disadvantages?
- What's a gadget? / Do you have a favourite one or one you can't live without? /Can you think on any advantage/disadvantage of gadgets.
- Do you have a cellphone? / What kind of cellphone do you own? /Besides making calls what else do you use it for? / How many hours a day do you spend on your cellphone?
- What social networks are you familiar with? / Which ones do you regularly use?/ Make a list of positive & negative aspects of social networks.

Activity 2: My Cellphone	Speaking and writing	Board and questions	10 minutes
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The teacher will ask the students to continue working in teams. Then, the teacher will ask the students to show their cellphones and answer the next questions about them:

1. When did you buy it? How much did it cost? (If they don't mind saying!)
2. Is it your first phone?
3. What do you like about it?
4. What don't you like about it?

Once the students have already exchanged their responses, the teacher will ask them to write five sentences in which they compare a feature of their cellphones and their teammates'. For instance:

- Suzy's phone is bigger than mine.
- Tanya's phone was cheaper than Suzy's. (You would need to make sure your students are happy to have this information compared and shared.)
- Enzo's phone is more interesting than Giovanni's because...

The teacher will write the next questions on the board for the students to continue working and discussing in teams

- Is it important or necessary to have a cellphone? Why?
- When you buy a cellphone is the brand important for you? Why or Why not? If the brand is not important for you what is it?
- What else do you use your cellphone besides making calls?
- How old do you think a child should be to have a cellphone? Why?

Activity 3: Look up	Listening, reading and speaking	Link and handout exercise	30 minutes
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The teacher will play the first half of the video "Look up" by Gary Turk for the students and will ask them to write any information they consider relevant or has caught their attention.

Video:

[Gary Turk]. (April 25, 2014). *Levanta la mirada – Gary Turk – Video Oficial*. [Video File]. Retrieved from: <http://garyturk.com/portfolio-item/lookup/> **The teacher will play the video until the next verse: "to show you the difference that being there can make."**

Afterwards, the teacher will hand out the transcript of the video he just played and will ask them to order the stanzas of the text of the video. The teacher may play the video twice or thrice to check answers.

Part 1. Answer key.

9	I can't stand to hear the silence, of a busy commuter train, when no one wants to talk through the fear of looking insane. We're becoming unsocial, it no longer satisfies to engage with one another, and look into someone's eyes	3	All this technology we have, it's just an illusion, of community, companionship, a sense of inclusion yet when you step away from this device of delusion, you awaken to see, a world of confusion.
4	A world where we're slaves to the technology we mastered, where our information gets sold by some rich greedy bastard. A world of self-interest, self-image, self-promotion, where we share all our best bits, but leave out the emotion.	2	I took a step back, and opened my eyes, I looked around, and then realised that this media we call social, is anything but when we open our computers, and it's our doors we shut.
11	When I was a child, I would never be home, I'd be out with my friends, on our bikes we would roam. We'd wear holes in our trainers, and graze up our knees; we'd build our own clubhouse, high up in the trees.	10	We're surrounded by children, who since they were born, watch us living like robots, and think it's the norm. It's not very likely you will make world's greatest dad, if you can't entertain a child without a using an iPad.
1	I have 422 friends, yet I am lonely. I speak to all of them everyday, yet none of them really know me. The problem I have sits in the spaces between, looking into their eyes, or at a name on a screen.	7	Being alone isn't the problem, let me just emphasize, that if you read a book, paint a picture, or do some exercise, you are being productive, and present, not reserved or recluse, you're being awake and attentive, and putting your time to good use.
6	We edit and exaggerate, we crave adulation, we pretend we don't notice the social isolation. We put our words into order, until our lives are glistening, we don't even know if anyone is listening.	5	We are at our most happy with an experience we share, but is it the same if no one is there. Be there for your friends, and they'll be there too, but no one will be, if a group message will do.
12	Now the parks are so quiet, it gives me a chill to see no children outside and the swings hanging still. There's no skipping or hopscotch, no church and no steeple, we're a generation of idiots, smart phones and dumb people.	8	So when you're in public, and you start to feel alone, put your hands behind your head, and step away from the phone. You don't need to stare at your menu, or at your contact list, just talk to one another, and learn to co-exist.

13	So look up from your phone, shut down that display, take in your surroundings, and make the most of today. Just one real connection is all it can take, to show you the difference that being there can make.		
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The teacher will play the second half of the video to see how it ends. The teacher may give students a copy of the full text if necessary. Then, the teacher will write a set of questions for the students to continue discussing about the topic of technology.

- What do you think about the poem? /Is it true?
- Is there anything wrong with using technology, cellphones, social media?
- What would have happened if the guy hadn't looked up?
- Are you the kind of person who is looking at his/her phone all the time?
- After watching the video have you changed your mind about the use of cellphones, social media, technology, etc.?

Activity 4: Are technology and social networks good or bad?	Reading, speaking and listening	Computer, internet and projector	30 minutes
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The teacher will ask the students whether they have seen the Netflix series “Black Mirror” or not; in any case the teacher will start prompting answers from the students about the main plot of the series and their opinions on some of the episodes. After that, the teacher shows them a video about predictions of the series “Black Mirror” that have come true:

[NerdWire]. (October 27, 2017). *5 Black Mirror Predictions That Have ALREADY Come True*. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=znclGRUbx7Y>

Then, the students will discuss the next questions:

- What do you think about technology, cellphones and social media now?
- Are technology, cellphones and social media that bad? Elaborate on the answer.
- Is it as dark as it looks? / Would it be as dark as is looks?
- Is there a way society could prevent such problems?

Activity 5: Getting ready for my Tandem session	Speaking		10 minutes
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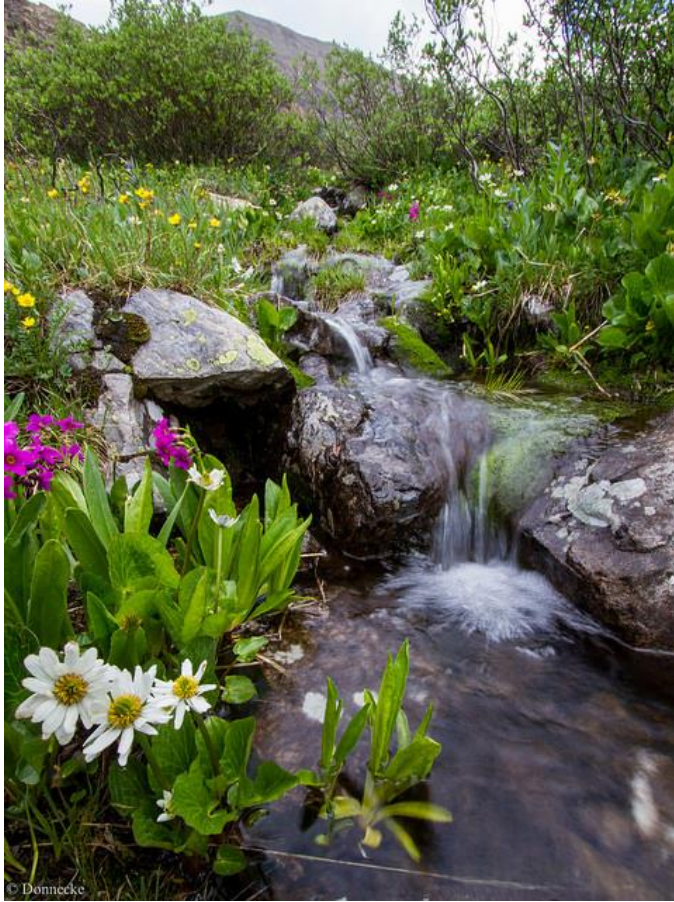
The teacher will ask the students to work in pairs or trios in order to come up with a set of questions and side-notes they would like to talk about with their Teletandem partners.

Activity 3. Look up

<p>I can't stand to hear the silence, of a busy commuter train, when no one wants to talk through the fear of looking insane. We're becoming unsocial, it no longer satisfies to engage with one another, and look into someone's eyes</p>	<p>All this technology we have, it's just an illusion, of community, companionship, a sense of inclusion yet when you step away from this device of delusion, you awaken to see, a world of confusion.</p>
<p>A world where we're slaves to the technology we mastered, where our information gets sold by some rich greedy bastard. A world of self-interest, self-image, self-promotion, where we share all our best bits, but leave out the emotion.</p>	<p>I took a step back, and opened my eyes, I looked around, and then realised that this media we call social, is anything but when we open our computers, and it's our doors we shut.</p>
<p>When I was a child, I would never be home, I'd be out with my friends, on our bikes we would roam. We'd wear holes in our trainers and graze up our knees; we'd build our own clubhouse, high up in the trees.</p>	<p>We're surrounded by children, who since they were born, watch us living like robots, and think it's the norm. It's not very likely you will make world's greatest dad, if you can't entertain a child without a using an iPad.</p>
<p>I have 422 friends, yet I am lonely. I speak to all of them every day, yet none of them really know me. The problem I have sits in the spaces between, looking into their eyes, or at a name on a screen.</p>	<p>Being alone isn't the problem, let me just emphasize, that if you read a book, paint a picture, or do some exercise, you are being productive, and present, not reserved or recluse, you're being awake and attentive, and putting your time to good use.</p>
<p>We edit and exaggerate, we crave adulation, we pretend we don't notice the social isolation. We put our words into order, until our lives are glistening, we don't even know if anyone is listening.</p>	<p>We are at our most happy with an experience we share, but is it the same if no one is there. Be there for you friends, and they'll be there too, but no one will be, if a group message will do.</p>
<p>Now the parks are so quiet, it gives me a chill to see no children outside and the swings hanging still. There's no skipping or hopscotch, no church and no steeple, we're a generation of idiots, smart phones and dumb people.</p>	<p>So, when you're in public, and you start to feel alone, put your hands behind your head, and step away from the phone. You don't need to stare at your menu, or at your contact list, just talk to one another, and learn to co-exist.</p>
<p>So look up from your phone, shut down that display, take in your surroundings, and make the most of today. Just one real connection is all it can take, to show you the difference that being there can make.</p>	

Going Green

by *María Antonieta Roca*



Introduction

The purpose of this Lesson plan is to help teachers help their students develop some vocabulary related to environmental issues as well critical thinking skills on the topic for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: Going Green.

The environmental situation is an important issue that at present, affects people around the globe since it is taking its toll with the climate change and, as a result, natural disasters are intensifying and damaging many areas of the world and endangering the population.

Objective: Students will be able to reflect and discuss on a more humanistic point of view on this topic.

Time: 90-120 minutes, with approximate times specified for each activity.

Materials and activities to include:

URLs, texts.

Assessment: Self-reflection on the topic.

Topic: Going Green

Activities	Skills/sub-skills	Materials	Time
Activity 1: Brainstorming	Speaking	Board and markers	5 minutes
Activity 2: Reading	Reading, vocabulary, speaking and writing	Notebook and handout exercise	15 - 25 minutes
Activity 3: Written text	Reading and taking notes	Worksheet and notebook	10 - 15 minutes
Activity 4: Discussion	Reading, speaking, listening and writing	Worksheet and notebook	45 - 50 minutes
Activity 5: Self-reflection	Writing	Notebook and worksheet	10 - 15 minutes
Activity 6: Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes - 1 hour

Activity 1: Brainstorming	Speaking	Board and markers	5 minutes
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The students will answer the question “What do you think is the Humanist perspective on environmental issues?”

Activity 2: Reading	Reading, speaking and writing	Notebook and handout exercise	15-25 minutes
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Vocabulary on **Humanist perspective: Environmental issues**

Students read the text and try to guess the meaning of the highlighted words with a partner. They write their definition and what they relate to in the table in the student’s handout. Then, students comment, and some examples are written on the board by the teacher.

[Understanding Humanism]. (no date). *Humanist Perspective: Environmental Issues*. [Word Document]. Retrieved from: <https://understandinghumanism.org.uk/wp-content/uploads/2016/09/Environmental-Issues-Humanist-Perspective.docx>

Word	Students' own definition	What they relate to
Emotional		
Practical		
Climate change		
Pollution		
Abuse of natural resources		
Reason		
Evidence		
Empathy		
Respect		
Human welfare		
Happiness		
This is the one and only life and world we have		
Science		
Technology		
Birth control		

Activity 3: Written text	Reading and writing	Text	20 minutes
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Students read the text thoroughly and take notes on relevant information they find. These notes will help them answer the questions in the discussion part (activity 4).

