

LESSONPLAN

1. GENERAL INFORMATION

- **SCHOOL** : "Dos de Mayo"
- **AREA** : ENGLISH
- **GRADE** : FIFTH
- **SECTION** : "B"
- **DATE** : 13/11/19
- **TIME** : 7:45am – 8:30am
- **CLASS DURATION** : 45 min
- **NUMBER OF STUDENTS** : 35
- **TEACHER** : Henry Jaime Gil Salvatierra
- **EVALUATOR TEACHERS**: Dr. Isabel Pantoja Alcántara
Dr. Leticia Zavaleta Gonzáles
Mg. Teresa Muñoz Ramírez

2. **DIDACTIC UNIT:** "JOBS AND TALENTS"

3. TITTLE OF THE LEARNING SESSION

"A TEACHER CAN TEACH"

4. EXPECTED LEARNING:

COMPETENCE	CAPACITY	PERFORMANCE
ORAL TEXT PRODUCTION	Express their ideas in english about Jobs and abilities in a clearly way with cohesion and coherence.	Express their ideas in english about Jobs and abilities using the modal verb "can" through questions and answers.



5. DIDACTIC SEQUENCE

STAGE	PEDAGOGICAL PROCESSES	LEARNING ACTIVITIES	RESOURCES	TECHNIQUES	TIME
STARTING OUT	Motivation	Teacher says good morning to students. Teacher presents a picture on the board and asks students: What can you see in this picture? Would you like to be an engineer? What do you want to be in the future?	Flashcards Picture Realia	Individual and oral repetition	10 min
	Previous Knowledge	Teacher asks students: Do you know another Jobs? What is your favorite job? - Teacher/chef/doctor/receptionist/engineer			
	Cognitive Conflict	Teacher creates a cognitive conflict asking: Why do you want to be a ... ? Do you know what abilities does a teacher have?		Questions and answers	
PROCESS	Construction of Learning	Teacher shows pictures about Jobs using flashcards and then pronounces the right pronunciation and students repeat. Teacher gives a handout to students to do and then teacher presents an audio and gives instructions to start working.	Flashcards Handout Board	Extracting specific information through questions	25 min
	Consolidation and Systematization	Teacher explain about the function of the modal verb "can" with a example and let students listen and complete. Students listen to a recording and match the questions with the correct expression creating a dialogue.			
	Transfer to New Situations	Teacher tells students that they have to create an interview with a partner answering questions. Using the modal verb "can" for abilities and their own ideas. Teacher guides them using the vocabulary and let students to participate in front of the class.	Handout Flashcards	Dialogue	10 min
OUTPUT	Metacognition	Students perform the metacognition and teacher make the feedback. What did I learn? How did I learn it?			

6. PHONETIC TRANSCRIPTION

- Doctor	'dɑ:kətər
- Chef	ʃef
- Engineer	,endʒɪ'nɪr
- Teacher	'titʃər
- Receptionist	rɪ'sepʃənɪst
- Design	/dɪ'zɑ:m
- Cook	/kʊk/
- Teach	/titʃ/
- Help	/help/
- Cure	/kjʊə(r)/

7. REFERENCES

METHODOLOGICAL BOOKS (Listening and Speaking)

How to teach English Harmer, J. (2007) Teaching Listening Longman

How to teach English Harmer, J. (2007) Teaching Speaking Longman

OXFORD PRACTICE GRAMMAR (Phonetic Transcription)

John Eastwood (2006) Oxford University Press

MINISTERIO DE EDUCACIÓN (2016)

Programa Curricular de Educación Secundaria Básica

- http://jec.perueduca.pe/?page_id=4020
- <http://www.oxfordlearnersdictionaries.com/us/>
- https://www.grammar.cl/Basic/Can_Cannot.htm


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PRESIDENTA DE JURADO

DRA. ISABEL PANTOJA JARA

How to teach speaking

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

What kind of speaking should students do?

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

Why encourage students to do speaking tasks?

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

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

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

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

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

What do speaking activities look like?