Activity 4: Discussion questions	Worksheet and Students' notes	Checklist, Skype or other session	10 minutes
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Using their notes, Students discuss the questions in groups of 3-4.

Activity 5: Self-reflection	Writing	Notebook	10-15 minutes
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Individually, students write a short reflection about their position regarding the Humanist perspective on environmental issues. (100 words approx.)

Further resources:

Humanists working for a better world: <https://humanism.org.uk/about/h4bw/>

University of Exeter resources on environmental ethics: <http://humanities.exeter.ac.uk/theology/research/projects/beyondstewardship>

Activity 6. Teletandem conversation	Speaking, listening and writing	Checklist, Skype or other session	50 minutes-1 hour
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Students will meet through Skype, Hangouts, etc., with their peers and talk about “Going Green”. Have students write down some questions you would like to ask your partner.

Activity 2. Reading

Humanist perspective: Environmental issues

1. Individually, scan the text and try to guess the meaning of the highlighted words. With a partner, discuss the definition of the words and what these words relate to. Write the possible definition and relation in the table.

Word	Students' own definition	What they relate to
Emotional		
Practical		
Climate change		
Pollution		
Abuse of natural resources		
Reason		
Evidence		
Empathy		
Respect		
Human welfare		
Happiness		
This is the one and only life and world we have		
Science		
Technology		
Birth control		

2. Read the text thoroughly and take notes on main or relevant ideas and take notes (you will use your notes for the discussion).

Why should we care about the environment?

People care about the environment for many reasons, some **emotional** and some **practical**. Life on Earth is both beautiful and valuable, many enjoy spending time in unspoiled places, and we should do more to preserve habitats, species, and ways of life that are being destroyed by the over-exploitation of natural resources and wilderness areas. The natural world is also the source of materials, food, fuel, and many of our medicines. Bio-geo-chemical cycles (such as plants converting carbon dioxide and water into oxygen) are vital for life on the planet. The tropical rain forests, for example, have been called the 'lungs' of the planet, and it might be hard for the planet to manage without them.

The actions of human beings pose a great many dangers to the environment, including our impact on **climate change**, **pollution**, and our **abuse of natural resources**. In permitting the destruction of the natural world, we may inadvertently be damaging ourselves. We don't always know what might be important or useful in the future, and so many people feel we should preserve as much bio-diversity as possible. It is difficult or impossible to protect or reintroduce species once their habitat has been destroyed, and thousands of species become extinct every year, impossible to revive.

Our planet is small and becoming increasingly overcrowded. As of 2016 the world population exceeds 7 billion people, and the United Nations estimates it will further increase to over 11 billion in the year 2100. All these extra people will need food, water, shelter, and fuel. Many of them will want far more than this and that has huge potential consequences for the environment. Increasingly, human beings can control their own, and other species', fertility and evolution, and this places considerable responsibility on us. We will all be less well off if we use up valuable natural resources such as forests, fossil fuels, and the fish in the oceans. These resources are often shared between nations and it is easy to foresee increasing tensions and even wars over basic resources if we do not come up with sensible ways of protecting, conserving, and sharing them

Humanist perspective: Environmental issues

How would a humanist approach questions about the environment?

Humanists try to use **reason**, **evidence**, **empathy**, and **respect** for the dignity of others when thinking about ethical questions. Humanists are concerned with **human welfare** and happiness and believe **this is the one and only life and world we have**. We must therefore make the most of our lives, but we must also support others to live fulfilling lives too, both those alive today and future generations. Because humanists have no belief in a god or any supernatural force that will solve our

problems for us, they believe that human beings must take sole responsibility for solving our environmental problems. We are the only ones capable of finding the solutions that can lead to a sustainable existence.

Some religious people think that god created human beings and the world and gave human beings 'stewardship' or 'dominion' over it. This is not a belief shared by humanists, who believe that human beings were not created, but instead evolved naturally, and go on evolving, along with the rest of the species alive on our planet today. Evidence shows us how heavily our welfare is dependent on the natural world and the continued existence of many other species. **Empathy** is also of great importance to humanists when deciding how to act. Many humanists believe we should extend our empathy and respect to future generations who will also depend on our planet for their survival. While many believe we should extend our empathy to other sentient animals. They would argue that we should therefore take the consequences for other species into account when considering how we should treat the environment, not just the consequences for human beings.

Many humanists also appreciate the **happiness** and inspiration that contact with animals and nature can bring. When the eminent scientist and former President of the British Humanist Association, Sir Hermann Bondi, was asked why he cared about conservation, he replied, 'Because I want my grandchildren to be able to see elephants.'

Many humanists believe **science** has been a positive force in our understanding of the world and **technology** has improved the lives of millions of human beings. Technology has also, however, contributed to much of the damage to our environment. Nonetheless, many humanists would not automatically blame science and technology for environmental problems. Indeed, it is scientists (mainly biologists and ecologists) who have been, and who are, responsible for uncovering and monitoring many of our environmental problems. Science and technology themselves are neither forces for good nor bad; it is rather the way human beings choose to use them. Societies (and that means all of us) must take responsibility for how we choose to use scientific and technological developments. Cleaning up our planet and finding new sources of energy will be tasks for scientists and engineers, and the rest of us (especially those of us in the wealthier nations) must be prepared to bear some of the costs of this work.

Humanists were involved in setting up organisations such as UNESCO, which has world-wide environmental responsibilities. Humanists have also always supported **birth control** as an important contribution to reducing the demands on the environment and were active in helping to set up United Nations birth control programmes. Humanists share many of the above ideas with rational and concerned people of all beliefs. Most environmental charities, such as Greenpeace, Friends of the Earth and the World Wide Fund for Nature, are non-religious, and are supported by people of all faiths and none.

Activity 4. Humanist perspective: Environmental issues

In groups of 3-4 discuss the following questions (use your notes from the reading to answer your questions).

- 1) Does it matter if a species dies out? Why?
- 2) Is it right to build a dam that will supply water to thousands of people, but will destroy the habitat of many plants and animals?
- 3) Would it matter if human beings died out? Why?
- 4) Which would be worse: if humans died out and other life forms survived, or if other life forms died out but humans survived?
- 5) Is the natural world only valuable due to its use to human beings?
- 6) How much would you be prepared to give up preventing further damage to the environment?
- 7) Should we be more concerned for the needs of people alive today or in the future?
- 8) Do humanists give good reasons to take care of the environment?
- 9) Do humanists believe human beings are more important than the rest of the natural world?
- 10) Do religious or non-religious people have more reason to look after the world?
- 11) How are you deciding your answers to these questions? What principles and arguments influence your answers?
- 12) How is the humanist view on this issue similar or different to that of other worldviews you have come across?

Activity 5. Individually, write a short reflection about the topic (100 words approx.)

Culture

by *Adriana Maciel*



Introduction

The purpose of this Lesson plan is to help teachers help their students develop some vocabulary and concepts related to Culture for their next Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: Culture.

‘Culture’ is what defines every single human being on Earth. By raising awareness of the differences and similarities between cultures in our students, we, as language teachers, are able to broaden students’ knowledge of their own behavior as well as other culture’s. With this, our students will be better equipped to avoid stereotyping and also learn and adopt new behaviors.

Objective: Students will be able to discuss about cultural aspects and concepts with an open mind using an adequate vocabulary.

Time: 85-100 minutes, with approximate times specified for each activity.

Materials and activities to include:

URLs, texts.

Assessment: Self-reports, checklists, screenshot.

Topic: Culture

Activities	Skills/sub-skills	Materials	Time
Activity 1: Brainstorming	Speaking, listening and writing	Board, markers and notebooks	10 minutes
Activity 2: Video	Listening, writing and speaking	Video, notebook and handout exercise	15 mins
Activity 3: Text	Reading and writing	Text and handout exercise	30 mins
Activity 4: Vocabulary	Reading and writing	Handout exercise	10 mins
Activity 5: Video	Listening, reading and writing	Video and handout exercise	15 mins
Activity 6: Video	Listening and speaking	Video	10 mins
Activity 7: Class discussion	Listening and speaking		10 mins
Activity 8: Question writing	Writing	Writing materials	5 mins
Activity 9: Teletandem interaction	Listening and speaking	Computer and internet connection	60 mins

Activity 1: Brainstorming	Speaking, listening and writing	Board, markers and notebooks	10 minutes
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1. Teacher writes on the board the question: **What is Culture?** Students must work in pairs or trios to discuss and come up with a definition of Culture and write it down.
2. Teacher elicits the answers.

Activity 2: Video	Listening, writing and speaking	Video, notebook and handout exercise	15 mins
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[World Learning Edu]. (Jan 22, 2018). *Introduction to Culture*. [Video format]. Retrieved from: https://www.youtube.com/watch?time_continue=1&v=yt30p69wasU

Teacher asks students to watch the video and take notes at the same time to fill in the table (handout). Then students compare answers with a partner.

1. Teacher shows the first 6.09 minutes of the video ONLY.
2. Students fill in the table.
3. Students compare answers with a partner.
4. Teacher asks students to describe all the elements in the table according to Mexican culture. For example, Music – Mariachi.
5. Teacher explains to the students that Culture is like an iceberg. What is on the surface are the PRODUCTS, what everyone can see. PRACTICES is what is just below the surface, and PERCEPTIONS is what is deep down.

	PERCEPTIONS	PRACTICES	PRODUCTS
3P MODEL OF CULTURE	-Thoughts	-Traditions	-Food
	-Feelings	-Typical behaviors	-Clothing
	-Values	-Communication	-Music
	-What is important in life?	-Language	-Literature
	-Appropriate and inappropriate behavior	-Body language	
	-Treatment to older people		

Activity 3: Text	Reading and writing	Text and handout exercise	30 mins
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The teacher gives a copy of the text below to every student:

Студопедия. (October 25, 2014). *Clocking Cultures*. [Blog entry]. Retrieved from: <https://studopedia.org/1-75568.html>

1. Teacher asks students to read the text and answer the 12 comprehension questions.
2. Teacher asks students to compare answers with a partner.
3. Teacher elicits the answers.

What is time? The answer varies from society to society.

A. If you show up a bit late for a meeting in Brazil, no one will be too worried. But if you keep someone in New York City waiting for ten or fifteen minutes, you may have some explaining to do. Time is seen as relatively flexible in some cultures but is viewed more rigidly in others. Indeed, the way members of a culture perceive and use time tells us about their society's priorities, and even their own personal view of the world.

B. Back in the 1950s, anthropologist Edward T Hall described how the social rules of time are like a 'silent language' for a given culture. These rules might not always be made explicit, he stated, but 'they exist in the air'. He described how variations in the perception of time can lead to misunderstandings between people from separate cultures. 'An ambassador who has been kept waiting by a foreign visitor needs to understand that if his visitor "just mutters an apology", this is not necessarily an insult,' Hall wrote. 'You must know the social rules of the country to know at what point apologies are really due.'

C. Social psychologist Robert V Levine says 'One of the beauties of studying time is that it's a wonderful window on culture. You get answers on what cultures value and believe in.' Levine and his colleagues have conducted so-called pace-of-life studies in 31 countries. In *A Geography of Time*, published in 1997, Levine describes how he ranked the countries by measuring three things: walking speed on urban sidewalks, how quickly postal clerks could fulfill a request for a common stamp, and the accuracy of public clocks. From the data he collected, he concluded that the five fastest-paced countries are Switzerland, Ireland, Germany, Japan and Italy; the five slowest are Syria, El Salvador, Brazil, Indonesia and Mexico.

D. Kevin Birth, an anthropologist, has examined time perceptions in Trinidad. In that country, Birth observes, 'if you are meeting friends at 6.00 at night, people show up at 6.45 or 7.00 and say, "any time is Trinidad time".' When it comes to business, however, that loose approach works only for the people with power. A boss can show up late and just say 'any time is Trinidad time', but those under him are expected to be on time. Birth adds that the connection between power and waiting time is true for many other cultures as well.

E. The complex nature of time makes it hard for anthropologists and social psychologists to investigate. 'You can't simply go into a society, walk up to someone and say, "Tell me about your concept of time",' Birth says. 'People don't really have an answer to that. You have to come up with other ways to find out.'

F. Birth attempted to get at how Trinidadians regard time by exploring how closely their society links time and money. He surveyed rural residents and found that farmers - whose days are dictated by natural events, such as sunrise - did not recognize the phrases *time is money*, *budget your time* or *time management* even though they had satellite TV and were familiar with Western popular culture. But tailors in the same areas were aware of such notions. Birth concluded that wage work altered the tailors' views of time. 'The ideas of associating time with money are not found globally,' he says, 'but are attached to your job and the people you work with.'

G. In addition to cultural variations in how people deal with time at a practical level, there may be differences in how they visualise it from a more theoretical perspective. The Western idea of time has been compared to

that of an arrow in flight towards the future; a one-way view of the future which often includes the expectation that life should get better as time passes. Some cultures see time as closely connected with space: the Australian Aborigines' concept of the 'Dreamtime' combines a myth of how the world began with stories of sacred sites and orientation points that enable the nomadic Aborigines to find their way across the huge Australian landscape. For other cultures, time may be seen as a pattern incorporating the past, present and future, or a wheel in which past, present and future revolve endlessly. But theory and practice do not necessarily go together. There's often considerable variation between how a culture views the mythology of time and how they think about time in their daily lives,' Birth asserts.

3.1. Read the text and choose the correct heading for each paragraph from the list of headings below. You won't need all of the headings.

Paragraph A ___10__	1. Time and technology development
Paragraph B ___3__	2. A problem for those researching attitudes to time
Paragraph C ___6__	3. Learning the laws of time for intercultural understanding
Paragraph D ___8__	4. Time and individual psychology
Paragraph E ___2__	5. Comparing the value of time for different groups of workers
Paragraph F ___5__	6. research and conclusions on the speed different nationalities live at
Paragraph G ___9__	7. The history of time measurement
	8. Attitudes to time and authority – a cross-cultural relationship
	9. Variation in theoretical views of time
	10. Attitude to time as an indication of cultural individual differences

3.2. Read the text again and choose the correct letter, **A, B, C or D**.

1. Edward Hall used the example of the ambassador to show that

- A. people in power are easily insulted.
- B. rules of time are different now from in the past.
- C. problems can be caused by different views of time.
- D. misunderstandings over time cannot be avoided.

2. In his research, Robert Levine measured the speed at which postal workers

- A. delivered letters
- B. performed a task
- C. learned a new skill

D. answered a question

3. Kevin Birth found out that in Trinidad

A. expectations of punctuality vary according to relationships.

B. time is regarded differently from anywhere else.

C. employees as well as bosses may be late for work.

D. people who are punctual eventually become more powerful.

4. Birth studied Trinidadian attitudes to time by

A. asking questions connected with language.

B. asking people how they felt about time.

C. observing how people behaved in different settings

D. collecting phrases to do with time.

5. Birth finds there is often a difference between

A. what cultures believe about time and what individuals believe.

B. people's practical and theoretical attitudes to time.

C. what people believe about time and what they say.

D. people's past and present attitudes to time.

Activity 4: Vocabulary	Reading and writing	Handout exercise	10 mins
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1. Teacher gives a handout to the students with a list of words and asks them to work in pairs to look up for the words' definition in a digital dictionary in their cellphones and write them on the second column.

2. Students compare answers.

Misunderstanding	
Rude	

Attach	
Wave	
Hug	
Bow	
Intercultural competence	
Formulaic	

Activity 5: Video	Listening, reading and writing	Video and handout exercise	15 mins
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1. Teacher gives a handout to the students and tells them they will watch a video and while watching fill in the table.
2. Teacher asks students to work in trios, compare answers and one example on the third column.

Low Context vs High Context Cultures:

[World Learning Edu]. (January 22, 2018). *Intercultural Encounters*. [Video format]. Retrieved from: https://www.youtube.com/watch?time_continue=29&v=7lucijF9OHA

3. Students compare answers and teacher elicits the answers.

TYPE OF CULTURE	CHARACTERISTICS	COUNTRY OR REGION	EXAMPLES
High-Context	Assumptions Shared context Shared understanding Many things are not said Everything is implicit	Latin America Middle East Asia	
Low-Context	Everything must be said explicitly	USA	

Monochronic	<p>People do one thing at a time</p> <p>People focus on agendas</p>		
Polychronic	<p>People are multitasking</p> <p>People focus on tasks</p> <p>People combine personal and work tasks</p>	<p>Middle East</p> <p>Latin America</p> <p>Sub-Saharan Africa</p>	
Collectivist	<p>The group is more important</p> <p>Sacrifice individual needs</p>		
Individualist	<p>Individualism is more important</p> <p>Sacrifice relationships for personal gains</p>		

Activity 6: Video	Listening and speaking	Video	10 mins
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1. Teacher writes on board the question: **Are you a multitasking person?**
2. Teacher asks students to answer the question in trios and give some examples of how they multitask.
3. Teacher asks the students to watch the next video about the cons of multitasking.

[Next Level Life]. (January 27, 2017). *Does Multitasking Kill Productivity | Why Multitasking Fails and How to Stop Doing It.* [Video format]. Retrieved from: <https://www.youtube.com/watch?v=XOmsRSwQ9rk>

Activity 7: Class discussion	Listening and speaking		10 mins
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1. Teacher asks the students to work in groups of 5 and discuss the consequences of multitasking.
2. A person from every group will give the points of view before the whole class.

Activity 8: Question writing	Writing	Writing materials	5 mins
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Teacher asks students to write 5 questions they would like to ask their partners in Teletandem about their culture regarding the concepts studied in class.

Activity 9: Teletandem interaction	Listening and speaking	Computer and internet connection	60 mins
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Activity 2. Fill in the table while watching the video.

	PERCEPTIONS	PRACTICES	PRODUCTS
3P MODEL OF CULTURE			

Activity 3. Read the text and answer the 12 comprehension questions.

What is time? The answer varies from society to society.

A If you show up a bit late for a meeting in Brazil, no one will be too worried. But if you keep someone in New York City waiting for ten or fifteen minutes, you may have some explaining to do. Time is seen as relatively flexible in some cultures but is viewed more rigidly in others. Indeed, the way members of a culture perceive and use time tells us about their society's priorities, and even their own personal view of the world.

B Back in the 1950s, anthropologist Edward T Hall described how the social rules of time are like a 'silent language' for a given culture. These rules might not always be made explicit, he stated, but 'they exist in the air'. He described how variations in the perception of time can lead to misunderstandings between people from separate cultures. 'An ambassador who has been kept waiting by a foreign visitor needs to understand that if his visitor "just mutters an apology", this is not necessarily an insult,' Hall wrote. 'You must know the social rules of the country to know at what point apologies are really due.'

C Social psychologist Robert V Levine says 'One of the beauties of studying time is that it's a wonderful window on culture. You get answers on what cultures value and believe in.' Levine and his colleagues have conducted so-called pace-of-life studies in 31 countries. In *A Geography of Time*, published in 1997, Levine describes how he ranked the countries by measuring three things: walking speed on urban sidewalks, how quickly postal clerks could fulfill a request for a common stamp, and the accuracy of public clocks. From the data he collected, he concluded that the five fastest-paced countries are Switzerland, Ireland, Germany, Japan and Italy; the five slowest are Syria, El Salvador, Brazil, Indonesia and Mexico.

D Kevin Birth, an anthropologist, has examined time perceptions in Trinidad. In that country, Birth observes, 'if you are meeting friends at 6.00 at night, people show up at 6.45 or 7.00 and say, "any time is Trinidad time".' When it comes to business, however, that loose approach works only for the people with power. A boss can show up late and just say 'any time is Trinidad time', but those under him are expected to be on time. Birth adds that the connection between power and waiting time is true for many other cultures as well.

E The complex nature of time makes it hard for anthropologists and social psychologists to investigate. 'You can't simply go into a society, walk up to someone and say, "Tell me about your concept of time";' Birth says. 'People don't really have an answer to that. You have to come up with other ways to find out.'

F Birth attempted to get at how Trinidadians regard time by exploring how closely their society links time and money. He surveyed rural residents and found that farmers - whose days are dictated by natural events, such as sunrise - did not recognize the phrases *time is money*, *budget your time* or *time management* even though they had satellite TV and were familiar with Western popular culture. But tailors in the same areas were aware of such notions. Birth concluded that wage work altered the tailors' views of time. 'The ideas of associating time with money are not found globally,' he says, 'but are attached to your job and the people you work with.'

G In addition to cultural variations in how people deal with time at a practical level, there may be differences in how they visualise it from a more theoretical perspective. The Western idea of time has been compared to that of an arrow in flight towards the future; a one-way view of the future which often includes the expectation that life should get better as time passes. Some cultures see time as closely connected with space: the Australian Aborigines' concept of the 'Dreamtime' combines a myth of how the world began with stories of sacred sites and orientation points that enable the nomadic Aborigines to find their way across the huge Australian landscape. For other cultures, time may be seen as a pattern incorporating the past, present and future, or a wheel in which past, present and future revolve endlessly. But theory and practice do not necessarily go together. There's often considerable variation between how a culture views the mythology of time and how they think about time in their daily lives,' Birth asserts.

3.1. Read the text and choose the correct heading for each paragraph from the list of headings below. You won't need all of the headings.

Paragraph A _____	1. Time and technology development
Paragraph B _____	2. A problem for those researching attitudes to time
Paragraph C _____	3. Learning the laws of time for intercultural understanding
Paragraph D _____	4. Time and individual psychology
Paragraph E _____	5. Comparing the value of time for different groups of workers
Paragraph F _____	6. Research and conclusions on the speed different nationalities live at
Paragraph G _____	7. The history of time measurement
	8. Attitudes to time and authority – a cross-cultural relationship
	9. Variation in theoretical views of time
	10. Attitude to time as an indication of cultural individual differences

3.2. Read the text again and choose the correct letter, *A, B, C or D*.

1. Edward Hall used the example of the ambassador to show that

- A. people in power are easily insulted.
- B. rules of time are different now from in the past.
- C. problems can be caused by different views of time.
- D. misunderstandings over time cannot be avoided.

2. In his research, Robert Levine measured the speed at which postal workers

- A. delivered letters
- B. performed a task

- C. learned a new skill
- D. answered a question

3. Kevin Birth found out that in Trinidad

- A. expectations of punctuality vary according to relationships.
- B. time is regarded differently from anywhere else.
- C. employees as well as bosses may be late for work.
- D. people who are punctual eventually become more powerful.

4. Birth studied Trinidadian attitudes to time by

- A. asking questions connected with language.
- B. asking people how they felt about time.
- C. observing how people behaved in different settings
- D. collecting phrases to do with time.

5. Birth finds there is often a difference between

- A. what cultures believe about time and what individuals believe.
- B. people's practical and theoretical attitudes to time.
- C. what people believe about time and what they say.
- D. people's past and present attitudes to time.

Activity 4.

Look up the following words and phrases in a digital dictionary in your cellphone.

Misunderstanding	
Polite	
Rude	
Attach	
Wave	
Hug	
Bow	
Intercultural competence	
Formulaic	

Activity 5. Watch the video and fill in the table:

TYPE OF CULTURE	CHARACTERISTICS	COUNTRY OR REGION	EXAMPLES
High-Context			
Low-Context			
Monochronic			
Polychronic			
Collectivist			
Individualist			

Monarchs

by Karen Lusnia



Introduction

The purpose of this Lesson plan is to help students develop awareness about the Monarch's migration and current situation as well as some vocabulary and concepts related to Monarchs for their Teletandem conversation. It includes instructions for teachers and for students, as well as the materials required, including URLs and texts.

Topic: Monarchs.

The Monarch butterfly is a wonder of nature that crosses borders and cultures and causes a sense of wonder in all that see them. This lesson aims to get students interested in a species found in their own country, Mexico, as well as learn about its natural cycle. Given that it is an insect, which also travels to the U.S. and Canada, it is an appropriate topic for those students as well. Students from both cultures will be able to do some research on the actions being taken to protect the Monarch in different localities within their countries.

Objective: Students will be able to develop an awareness of the natural cycle of the monarch butterfly, locate information on the topic and ask about its situation in the U.S. from their partner's point of view as they also research similar questions.

Time: 145 minutes, with approximate times specified for each activity.

Materials and activities to include:

URLs, texts, videos, images.

Assessment: Tandem interview, self-reports, checklists, screenshot.