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

Example 1: information gaps (elementary/intermediate)

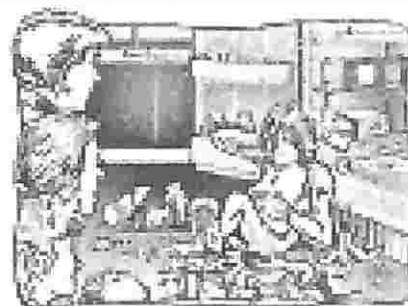
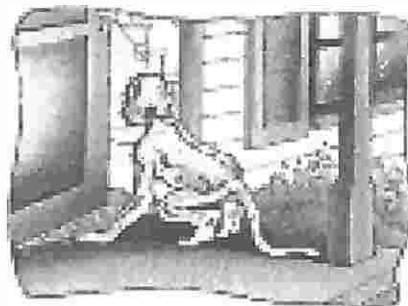
One type of speaking activity involves the so-called 'information gap' – where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them.

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

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

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

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



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How to teach listening

- Why teach listening?
- What kind of listening should students do?
- What's special about listening?
- What are the principles behind the teaching of listening?
- What do listening sequences look like?
- Where does video fit in?
- More listening suggestions

Why teach listening?

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English. When people of different nationalities speak to each other, they often use English too, so that a Swiss flight attendant might well have to understand a Japanese woman's English variety, just as an Argentinian might need to be able to cope with a Russian's version.

There are, of course, problems associated with the issue of language variety. Within British English, for example, there are many different dialects and accents. The differences are not only in the pronunciation of sounds ('bath' like 'bath' or 'bath' like 'bath') but also in grammar (the use of 'shall' in northern varieties compared with its use in 'Standard English' – the southern, BBC-type variety; the grammatically coherent use of 'done', e.g. 'I done it' in non-standard English). The same is of course true for American, Indian or West African English.

Despite the desirability of exposing students to many varieties of English, however, common sense is called for. The number of different varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher to judge, based on the students' level, where the classes are taking place etc. But even if they only hear occasional (and very mild) varieties of English which are different from the teacher's, it will give them

a better idea of the world language which English has become.

The main method of exposing students to spoken English (after the teacher) is through the use of taped material which can cover a wide range of topics such as advertisements, news broadcasts, poetry recitals, plays, (pop) songs with lyrics, speeches, telephone conversations and number of spoken exchanges. Teachers can imitate these, but good tapes are far more powerful.

The second major reason for teaching listening is because it helps students to acquire language subconsciously, even if teachers do not direct attention to its special features. As we have said in Chapter 4, exposure to language is a fundamental requirement for anyone wanting to learn. Listening to appropriate tapes provides such exposure and students get information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress.

Sooner, just as with reading, students get better at listening the more it is done. Listening is a skill and any help we can give students in performing that skill will help them to be better listeners.

What kind of listening should students do?

The debate about the use of authentic listening material is just as fierce as that about reading. If, for example, we play a tape of a political speech to complete beginners, they won't understand a word. You can argue that such a tape would at least give them a feel for the sound of the language, but beyond that it is difficult to see what they would get out of it. If, on the other hand, we give them a realistic (though not authentic) tape of a telephone conversation, they may learn much more about the language - and start to gain confidence as a result.

Listening demands learner engagement, too. Long tapes on subjects which students are not interested in at all will not only be demotivating, but students might well 'switch off' - and once they do that it becomes difficult for them to tune back into the tape. Comprehension is lost and listening becomes valueless.

Everything depends on level, and the kind of tasks that go with a tape. There may well be some authentic material which is usable by beginners, such as pre-recorded announcements, telephone messages etc. More difficult material may be appropriate for elementary students provided that the questions they are asked do not demand detailed understanding. Advanced students may benefit from scripted material provided that it is interesting and suitable enough - and provided the tasks that go with it are appropriate for their level.

Since, as we have said, listening to tapes is a way of bringing authentic language into the classroom, we will want to play different kinds of tape to them, e.g. announcements, conversations, telephone exchanges, lectures, 'plays', news broadcasts, interviews, other radio programmes and so on.

What's special about listening?

There are numerous ways in which listening activities differ from other classroom exercises. Firstly, tapes play the same speed for everybody. Unlike

4. THE ECLECTIC APPROACH TO LANGUAGE TEACHING: ITS CONCEPTUALISATION

The eclectic approach was born out of the realisation that each of the individual methods had strengths and weaknesses and that no one method was responsive to the dynamic classroom context. Thus, based on the shortcoming of the methods, Brown (2002) argues that eclecticism provides the solution because the approach allows the teacher to select what works within their own dynamic contexts. Gilliland, James and Bowman (1994) stated that the justification for the eclectic approach lies in the weaknesses of the single approach because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible.