Topic: Monarchs

Activities	Skills/sub-skills	Materials	Time
Activity 1: Previous knowledge	Speaking, listening and writing	Board, markers and notebooks	15 minutes
Activity 2: Previewing Vocabulary	Reading and writing	Handout exercise	5 minutes
Activity 3: Video	Listening and writing	Video and handout exercise	60 minutes
Activity 4: Vocabulary	Reading and writing	Map projection, cutout words and handout exercise	30 mins
Activity 5: Homework	Reading, writing and research	Websites provided and research on their own	30-45 minutes outside of class
Activity 6: Group presentation and sharing information	Listening and speaking	Information gathered outside of class	35 minutes (20 minutes group work, 15 minutes class presentation)
Activity 7: Tandem session	Listening and speaking	Computer and internet connection	60 minutes

Activity 1: Previous knowledge	Speaking, listening and writing	Board, markers and notebooks	15 minutes
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1. Teacher asks students what they know about the Monarch butterfly's natural migrating cycle. Ask students to work in groups of 2-3 people and write down what they know about the monarch's habitat, migration and natural cycle, environmental issues, economic issues and conservation actions in Mexico related to the Monarchs. Teacher can distribute the handout where students write down what they currently know. They will also use this handout (or another copy of the same one) for activity 3.

2. Teacher asks students to report their answers and compare their answers as a whole group.

Activity 2: Previewing Vocabulary	Reading and writing	Handout exercise	5 minutes
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Teacher gives students a few key words in the Student's handouts, which they need to match for the upcoming video in activity 3 to follow the butterfly's cycle.

Activity 3: Video	Listening and writing	Video and handout exercise	60 minutes
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[Predator Documentary-2016]. (August 28, 2016). *Butterfly documentary The Incredible Journey of the Monarch Butterflies* english subtitles. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=KzYlfoSaCdQ>

Ask students to use the same handout to then jot down notes according to the same categories they already discussed in Activity 1. Following is a coded transcript* from the PBS site to aid the teacher in activities 3 and 4 using colors for each category and bold letters to indicate key vocabulary words.

* PBS. (2018). *Journey of the Butterflies*. [Website]. Retrieved from: <https://www.pbs.org/wgbh/nova/nature/journey-butterflies.html>

Monarch's habitat

Migration and natural cycle

Environmental issues

Economic issues

Conservation actions in Mexico

NARRATOR: It's one of the most profound mysteries in the natural world, an amazing transcontinental odyssey: the **migration**, each year, of millions of Monarch butterflies from Canada, across America, to Mexico.

CHIP TAYLOR (University of Kansas): You got a butterfly that's originating in Toronto, or it's originating in Detroit, Michigan, or it's coming down from St. Paul, maybe even Winnipeg, and it's moving south, and, somehow, it finds its way to Mexico. Could you do that?

NARRATOR: Starting from a tiny **caterpillar**, blossoming into a beautiful butterfly, these delicate creatures will fly thousands of miles in a feat of endurance and navigation unlike anything else in nature.

LINCOLN BROWER (Sweet Briar College): They've never taken a long flight in their lives, and they're on their way to an area that they've never seen before. Somehow they're recognizing landmarks, or following streams or following the Sun. They're following something.

NARRATOR: They're on their way to a remote area, high in the Mexican mountains. And they get there every year at exactly the same time.

BILL CALVERT (Zoologist): Butterflies have dazzled humans for millennia. It's a beautiful little creature, and on top of that, it migrates 2,000 miles, and this just staggers the mind.

LINCOLN BROWER: I think the Monarch butterfly is one of the most magnificent animals in the world. And it's unique in terms of the entire animal kingdom. There's nothing like it.

NARRATOR: On a late August morning, just north of Lake Huron, in Canada, a miracle of nature is about to unfold. This tiny **caterpillar** is destined to become a Monarch butterfly. In one of the most amazing transformations in the animal world, the caterpillar will outgrow and shed its skin four times. The fifth time, the **caterpillar** disappears. It's transformed into a **chrysalis**, a delicate case within which a completely new being takes form.

After about 10 days in the chrysalis, the new creature is complete. All traces of the caterpillar are gone, and in its place is a butterfly with four delicate wings.

But the newly developed Monarch butterfly must wait a few hours for its wings to harden, and then, finally, it can fly.

This particular generation of Monarch butterflies is special. Every year, about a hundred million of them begin an astonishing **migration**. **Coming from southern Canada and the northeastern United States**, each butterfly, starting on its own, flies about 2,000 miles, **arriving two months later in Mexico**.

Their trip is part of a carefully timed **cycle that began three generations back**, when a **group of Monarchs left Mexico at the end of the winter**. They flew as far north as the Gulf States, **mated**, and died.

The **second generation flew to the northern United States**. There, they, too, **mated** and died, living only about a month. Their offspring, **the third generation, completed the last leg of the journey to Canada, also surviving only about a month**.

But the **fourth generation will live almost nine months**. And they'll fly all the way back to Mexico in one epic trip. It's an amazing natural cycle that so far eludes explanation.

The mystery starts at the very beginning of the trip, because no one knows exactly what triggers the exodus from Canada.

LINCOLN BROWER: Well, when the Monarchs leave Canada, they have a 2,000 mile trek ahead of them, at least. They're freshly **hatched** butterflies. They've never taken a long flight in their lives, and they're on their way to an area that they've never seen before. Somehow they're recognizing landmarks, or following streams or following the Sun. They're following something. We just don't know exactly how they do it. It's really an incredible journey.

NARRATOR: A Monarch's wingspan is just under four inches, and they weigh less than one fifth of an ounce. So how they survive their marathon migration is another mystery.

They only fly when conditions are perfect. If it's too cold, they get sluggish and **can't flap their wings**. If it's too hot, they stop flying so they don't get overheated. They must also stop often for nectar and water. But every time they land, there can be enemies lurking. Bad weather is also the Monarch's enemy. A rainstorm can be deadly.

If it survives enemy attacks and bad weather, a Monarch that started in Canada has to fly at least 50 miles a day to get to Mexico. The physical effort this requires is remarkable for a creature so small, with such fragile wings.

DAVID GIBO (University of Toronto): Butterflies are the worst possible body form for trying to make a long distance migration. They're simply a bad design. Every time they **flap their wings** they're using energy at least 20 times the rate than when they're not flapping it, so they're just burning their fuel up at a great rate, much like, say, a helicopter might. And so they have to compensate for their inadequacies by **soaring**.

Soaring is gliding in rising air, much like I'm doing right now. The sun heats the ground, the ground heats the air above it. As the air heats, it expands and becomes lighter and begins to rise, and pretty soon you have a column of rising air. That's a thermal. Under good conditions you can maintain the altitude you're at or even gain altitude. A more helpful maneuver is to circle in it. And you see hawks doing this and vultures doing this all the time, circling the thermal, staying within it. And this seems like a wonderful free ride, and it is. **Soaring** is the key to them getting to Mexico.

NARRATOR: On the shores of the **Great Lakes**, just days into their journey, the Monarchs face their first geographic hurdle: **miles of open water** and constantly shifting winds.

LINCOLN BROWER: As the Monarchs are migrating out of Canada, they hit the **Great Lakes**, which are a barrier. They can't see across them.

NARRATOR: With no land in sight, Monarchs use their finely tuned sense of the direction of the wind to carry them across the water. If wind from the south, **a headwind**, threatens to blow them off course, they stop and wait. When they sense that the wind has shifted in their favor, they fly on.

NARRATOR: The ultimate destination of their incredible journey is a tiny area, about 60 square miles and 10,000 feet high, in the mountains of Mexico.

The local people, called the Mazahua, have lived here for hundreds of years. They believe Monarchs represent the spirits of their ancestors, and the arrival of the butterflies each year begins a celebration called the Day of the Dead.

ALICIA GARCIA: It's a very beautiful time when the butterflies arrive. The butterflies would come down, surround us, coming down to give the final touch to the tradition of the Day of the Dead. For those who live here, it's our belief. From when I was a child, we would say they were the souls of our departed loved ones. Every year I make an altar. We put these things here because when our ancestors were alive, this is what they liked. That's why one waits for their arrival, to give them this offering.

HOMERO ARIDJIS: The legends of the people that live near the ocean and the mountains are important to them. For us, there is a sense of space, the freedom to fly, to fly with the imagination, to fly just like a butterfly.

NARRATOR: Homero Aridjis is one of Mexico's best-loved writers. He grew up in these hills and has fought to preserve them for Monarchs.

Every year Lincoln Brower comes here to continue his study of the Monarch migration.

LINCOLN BROWER: When you were a young boy, Homero, you used to go up to see the butterflies?

HOMERO ARIDJIS: Yes. Every year, we came with the schoolchildren. And for us it was one of the most fantastic spectacles of the year, to go to the Plain of the Mule to see the butterflies. Butterflies also came to town. They were across the street.

LINCOLN BROWER: They flew through the town?

HOMERO ARIDJIS: Exactly. They were looking for water. Sometimes they was in your house. But there were millions of butterflies, and for us, it was a spontaneous miracle to see butterflies here in the Cerro del Campanario. But we didn't know that they were coming from Canada, across the United States. And the Canadians and Americans didn't know they were coming to these places.

NARRATOR: It was not until 1975, that scientists discovered the full extent of the North American migration, when butterflies that had been **tagged** in Canada were found spending the winter here. These Monarchs return each year to 12 specific sites in these mountains. This is their only destination in the world. It's a perfect environment for the butterflies because of the unique climate.

LINCOLN BROWER: We're talking constantly about this **micro-climactic** envelope: about 3,100 meters, usually on southwest-facing slopes. If you imagine the forest as a blanket that protects the butterflies by keeping the heat in, and also think of it as an umbrella that keeps the rain out. And the tree is like a hot water bottle; it's radiating heat out through the bodies of the butterflies. So when the temperature drops down really low, you'll see millions of Monarchs just festooning these beautiful trunk clusters. If you think about it, the bigger the tree, the more heat it holds. So this is an argument for maintaining the forest in its native state, to let the trees get as big as they can, and the butterflies will be protected during those cold periods.

NARRATOR: Monarchs live in other parts of the world, in warm climates. But only Canadian and North American Monarchs migrate such an incredible distance to avoid the certain death of a cold winter. And exactly how they navigate from Canada to Mexico is another unsolved mystery.

Scientists only have a few clues. One theory is that the butterflies navigate by following a specific angle of the Sun in relation to the Earth.

Another theory proposes that the Earth's magnetic field may provide a subtle orientation guide. And recently, biologists discovered specific cells in the butterfly's brain that regulate their internal clock and help keep them on course.

At the University of Kansas, Chip Taylor studies the forces at work in the Monarch migration.

CHIP TAYLOR: You got a butterfly that's originating in Toronto, or it's originating in Point Filé, or it's originating in Detroit, Michigan, or it's coming down from St. Paul or maybe even Winnipeg, and its moving south, and, somehow, it finds its way to Mexico. Could you do that?

NARRATOR: In 1992, Taylor started a project called Monarch Watch. Schoolchildren and teachers **tag** butterflies from all over the northeastern United States. The tags don't hurt the butterflies, and don't affect their ability to fly. But when **tagged** butterflies are recovered at various stops along the way to Mexico, tracing back the information on the tags helps reveal their **flight path**, and their traveling speed.

And one of Taylor's tagging experiments had a surprising outcome.

CHIP TAYLOR: We ran some experiments a few years ago. So we took butterflies, and we transferred them to Washington, D.C. And initially, when we released them in Washington, D.C., they behaved as though they were still in Kansas.

NARRATOR: The butterflies who'd been moved to Washington started out flying in the same direction they would have taken to Mexico from their original home in Kansas, almost directly south. But starting from Washington, that **flight path** would never get them to Mexico.

Amazingly, after a few days, the displaced Monarchs somehow reoriented themselves and changed course to a strong **southwest** heading. That meant that, even starting from an unfamiliar location, they still ended up in the right place in Mexico.

CHIP TAYLOR: Now, this is really exciting stuff, because what this says is that, somehow, this butterfly is acquiring celestial information, perhaps magnetic information, and it's integrating those and remodeling the physiology of the system to have a different vector, to have a different direction from where it came from. Now, that's pretty cool.

NARRATOR: By late September, about a month into the **migration**, the Monarchs are gathering into huge flocks. By this time, they've traveled more than halfway across America, over the industrial belt, through small Midwestern towns, across the **Great Plains**, and finally, approaching the **Southwest**.

No one knows how many Monarchs die along the way, but if they make it to Mexico, there's another threat. Their destination in the Mexican mountains, **the forests** that will keep them alive over the winter, is in danger.

HOMERO ARIDJIS: This, like...you see all these trees, Lincoln? Before, there were hundreds of thousands, and now you can count them.

NARRATOR: In 1986, the Mexican government protected some sections of these mountains as official **sanctuaries** for the butterflies for the winter months.

But that meant some parts of the forest local people had depended on for income, through legal logging operations, were suddenly off limits.

The result was an unexpected new threat to the Monarchs: **illegal logging**.

BALTAZAR GUTIERREZ: We all have needs, but those that cannot meet their needs, they are the ones doing the **clandestine logging**.

WOMAN: They come at two or three in the morning. They go down in the night to sell the wood.

NARRATOR: Mexican police patrol the forest but have not been able to stop illegal logging.

The World Wildlife Fund pays villagers to try to stop the destruction, but they are no match for the dangerous forces at work.

EDUARDO SALINAS (World Wildlife Fund): **Logging is clandestine** and involves dangerous people. So you cannot go around telling the world about it. Sometimes you find yourself alone, and even with the police, you can be left alone. They will follow you to kill you. It's not that easy.

INDEPENDENT LOGGER: Who would allow their children to die of hunger? We know that it's important to preserve the forest for the butterflies, but, because of our need, we have not been able to do it.

LINCOLN BROWER: We're talking about hundreds of hectares of forest being leveled and then burned. I have been told the reason they burn them after they log them is to destroy the evidence that they cut them, which sort of eludes my thinking completely. Even this small-scale logging operation is destroying the capacity of the Monarchs to use those sites, there are so few trees left. And, even if they did sit on the ones that were left, they'd freeze to death.

NARRATOR: With the sanctuaries shrinking, an unusually cold winter in Mexico can be a disaster for the butterflies. During one storm, 80 percent of them died in a single sanctuary. If a harsh winter is followed by more bad weather in the spring, then no one knows how many butterflies will be able to breed new generations for future migrations.

LINCOLN BROWER: If the numbers are reduced to the point where the migration starts to unravel... We don't know what the critical low number is, but I'm worried that we might just get close to it.

NARRATOR: It's the middle of October. The butterflies are almost to the Mexican border. They started the migration scattered across thousands of miles of the northeastern U.S. and Canada. But at this point, they're flying together in a huge flock, only 50 miles wide, for the final leg south.

BILL CALVERT: I just saw the shadow of it.

NARRATOR: For over 30 years, Texas zoologist Bill Calvert has conducted extensive field studies of the migration. But this year he's worried; the butterflies are late.

BILL CALVERT: Well, this is perfect, except for one thing, no butterflies here. An endangered phenomena would not be the same as an endangered species. In the case of an endangered species, of course, we worry about all the members disappearing. In the case of an endangered phenomena, we're worried that the migration would be reduced to such a state that it would be unnoticeable or maybe even the migration itself would disappear.

I mean, the predictions are that this is going to be the lowest population ever.

NARRATOR: So far, he's only seen a single Monarch.

BILL CALVERT: Well, it's in pretty good shape. It's got a couple pieces missing out of a wing over here, but otherwise it's in pretty good shape.

There he goes, off to Mexico.

NARRATOR: At the end of the day, Calvert decides to take one more look in a secluded corner of the woods.

BILL CALVERT: Let's see what we've got in there. Oh, wow. Look at them up there! My god! It's just fantastic! Wow, there are hundreds of thousands passing us right now.

Butterflies have dazzled humans for millennia. It's a beautiful little creature. And on top of that, it migrates 2,000 miles, and this just staggers the mind.

NARRATOR: The butterflies have been **traveling for six weeks from Canada**. But they still face the most treacherous part of the journey. They must fly over hundreds of miles of scorching desert and navigate the towering **Sierra Madre Mountains**.

BILL CALVERT: Something has to focus them. I think the **Sierra Madre Mountains** serve that purpose. The mountains stick up pretty high. The butterflies encounter them, and they turn and they follow the mountains. And they can follow the mountains for 900 miles.

NARRATOR: **Late October, in Mexico: The butterflies are expected soon**, and the Mazahua people prepare to welcome them.

JUAQUIN SANTANA (Sanctuary Guide): It's a privilege that god has sent us this insect. We take advantage of the months that the butterflies are here, to earn our living, because the truth is that we have a community that is quite poor. In this season, we earn enough to make a living. It's not a lot of money, but you can rely on it.

NARRATOR: As they wait for the butterflies, the Mazahua pray for their safe arrival, along with the spirits of their loved ones.

It's now the **first week in November**.

CHILDREN: Three, four, five, six, seven, eight. There's tons of them.

NARRATOR: **After two months and thousands of miles of flight, the butterflies have finally reached safety**. Millions of them arrive over the next few days, and the people rejoice.

NARRATOR: Now, with their long journey finally behind them, the Monarchs rest.

They **huddle together in huge clusters** and cling to the trees for warmth. They'll leave the trees occasionally, to feed on nectar and water, but they return to these clusters **and stay here, for almost five months**.

When spring arrives, the butterflies bloom again. They open their wings to the Sun, warming up for flight. Most of these Monarchs will travel back to Texas. There they will stop to mate. Each female will lay 300 to 400 fertilized eggs. **After the eggs are laid, the parents will die**.

When the new generation **hatches, it will keep flying north, mating along the way**. A third generation will do the same. And almost a full year since the migration began, that **special fourth generation of Monarchs will be born in Canada**, and the miraculous **migration** will begin again.

LINCOLN BROWER: I'm frequently asked, "Well, what difference would it make if we lost the Monarch migration?" And I say, "What difference would it make if we lost the Mona Lisa or if we lost Mozart's music?" It's part of our culture.

I think the Monarch butterfly is one of the most magnificent animals in the world. It will absolutely floor anybody the first time they see it, as it did me the first time I saw it. It's one of the wonderful planetary cycles on this Earth. And it's unique in terms of the entire animal kingdom. There's nothing like it. It's really an incredible journey.

Activity 4: Vocabulary	Reading and writing	Map projection, cutout words and handout exercise	30 mins
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Ask students to write the following words along places on the map in the student's handout related to the Monarch's migration where they associated them in the video. After locating the words either on the handout or on the board with the cutout words, students should take a few minutes to put together the butterfly's whole journey. See student handouts for the handout and cutout words. Although the activity may be challenging, they should also go back to their notes from activity 3 in order to put the story together. Students tell the story using the different words and colors of words they were assigned by groups. (There are 22 words, there can be 3-5 groups depending on the number of students; for 3 groups- 7 words approximately, or 5 groups - 4 words approximately).

Activity 5: Homework	Reading, writing and research	Websites provided and research on their own	30-45 minutes outside of class
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Teachers asks students to do the following homework for the following class by searching sites provided here as well as additional sites, including Mexican ones where information can be found. Sites can be sent via e-mail or on the class Learning Management System.

1. The other tandem class in the U.S. should do similar research only changing questions 3 and 4 to the North American context. This will allow for a productive tandem exchange when the students talk with each other. For their tandem students can share what they found out on these questions and go further by telling each other what possibilities for collaboration exist between the two communities as well as comment on the conservation efforts in both local communities.

Research questions:

1. Read through the information provided on monarchs.
2. Write down 5 actions to protect the Monarch.
3. Research the current state of the Monarch in Mexico
4. What is being done in Mexico to protect the Monarch?
5. What are some concrete ways in which Mexico, the U.S. and Canada could collaborate to support the monarch? Are there already joint actions being carried out? Which ones?

- Sites:

The University of Minnesota Monarch Lab: <https://monarchlab.org/>

Monarch Net: The North American network of monarch butterfly monitoring programs: <https://www.monarchnet.org/>

Six ways to save Monarchs: <https://blog.nwf.org/2015/02/saving-monarchs/>

Monarch Population in Mexico:

https://journeynorth.org/tm/monarch/population_mexico_graph.html

Monarch joint venture: <https://monarchjointventure.org/>

Make Way for Monarchs: A Milkweed-Butterfly Recovery Alliance: Sobre Angeles de Homero Aridjis
<https://makewayformonarchs.org/i/poetry/sobre-angeles>

National wildlife refuge system:

<https://www.fws.gov/refuges/news/MonarchButterfliesTrouble.html>

Monarch watch.org: <https://monarchwatch.org/>

Journey North: Tracking migrations and seasons: <https://journeynorth.org/monarchs>

Study Monarchs: Citizen Science Opportunities: <https://monarchjointventure.org/get-involved/study-monarchs-citizen-science-opportunities/>

Why fewer monarch butterflies are surviving their winter migration to Mexico

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

Monarch Butterflies in Valle de Bravo: <https://vimeo.com/7574574>

Activity 6: Group presentation and sharing information	Listening and speaking	Information gathered outside of class	20 minutes group work 15 minutes class presentation
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Teacher asks students to work in groups of 3-4 people and share their information, so they can present the following to the other groups:

Students should work together to come up with a proposal where they present 5 necessary actions to protect and improve the monarchs' current state.

Some of the possible answers may be:

Create highway habitat corridor leaving food, water and places to raise young

Avoid GMOs

Prohibit pesticides like glyphosate

Impose regulations to ban and regulate certain pesticides

Distribute seeds

- Restore and conserve habitat
- Promote responsible tourism - Leave no trace
- Establish environmental commissions
- Improve research: tagging butterflies, collecting data
- Improve governmental supervision
- Sign agreement to protect sanctuaries
- Plant milkweed
- Create awareness
- Create consciousness about climate change to protect the migration cycle
- Certify wood products to protect forests and avoid deforestation
- Protect grasslands
- Create education programs
- Strong enforcement of law and policy
- Collaborate with civil organizations and projects

Activity 7: Teletandem interaction	Listening and speaking	Computer and internet connection	60 minutes
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Students should be prepared to exchange information about possible ways in which people in the two places could help the Monarch. They can use the information generated in research questions 4 and 5. Students can also ask each other what they are able and willing to do in their communities to protect the monarch; i.e. what concrete actions could they work on together in their communities and which ones are already being carried out between the countries or local communities? Students may also ask and talk about other local efforts to protect animals in species in decline or which are endangered.

Activity 1. Write down what you currently know about the **Monarch butterfly's natural migrating cycle** in pairs or groups of three. You will use this handout again in Activity 3.

Monarch's habitat









Migration and natural cycle

Environmental issues

Economic issues

Conservation actions in Mexico

Activity 2. Match the words with the correct picture.

		<p>Chrysalids</p> <p>Soaring</p>
		<p>To hatch</p> <p>Milkweed</p>
		<p>Headwind</p> <p>Logging</p>
		<p>To huddle together in clusters</p> <p>Caterpillar</p>

Activity 3. As you watch the video, take notes again on the same points you just discussed in groups in Activity 1 and see what new information you can learn.

Activity 4a. Write down the following words related to the Monarch's migration to the places on the map where you associated them in the video. Your teacher will also give you some words, which you can locate on the projection on the board.

Caterpillar	Flight path
Chrysalis	Headwind
Eggs are laid	Sanctuary
To hatch	Sierra Madre Mountains
Fourth generation	Great plains
Forest being leveled and burned	Trees and forest
Mate	Great Lakes
Migration	To huddle together in clusters
Milkweed	Microclimate
Tag butterflies	Clandestine and illegal logging
Flap their wings	Soaring

Activity 4b. Cutouts for map projection activity

Caterpillar	Headwind
Chrysalis	Sanctuary
Eggs are laid	Sierra Madre Mountains
To hatch	Great Plains
Fourth generation	Trees and forest
Migration	Great Lakes
Mate	To huddle together in clusters
Milkweed	Microclimate
Flap their wings	Forest being leveled and burned
Tag butterflies	Clandestine and illegal logging
Soaring	Flight path



Outdoors

by Karen Lusnia



Introduction

The purpose of this lesson plan is to guide teachers to help their students develop some awareness about their relationship with nature, including outdoor activities as well as their appreciation of nature. They will compare their perceptions with their partners in the U.S. and learn some vocabulary related to nature, outdoor activities and natural areas such as parks and reserves. It includes instructions for teachers and for students, as well as the materials required, including URLs, video, images and texts.

Topic: Outdoors.

Being outdoors allows us to enjoy the natural beauty it offers us as well a sense of personal well-being. Many people enjoy practicing different sports, pastimes and hobbies outdoors as practicing different sports, pastimes and hobbies outdoors as a way of connecting to the natural world.

Objective: Students will identify how Mexicans relate to nature and what outdoor activities they enjoy doing. They will also become familiar with some natural areas and parks both in Mexico and the U.S. They should also be able to identify how Americans view nature and what role it plays in their lives.

Time: 100 to 120 minutes, with approximate times specified for each activity.

Materials and activities to include:

URLs, texts, videos, images.

Assessment:

Tandem interview, self-reports, checklists and screenshot.

Topic: Outdoors

Activities	Skills/sub-skills	Materials	Time
Activity 1: Outdoor activities	Speaking and writing	Notebook and board	10 mins
Activity 2: Thru hiking	Reading and speaking	Text, video, computer, projector and handouts	25 mins
Activity 3: Benefits of being outdoors	Reading and speaking	Text and notebook	15 mins
Activity 4: Leave no trace	Reading and speaking	Text and student handout	15 mins
Activity 5: Homework: Research on natural reserves and parks	Listening, writing and reading	Internet and notebook	30 min
Activity 6: Parks report	Listening, reading and speaking	Board, computer, projector and notebook	30 mins
Activity 7: Tandem session	Listening and speaking	Computer	60 mins

Activity 1: Outdoor activities	Speaking and writing	Notebook and board	10 mins
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Teacher asks students to work in pairs or groups of three to answer the following questions about their outdoor activities.

- What kind of outdoor activities do you enjoy? Do you walk or use your bike to get around?
- How many hours do you spend outside every day? On the weekends?
- How do you relate to nature in your day to day life? Is nature essential to you feeling good and happy?
- How many lakes have you swum in?
- How many wild animals have you seen in your life? Which ones?
- Do you like hiking or camping?
- Do you have a special memory about something you experienced in nature?
- Do you spend more time outdoors on vacation?
- How many national parks have you visited in Mexico?
- What natural places or parks do you like to visit?

Activity 2: Thru hiking	Reading and speaking	Text, video, computer, projector and handouts	25 mins
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Activity 2a. Vocabulary search

1. Teacher asks students if they know what Thru hiking is. Students should be able to guess what it is by looking very briefly at the first text: Thru-Hiking basics. Teacher can also ask if anyone has ever done a long-distance walk or hike over a period of time. One example is the Camino de Santiago in Spain or the Appalachian Trail.
2. Students should work in pairs to look at the site, *Thru-Hiking Basics*: <https://www.rei.com/learn/expert-advice/thru-hiking-basics.html>, and find the definitions of the words on the handout. When students are done, teacher checks the meanings with them. All of meanings can be found at the site.

Thru-hiking

“Section hiking”

Mental, Physical and Financial challenges (name one strategy to overcome each one)

Seasonal gear

Thru hiker “speak” (write two examples and their meanings)

3. Teacher can ask students: What kind of person might do such a long hike? What reasons might they have for doing so?

Activity 2b. How to Plan Your 1st Thru-Hike (12:13 minutes)

1. Teacher will show the students the video: How to plan your first Thru Hike: [Darwin onthetrail]. (February 8, 2018). *How to Plan Your 1st Thru-Hike*. [Video Format]. Retrieved from: <https://www.youtube.com/watch?v=N1Iw6d27rKE>. Video has closed captions to support the audio.
2. Students will answer questions about the steps in planning a Thru-hike on the handout. They should take notes. The questions are in order.
3. Ask students to compare answers and check them together. The video is rich in vocabulary and when reviewing the video, the teacher may wish to choose a few words that come up repeatedly.
4. Ask students if any of them would be up to the challenge of a Thru-hike.

Answers:

1. How can you pick a trail? How do you do a search?	Get on google. Type national scenic trails. Wikipedia. Where they are located, start point, end point, their mileage.
2. If you are new, when should you start? What	1 year in advance. Choose what time in your life you want to do the thru-hike. Save up money. Get your gear together. Learn as much as possible about the trail you have chosen.

things do you need to think about?	
3. How should you do your research?	Watch documentaries, read books on the subject, watch You Tube videos of other people's hikes, listen to recommendations, find internet forums to read about terrain and resupply points and water caches, get as much knowledge as possible and figure out how much money you will need to hike that trail.
4. How should you make a budget and save?	Ask yourself what kind of hike you want to have. A minimalistic hike (with mail drops) or stops in every town. Ask yourself what kind of hiker you are and what kind of hike you want to have.
5. What will a typical budget of \$1000 dollars per month get you?	1 month of resupplying on the trail, a few drop boxes (a drop box is a package that is mailed to you during your hike, usually the contents are food, but boxes can contain gear and other helpful items), staying in a hostel every once in a while, taking a zero (no miles hiked) every 10 to 15 days, a few extras, staying at a bed and breakfast when you come into a town.
6. How much should you save just in case of some contingencies?	\$1000-\$2000 dollars
7. What gear (equipment) will work best for you?	The gear will depend on the trail. Research what gear other hikers are using and what gear you will need. You will need to do "shakedown hikes" or test hikes to test your gear. (dial down your gear - decide on or figure out the best gear for you).
8. Why should you hike?	Get into shape, go spend a night on the trail, load up your gear and walk to work one day, get as much experience possible hiking, get to the park and walk laps, the best way to train for a hike is to hike.
9. Why does he say you should throw your plans out the window?	Things never go as planned on the trail. Go with the flow and enjoy your hike. You'll figure it out on the trail.
10. How do you put your life on hold?	How can you ask your boss for six months off work, quit your job, make arrangements for your house or apartment (lease), freeze your car insurance for 6 months.
11. How can you enjoy the trail?	Enjoy your journey, meet as many people as you can, make connections, see an overlook.

Activity 3: Benefits of being outdoors	Reading and speaking	Text and notebook	15 mins
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Students read the following reading:

Forest Park Conservancy: Tales from the Trails: Being Outside in Nature is Essential for Our Health and Well-being: <https://www.forestparkconservancy.org/tales-from-the-trails/being-outside-in-nature-is-essential-for-our-health-and-wellbeing>

Teacher has students make two columns in their notebook: 1) things the girls did in nature as kids; 2) things that society and social norms promote; and 3) the benefits of being outdoors in nature.

Students can review their answers in pairs. Teacher can follow and elicit some of the vocabulary meanings like: roughing it, portaging, indoor culture, forest bathing, well-being, and revitalize.

Activity 4: Leave no trace	Reading and speaking	Text and student handout	15 mins
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Teacher breaks students into pairs to summarize the information from the sites about “leave no trace”. There are 7 principles described and teacher can assign each pair to look at one principle. Depending on the number of students, more than one pair can work on the same principle. Pairs should report to the rest of the group what the principle consists of and the reason(s) for said principles.

Sites:

Leave no trace: Center for Outdoor Ethics: <https://lnt.org/learn/7-principles>

Back Country attitude: Leave no trace http://www.backcountryattitude.com/leave_no_trace.html

Activity 5: Homework: Research on natural reserves and parks	Listening, writing and reading	Internet and notebook	30 min
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Teacher asks students to work individually and choose one park to research. Parks can be from the U.S. or Mexico, but the information they write up should be in English. Tell students they may have to do their own search once they have decided on a park or reserve. This can be done as homework or on a day when students have access to a language lab or computers in class. Students should include the following information:

- Park's location
- Unique features of the park

- Animals found there
- Services and amenities (camping, bathrooms, water, electricity, etc)
- Activities which visitors may do on site
- Special considerations, preparation or rules if applicable

What strikes you as being different or useful about the presentation of this information about parks and reserves? Does it promote visiting parks? How?

2. Ask students to write down new specific vocabulary they have found at the sites pertaining to the parks.

3. Also, ask students to choose one picture of the park and save it as a file to share later on a **collaborative google presentation** with the name of the person, the name of the park and the picture. Teacher will need to send the collaborative link to the students electronically.

For example:



SARA JIMENEZ. JAY COOKE STATE PARK, MINNESOTA

Sites to share with students electronically:

Mexico

Areas naturales protegidas de México: www.geoenciclopedia.com/areas-naturales-protégidas-de-mexico/

Visit Mexico: Areas Naturales Protegidas: <https://www.visitmexico.com/turismo-sustentable/areas-naturales-protégidas/>

Revista Buen viaje: areas naturales protegidas https://www.revistabuenviaje.com/conocemexico/rutas/areas_naturales/areas_naturales_protégidas.php

United States

Minnesota State Parks and Recreation Areas: https://www.dnr.state.mn.us/state_parks/index.html

Water Trails: Boundary Water Canoe Area (BWCA): <https://www.dnr.state.mn.us/watertrails/bwca/index.html>

BWCA: <http://www.bwca.com>

National Park Service: <https://www.nps.gov/index.htm>

The Trail is waiting: <https://www.appalachiantrail.org/home/explore-the-trail>

Videos:

[Lonely Planet]. (September 21, 2017). *Introducing the USA's National Parks*. [Video Format]. Retrieved from: <https://www.youtube.com/watch?v=nEJI1womB2U>

[Lonely Planet]. (September 25, 2017). *Introducing Yellowstone & Grand Teton National Parks*. [Video Format]. Retrieved from: <https://www.youtube.com/watch?v=biHGZINepPw>

[Lonely Planet]. (September 22, 2017). *Introducing Yosemite, Sequoia & Kings Canyon National Parks*. [Video Format]. Retrieved from: https://www.youtube.com/watch?v=V-Jtt3_qcSQ

[Lonely Planet]. (September 25, 2017). *Introducing the Grand Canyon*. [Video Format]. Retrieved from: <https://www.youtube.com/watch?v=9FnuVaMGAtQ>

[Lonely Planet]. (February 23, 2018). *Discover California's Redwood Coast - Lonely Planet*. [Video Format]. Retrieved from: <https://www.youtube.com/watch?v=aO1QNNsIixw>

Activity 6: Parks report	Listening, reading and speaking	Board, computer, projector and notebook	30 mins
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1. Students will get into groups of 3-4 and compare what they found out about the parks, i.e. what they can do, see and experience there. They should make a list of 5-7 vocabulary words they found when researching the parks. They will share a brief summary with the whole group about the activities and unique features that can be seen or experienced there and why they would like to visit.
2. Students have previously shared their photo on the google presentation and this can be projected in class as they talk.

Activity 7: Tandem session	Listening and speaking	Computer	60 mins
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For this tandem session, students should ask their partners about their habits in regards to outdoor activities and being outside. Suggestions: They may refer to some of the questions used in Activity 1. They might find out what their partner's relationship with nature is: do they like it? Do they miss it if they're too busy? Is it essential for them?

They can share information about their own activities, hobbies and pastimes when they are outdoors as well as what Mexican parks they recommend and why. They can also ask about some recommendations about what outdoor activities their partner recommends and find out how much they like to be outside, what parks they have visited and what parks or places they would recommend and why. They might also ask them about a future trip to a park they would like to make and find out why.

Activity 2. Thru hiking

Activity 2a. Vocabulary search.

Look at the site and reading: *Thru-Hiking Basics*: <https://www.rei.com/learn/expert-advice/thru-hiking-basics.html> and find the definitions, strategies or examples for each one and write them down with your partner.

Thru-Hiking Basics	Definitions, strategies or examples
Thru-hiking	
“Section hiking”	
Mental challenges (name one strategy)	
Physical challenges (name one strategy)	
Financial challenges (name one strategy)	
Seasonal gear	
Thru hiker “speak” (example)	
Thru hiker “speak” (example)	

Activity 2b. How to Plan Your 1st Thru-Hike

Watch the video: “How to Plan Your 1st Thru-Hike” and answer the questions about what tips and recommendations the expert hiker gives.

1. How can you pick a trail? How do you do a search?
2. If you are new, when should you start? What things do you need to think about?
3. How should you do your research?
4. How should you make a budget and save?
5. What will a typical budget of \$1000 dollars per month get you?
6. How much should you save just in case of some contingencies?
7. What gear (equipment) will work best for you?

8. Why should you hike?

9. Why does he say you should throw your plans out the window?

10. How do you put your life on hold?

11. How can you enjoy the trail?

Halloween and Día de Muertos

by Jennifer Yong



Introduction

The purpose of this lesson is to help students develop and contrast Halloween and *Día de Muertos*' vocabulary, as well as, to identify interesting information about how this holiday is celebrated around the world. The idea is to help our students to share relevant information about these holidays with their Tandem partner.

Topic: Halloween and *Día de Muertos*.

Objective: Students will familiarize with both celebrations and will be able to discuss and describe the importance of *Día de Muertos* to their Tandem partner, as well as to answer any question their partner may have about this celebration.

Assessment: Students will discuss with their Tandem partner about different aspects of Halloween and *Día de Muertos* celebration and answer any question their partner might have.

Time: From 100 – 120 minutes approximately.

Material: Handouts, computer and projector.

Topic: Halloween and Día de Muertos

Activities	Skills/Subskills	Materials	Time
Activity 1: What do we know about Halloween and Día de Muertos?	Speaking	Board and markers	10 mins
Activity 2: Haunted Halloween Crossword	Reading and speaking	Photocopy, board and markers	20 mins
Activity 3: Learning a bit about Halloween and Día de Muertos	Reading	Photocopy, board and markers	30 mins
Activity 4: Halloween around the world	Listening	Computer, internet, projector, photocopy, board and markers	30 mins
Activity 5: Preparing my Tandem session	Speaking	Notebook and pencil	10 mins

Activity 1: What do we know about Halloween and Día de Muertos?	Speaking	Board and markers	10 mins
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Ss work in pairs/trios to discuss the following questions.

- Do celebrate Halloween? / What do you do?
- Why do you think people celebrate it?/ What do people do to celebrate it?
- Do you or your family celebrate “Día de Muertos”?/ What do you do?
- Why do you think people celebrate it?/ What do people do to celebrate it?
- Do you know Halloween is celebrated in other countries?

Activity 2: Haunted Halloween Crossword	Reading and speaking	Photocopy, board and markers	20 mins
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Ss work in pairs/trios to complete a Halloween vocabulary crossword. Then answers are checked with whole group (Use: Haunted Halloween Crossword).

Answer key:

Across: cobwebs, black cat, gory, skeleton, mummy, spooky, witch, rat, costumes, spider, haunted, eye, goose bumps, doors, broom, garlic, odd, Halloween, boo, crow, Frankenstein, pumpkin, October, fangs.

Down: candy, bat, silver, graveyard, skin, stormy, zombie, red, vampire, footsteps, mice, pirate, clown, cauldron, sun under, blood, full moon, trick or treat, ghost, werewolf, creeps, alien, evil, scare, owl.

<p>Activity 3: Learning a bit about Halloween and Día de Muertos</p>	<p>Reading</p>	<p>Photocopy, board and markers</p>	<p>30 min</p>
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Students read about Halloween and Día de Muertos. Then answer reading comprehension questions (Use texts: History of Halloween and History of Día de Muertos). Teacher writes questions on the whiteboard.

Gold, M. (October 21, 2018). *Here's What You Need to Know About Halloween and Why We Celebrate It*. [Blog entry]. Retrieved from: <https://www.countryliving.com/entertaining/a40250/heres-why-we-really-celebrate-halloween/>

Hollywood Forever. (2014). *Día de los Muertos*. [Web site]. Retrieved from: <https://www.ladayofthedead.com/history/>

Questions and answer key:

- What does Halloween mean?
The word literally means "hallowed evening," and was known to early European celebrators as All Hallows' Eve. All Hallows' Eve (October 31) and All Saints' Day (November 1) both paid homage to saints ("hallows" = saints). The name was eventually shortened to "Halloween."
- Why does Halloween fall on October 31?
Halloween falls on October 31 because the [ancient Gaelic festival of Samhain](#), considered the earliest known root of Halloween, occurred on this day. It marked a pivotal time of year when seasons changed, but (more importantly) observers also believed the boundary between this world and the next became especially thin at this time, enabling them to connect with the dead.
- Mention some of the customs associated to Halloween.
Ritualistic ceremonies to connect to spirits like [jack-o'-lanterns](#), Apple bobbing, mirror-gazing, fortune-cookie, people wrote messages on pieces of paper in milk, and the notes were then folded and placed into walnut shells, many people were said to dress up as saints and recite songs or verses from door to door, children would also go from door to door asking for "soul cakes".
- What are the roots for Día de Muertos?
The historical roots of this celebration date back to the pre-Hispanic cultures of Meso-America of the indigenous people, especially the Nahua (Aztecs, Mayans, Toltecs, Tlaxcaltec, Chichimec, Tecpanec) and others native to Mexico more than 3,000 years.
- What holds tradition on Día de los Muertos?

On Día De Los Muertos, tradition holds that the dead return to earth to visit their living relatives. It is believed that although these relatives can't see them, they can surely feel them.

- What people do on Día de los Muertos?
Offerings and altars are created to welcome and commemorate the dead. Marigolds and incense are offered in abundance, a profusion of candles dispels the darkness.

Activity 4: Halloween around the world	Listening	Computer, internet, projector, photocopy, board and markers	30 mins
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1. Ss watch a video about the strangest Halloween traditions from around the world and take notes to complete a chart that later will be checked with the teacher. Strangest Halloween traditions from around the world:

[Crypte Queen]. (October 27, 2017). *STRANGEST Halloween Traditions From Around The World*. [Video Format]. Retrieved from: <https://youtu.be/5ix0n7fn Lk>,

Strangest Halloween traditions from around the world answer key:

Tradition	Country	Strange elements
Apple peels	Scotland	It has to do with divination by peeling an apple to have a glance of your future by finding out the first letter of the name of the person you will marry.
Beans of the dead	Italy	It involves food, especially large bean shaped cakes offered to honor the dead and feed them on their journey through our world and back to the after life.
Hiding knives	Germany	People put away their knives on Halloween night so spirits won't be able to attack the living ones with them.
Opening the doors	Poland	They leave doors and windows wide open to welcome into their homes any wandering or lost spirit to receive blessings or to be admonish with curses.
Punkie night	Some villages in England	Children marching with strange lanterns called <u>jack-o'-lanterns made from carved pumpkins or large beets.</u>
Welcoming the spirits	Austria	Austrians leave bread and water as a welcoming back to the world for the deceased ones. A lantern is left out by the offerings to guide the souls of the departed ones
Fruit cake of the future	Ireland	Eating a dried fruit cake called Barnbrak which contains a treat which is intended to function as a fortune telling game.
Conversation	Czech Republic	Families get together around the fire and tell stories, and chairs are placed around it for the living and for the deceased ones.

Tricks for Treats	USA	Trick or treaters dress up in costumes and go around houses asking for candies.
Fires of Prophecy	England	People build a large bonfire and cast objects into the flame and read the omens into the future.
Drink of the witches	Spain	Celebration extends for three days and nights. It includes drinking a witch's brew called <i>Fumata</i> .

2. Ss watch second video (minutes 3 to 8) about how Halloween is celebrated around the world and take notes about the countries mentioned, What % of kids celebrate Halloween? What do they do to celebrate?, What % of adults celebrate? And if things have changed over the years. How Halloween is celebrated around the world:

[Follow Jordan]. (November 1, 2013). *How's Halloween Celebrated Around The World?* [Video Format]. Retrieved from: <https://youtu.be/MGbzCI5qt98>

If there is time teacher can prepare another activity with the last 3 minutes of the video.

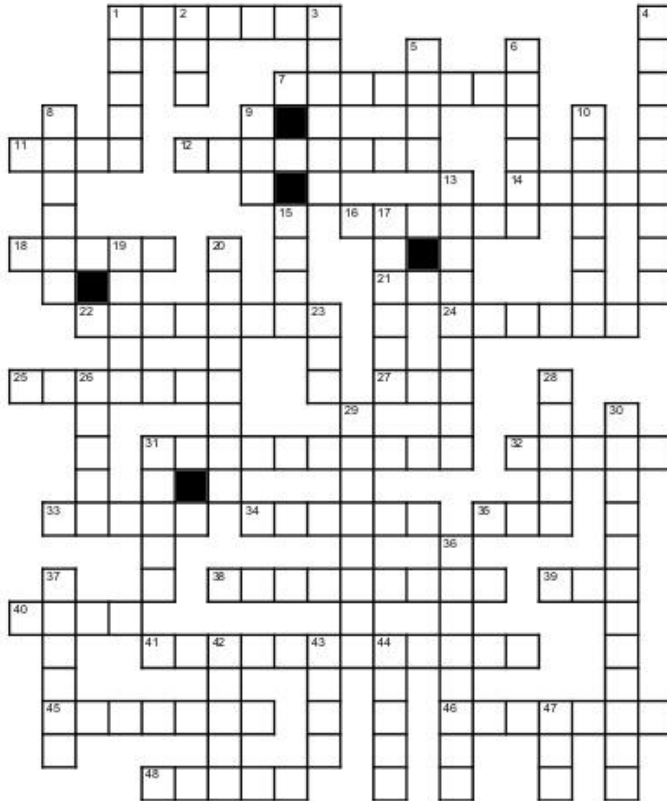
Answer key:

Country	
Spain	100% kids dress up as zombies at school. Adults from 15 to 30 at least 50% will go to disguised a Halloween party. Halloween is celebrated even more with years.
Argentina	90% of wealthy kids celebrate dress up. Kids living in slums don't. <i>Porteños</i> are party addicts so they celebrate a lot.
Poland	Things are changing are more and more people celebrate.
Denmark/ Copenhagen	Full of dressed people disguise to celebrate Halloween.
Sweden	There is a difference form older and younger generations. The celebrations has become more commercialized and has lost religious connotations.
UK	Approximately 10% of kids get dress up and go trick or treat. Around 30% of adults celebrate, usually by way of throwing a party. It is a growing celebration that big corporations are pushing harder each year to promote. But most people do not like of Halloween parties.
Israel	Kids do not celebrate at all. It has been growing in the last 5 years were some young adults celebrate in some big cities (Tel Aviv, Jerusalem).

Activity 5: Preparing my Tandem session	Speaking	Notebook and pencil	10 mins
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Ss work in pairs to prepare the information and questions they will use in their Tandem session.

Activity 2: Haunted Halloween Crossword



**HAUNTED
HALLOWEEN
CROSSWORD**



Across

1. These are found in the corners and ceilings of a haunted house.
7. A witch's pet. (5-3)
11. Bloody and gross.
12. A monster made from bones.
14. A monster from Egypt.
16. Another word for scary.
18. She wears black clothes and rides a broom.
21. It looks like a mouse but much bigger.
22. What kids wear on Halloween.
24. The creature that makes cobwebs.
25. Have a ghost inside.
27. The Cyclops has one.
31. What you get on your skin when you are scared.
32. These slam shut or creek open.
33. Witches ride this.
34. Vampires hate this.
35. Another word for strange.
38. October 31st.
39. What a ghost says.
40. A big black bird.
41. A monster with stitches on his face.
45. What children carve.
46. The month of Halloween.
48. Sharp teeth.

Down

1. What children get at Halloween.
2. Flying animal found in haunted houses.
3. The kind of bullet you need to kill a werewolf.
4. A place with many tombstones.
5. Where you get goose bumps.
6. The weather around haunted houses.
8. The walking corpse.
9. The color of blood.
10. Dracula.
13. You can hear these in the hallways of a haunted house at night.
15. Little animals with long tails.
17. This wears a patch and has a sword.
19. This wears bright colorful clothing.
20. A big black pot that witches use to make potions.
23. The kind of light that vampires hate.
26. The monster _____ the stairs.
28. What vampires drink.
29. The time when werewolves come out.
30. What kids say on Halloween.
31. Something that haunts houses.
36. A monster that changes from human to wolf.
37. Makes me scared; gives me the _____.
42. A monster from space.
43. The opposite of good.
44. Frighten.
47. A night bird.

Activity 3. Reading

History of Halloween



There are a few things that come to mind when [we think of Halloween: dressing up in costumes, carving jack-o'-lanterns](#), and of course, [consuming lots and lots of candy](#). Although it's fun to dress in disguise and collect treats, there's much more to Halloween than many realize. The history of the holiday goes back many, many years—and it's even more wicked than you might think. Here's a rundown on how Halloween came to be.

You already know that Halloween takes place on October 31, but here's something you might not know: The word literally means "hallowed evening," and was known to early European celebrators as All Hallows' Eve. All Hallows' Eve (October 31) and All Saints' Day (November 1) both paid homage to saints ("hallows" = saints). The name was eventually shortened to "Halloween."

Halloween falls on October 31 because the [ancient Gaelic festival of Samhain](#), considered the earliest known root of Halloween, occurred on this day. It marked a pivotal time of year when seasons changed, but (more importantly) observers also believed the boundary between this world and the next became especially thin at this time, enabling them to connect with the dead. This belief is shared by some other cultures; a similar idea is mentioned around the Jewish holiday of Yom Kippur, which also typically occurs in October and involves saying prayers for the dead.

The early pagan holiday of Samhain involved a lot of ritualistic ceremonies to connect to spirits, as the Celts were polytheistic. While there [isn't a lot of detail known about these celebrations](#), many believe the Celts celebrated in costume (granted, they were likely as simple as animal hides), enjoyed special feasts, and made lanterns by hollowing out gourds (hence, the history of [jack-o'-lanterns](#)). Over time, as Christianity took over and the pagan undertones of the holiday were lessened, the basic traditions of the holiday remained a part of pop culture every year, they simply evolved and modernized.

The mystical rituals of earlier times evolved into more lighthearted fun and games. For example, the somewhat heavy concept of connecting to the dead was replaced with the more lighthearted idea of telling the future. Apple bobbing, for example, became popular as a fortune-telling game on All Hallows' Eve: Apples would be selected to represent all of a woman's suitors, and the guy—er, apple—she ended up biting into would supposedly represent her future husband.

Another popular All Hallows' Eve ritual was mirror-gazing, as people hoped to catch a vision of their future by looking into the mirror. There are also reports of fortune-cookie-like favors being given out during earlier times. People wrote messages on pieces of paper in milk, and the notes were then folded and placed into walnut shells. The shells would then be heated over a fire, causing the milk to brown just enough for the message to mystically appear on the paper for the recipient.

Many people were said to dress up as saints and recite songs or verses from door to door. Children would also go from door to door asking for "soul cakes," a treat similar to biscuits. Technical note: Soul Cakes originated as part of the All Souls' Day holiday on November 2nd (Yep, a *third* holiday!), but eventually became a part of Halloween night as the concept evolved into trick-or-treating.

As for the costumes, they evolved too. While they began as earnest tributes to saints, that tradition likely fell out of favor at some point...until young Scottish and Irish pranksters got the idea to dress up in scary-looking garb again as a way to spook unsuspecting neighbors. And just like that, thanks to these local hooligans, [Halloween costumes](#) became scary, spooky, funny, and creative all at the same time.

History of Dia de Muertos



Dia De Los Muertos is one of Mexico's traditional holidays reuniting and honoring beloved ancestors, family and friends. It is an ancient and enduring ritual when the living commune with the dead – a mystical night when the veil is lifted between their two realms and they may share a day together. The historical roots of this celebration date back to the pre-Hispanic cultures of Meso-America of the indigenous people, especially the Nahua (Aztecs, Mayans, Toltecas, Tlaxcaltec, Chichimec, Tecpanec) and others native to Mexico more than 3,000 years. When the Spaniards conquered the country, this indigenous custom was rooted so deeply that, after five centuries of colonization, it has continued to survive and remain as celebrated as in its first days. Throughout each period in Mexican culture, death seems to hold no terror. In Mexican art, legends, and religion, death has not been a mysterious and fearful presence but a realistic recognizable character as much a part of life as life itself. Dia De Los Muertos expresses this perspective: it is not a mournful commemoration but a happy and colorful celebration where Death takes a lively, friendly expression and is not frightening or strange. There is no place for sorrow or weeping for this could be interpreted as a discourteous to the dead relatives who are visiting gladly. Indigenous people believed that souls did not die, that they continued living in Mictlán (Place of Death) a special place for them to finally rest. On Dia De Los Muertos, tradition holds that the dead return to earth to visit their living relatives. It is believed that although these relatives can't see them, they can surely feel them. This night is an important feast and evocation. It is a time when family members share memorable stories that evoke the lives of their ancestors. Offerings and altars are created to welcome and commemorate the dead. Marigolds and incense are offered in abundance because it is believed their aromatic scents guide the dead to the place where the feast is being held. A profusion of candles dispels the darkness just as the souls are being illuminated from the shadows of death. Altars are created with photos, mementos, fruit, bread, and other favorite things of the ancestors being welcomed and honored. The artifacts of these altars also provide the opportunity to teach children about those who came before them. Dia De Los Muertos is a time of celebration on remembrance. It is also a time to come to terms with our mortality and become aware of the cycle of life and death. Rather than deny and fear death this event teaches us to accept and contemplate the meaning of mortality.

Assessment of Tandem Sessions: reports, checklists and criteria

In the following pages, you will find some examples of reports and checklists, which may be of use to you when asking your students to elaborate and turn in some evidence of their session and learning. Generally speaking, tandem will make up a small part of their grade so, these are tools for them to reflect on what they talked about and what they learned from the session. They should include a screenshot of their session (at least their initial contact) to show they did speak with the person. The general criteria for grading their report can include: whether they answered the questions or wrote about the topic, if they answered the checklist and the content of their reflection. This action is meant both to help them reflect and also to make sure they do the teletandem session.

Evaluación de las sesiones tándem: reportes, listas de cotejo y criterio

En las páginas siguientes, encontrarás ejemplos de reportes y listas de cotejo que te podrán servir cuando les pidas a tus alumnos que entreguen evidencias de sus sesiones y de su aprendizaje. Por lo general, las sesiones tándem representan una pequeña parte de su calificación. Estas herramientas tienen la intención de ayudar a los alumnos a reflexionar sobre lo que aprendieron y lo que hablaron durante la sesión. Deben incluir una captura de pantalla (por lo menos de la primera sesión) para demostrar que sí hablaron con la persona. Los criterios generales para calificar su reporte pueden considerar: si contestaron las preguntas o escribieron sobre el tema, y/o si contestaron la lista de cotejo e incluyeron sus reflexiones.

Tandem report checklist

Part 1. After your tandem session, complete the following checklist

My name: _____			
My partner's name: _____			
Date and number of session: _____			
Length of session: _____			
Topic: _____			
Questions	Yes	No	Comments
1. Did I ask my partner questions on the topic prepared in class?			
2. Did my partner understand my questions or did I have to rephrase them?			
3. Did I answer my partner's questions appropriately?			
4. Was it difficult for me to understand what my partner said or did I need to ask them to repeat?			
5. Did I have trouble saying what I wanted to?			
6. Did I correct my partner's mistakes politely?			
7. Did I offer some other help or support to my partner?			
8. Did I politely accept my partner's corrections?			
9. Did I receive other help or support from my partner?			
10. Did I have a fluid and near natural conversation?			
11. Did I speak at least half of the time?			
12. Was I polite, respectful and tolerant during the conversation?			
13. Did I make an effort to keep the conversation going?			

Part 2. Tandem Report

After your virtual session, write 2 paragraphs (100-150 words) about its development.

Include topic; comments on how you felt, how you got along with your Tandem partner; new vocabulary or idiomatic expressions you did not know and any difficulties you came across and how you solved them.

Part 3. Please copy and paste a screenshot of your conversation.

Lista de cotejo reporte Tándem

Parte 1. Después de tu sesión tándem contesta el siguiente cuestionario.

Nombre: _____			
Nombre de mi compañero: _____			
Fecha y número de sesión: _____			
Duración de la sesión: _____			
Nombre del tema: _____			
Indicadores	Si	No	Comentarios
1. ¿Le hice a mi compañero de tándem las preguntas que preparé en clase?			
2. ¿Mi compañero entendió mis preguntas o tuve que reformularlas?			
3. ¿Respondí de manera adecuada a las preguntas de mi compañero?			
4. ¿Tuve dificultades para entender lo que dijo mi compañero y le pedí que lo repitiera?			
5. ¿Tuve dificultades para expresar lo que quería decir?			
6. ¿Corregí respetuosamente los errores de mi compañero?			
7. ¿Ofrecí otro tipo de apoyo a mi compañero?			
8. ¿Acepté respetuosamente y con agrado las correcciones que mi compañero me hizo?			
9. ¿Recibí otro tipo de apoyo de mi compañero?			
10. ¿Tuve una conversación fluida y casi natural?			
11. ¿Hablé por lo menos la mitad del tiempo?			
12. ¿Durante la conversación me conduje con amabilidad, respeto y tolerancia?			
13. ¿Hice un esfuerzo para mantener activa la conversación?			

Part 2. Write a brief summary considering the following questions:

- What did I learn from my partner in general?
- What kinds of difficulties did I have? For example: Vocabulary, language use, pronunciation, etc. How did I handle the situation?
- Things that you enjoyed about the conversation
- Things you didn't enjoy or agree with
- Something else you would like to share about the experience (something unexpected or unusual, or something that surprised you)
- (*For the last session report*): How would you describe your experience as a Spanish language mentor?
- (*For the last session report*): What have been your THREE greatest takeaways from this tandem experience?

Part 3. Please copy and paste a screenshot of your conversation.

Teletandem Consent Form for Research¹

As you know, there is a proposed research study that will use the data from the online surveys and the in-class activity you are doing this semester. The purpose of the study is to examine how early-semester and late-semester skills assessments can help students as they learn a foreign language. You were selected as a possible participant because you are a student in CLASS + LEVEL.

PARTICIPATION IN THE RESEARCH ASPECT OF THESE ACTIVITIES IS VOLUNTARY. In other words, even though you and your classmates will all do the activities as part of the regular CLASS + LEVEL class work, you may choose whether or not to allow your data to be included in the study. Whatever you decide will not affect your grade in CLASS + LEVEL, your relationship with your instructor, or your relationship with the University.

If you decide to allow your data to be included in the study, you may withdraw at any time. If you withdraw, you will not be penalized.

All study records will be kept private and your data will be analyzed anonymously (using codes instead of names). In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. Study data, including text files and digital voice recordings, will be encrypted according to current University policy for protection of confidentiality. Study data, including text files and digital voice recordings, may be used for educational purposes, but will be used without any information that will make it possible to identify a study participant. Identifiable individual results will only be shared with your instructor, as they normally would for any class activity.

There are no specific benefits or risks of participating in the study, and there is no compensation offered.

The researchers conducting this study are: PEOPLE's names.

If you have questions about the research, you may contact PERSON by phone at _____ or via email at _____. If you have any questions or concerns regarding this study and would like to

¹ Created by Gabriela Sweet, Language Center, University of Minnesota - Twin Cities, Spanish version translated by Karen Lusnia. Hoja de consentimiento creado por Gabriela Sweet, Language Center, University of Minnesota - Twin Cities, traducido al español por Karen Lusnia.

talk to someone other than the researcher(s), you are encouraged to contact ____ at the University_____; #phone number.

Thank you for your support in this study.

Full name:

Please provide an e-mail:

Would you like to receive the results of this research?

YES NO

If you agree to allow your data to be used in the research study, select "Agree." If you do NOT agree to let your data be used in the study, select "Do not agree."

I agree I do not agree

Signature

Hoja de consentimiento-investigación en telecolaboración Inglés²

Como sabes, este semestre estamos llevando a cabo una investigación sobre el teletándem en la cual están participando este semestre en el grupo de Inglés _____. Estaremos usando la información recabada tanto de los cuestionarios como de las actividades relacionadas con la telecolaboración. El propósito de este estudio es observar los beneficios en el aprendizaje de un idioma, si es que los hay, como resultado de este tipo de actividad.

Tu participación en el aspecto de investigación de estas actividades es voluntaria y ayudará a mejorar procesos de aprendizaje en el idioma inglés. En otras palabras, aunque tú y tus compañeros harán todas las actividades como parte del curso de inglés _____, puedes optar si quieres que tus datos de los cuestionarios y las actividades sean incluidos en la investigación. Lo que decides no afectará tu calificación ni tu relación con el profesor ni con la universidad.

Tus datos serán protegidos de manera estricta y serán tratados de manera anónima en la investigación y los posibles productos derivados como ponencias, conferencias, para propósitos educativo, artículos o en cualquier otro tipo de publicación. En cualquier producto publicado, no incluiremos información que hará posible identificar a un sujeto. Todos los datos serán guardados de manera segura y solamente las investigadoras tendrán acceso a ellos.

No hay beneficios específicos, compensación monetaria ni ningún riesgo asociado con su participación.

Si tienes preguntas acerca de la investigación puedes contactar a las investigadoras que llevan a cabo esta investigación quienes son:

Karen Beth Lusnia de la Escuela Nacional de Lenguas, Lingüística y Traducción de la Universidad Nacional Autónoma de México quien puede ser contactada mediante el correo: kblusnia@enallt.unam.mx.

Gracias por tu participación que ayudará a mejorar los procesos de aprendizaje en el idioma inglés.

Favor de proporcionar nombre:

² Created by Gabriela Sweet, Language Center, University of Minnesota - Twin Cities, Spanish version translated by Karen Lusnia. Hoja de consentimiento creado por Gabriela Sweet, Language Center, University of Minnesota - Twin Cities, traducido al español por Karen Lusnia.

Favor de proporcionar correo:

¿Deseas recibir los resultados de esta investigación?

SI NO

¿Estás de acuerdo en permitir que tus datos sean utilizados en esta investigación?

Estoy de acuerdo. No estoy de acuerdo.

Firma

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