4.1. Definitions and Meaning of the Eclectic Approach

Kumar (2013: 1) notes that "the eclectic method is a combination of different method of teaching and learning approaches". It can also be viewed as principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching. It also involves the use of a variety of language learning activities which are mostly different characteristically and may be motivated by different underlying assumptions of language teaching (Al Hamash 1985; Larsen-Freeman 2000; Mellow 2000, 2002).

Gao (2011) states that principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on a thorough and holistic understanding of all learning theories and related pedagogies, in terms of the purpose and context of language teaching and learning, the needs of the learners, materials available, how language is learnt and what teaching is all. In addition, Gao (2011:1) describes the eclectic approach as "not a concrete, single method, but a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom". He adds that the current preferred teaching methods are an integration of Grammar-Translation, structural method and CLT and advises teachers to take advantage of all other methods whilst avoiding their disadvantages. Wali (2009:40) summarises this proposition when he stated the following:

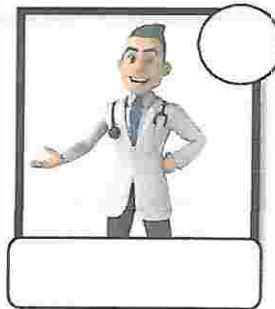
...one of the premises of eclecticism is that teaching should serve learners not methods. Thus, teachers should feel free in choosing techniques and procedures inside the classroom. There is no ideal approach in language learning. Each one has its merits and demerits. There is no royalty to certain methods. Teachers should know that they have the right to choose the best methods and techniques in any method according to learners' needs and learning situation. Teachers can adopt a flexible method and technique so as to achieve their goals. They may choose whatever works best at a particular time in a particular situation

To state that methods should serve learners and not methods means that teachers should focus on helping learners to learn and not on fulfilling the prescriptions of the methods. When teaching, the goal is learning and that learners should grasp the content. Cognisant that different learners learn differently and have different preferences on what factors and methods promote effective learning, the teacher should consider learner characteristics before choosing the method/s of teaching. In other words, methods should respond to the needs of the learners and not learners responding to the needs or demands of the methods. It is common knowledge that each individual method has suggestions on what learning and teaching is and how therefore, teachers should teach. The problem is that the suggestions made by individual methods are bracket prescriptions which do not consider the actual differences which exist from classroom to classroom and from one learning context to the other.

According to Weidemann (2001), the justification for the use of eclecticism as an approach to language teaching is its fashionability which is strengthened by the argument of critical pedagogy. Kumaravadivclu (2006) actually warns against relying on methods in their specifications because they do not provide all solutions to language teaching. He instead proposes a post-methodic approach to language teaching. Discussing pedagogical parameters of particularity, practicality and possibility as well pedagogic indicators of the post-method teacher and learner, she suggests that a language teacher should adopt a context-sensitive pedagogic framework which will be able to respond to special characteristics of a particular learning and teaching context. As implied above, within the framework of principled eclecticism, a teacher is not bound or confined to the prescriptions of a particular method but is free to draw from a vast range of methods and resources to teach a particular topic. In fact,

A TEACHER CAN TEACH!

01. **LOOK** at the pictures and **WRITE** correct name. **LISTEN** and **NUMBER**.



- | |
|--------------|
| Doctor |
| Chef |
| Receptionist |
| Engineer |
| Teacher |

02. **LISTEN** to the recording and **COMPLETE** the missing word. Then **WRITE** the right job

a. Mario can _____ delicious food at an Italian restaurant.

- a) prepare
- b) make
- c) cook

b. My father can _____ math at a university in our town.

- a) do
- b) teach
- c) show

c. Sam can _____ amazing buildings, roads, bridges in the city. He loves his job.

- a) design
- b) make
- c) create

d. Mary works in an office, hotel or hospital. She welcomes and _____ visitors and answer the phone.

- a) whisper
- b) help
- c) look

e. Joseph works in a Hospital; he treats people who are ill or hurt. He can _____ diseases.

- a) cure
- b) kili
- c) count

LISTEN the recording and MATCH the questions on the left with the expressions on the right.

- What do you do? o **Be good** at English language and love teaching
- What are your responsibilities? o My job **is** really fascinating and exciting
- What skills do you need? o **Teaching** English to students in primary level
- How do you find your job? o I **work as** a Teacher in Juan Pablo II – School
- Do you enjoy your work? o Yes, I do. I really **enjoy** my job.

f. Work with a partner. **Imagine** you have a job. **Interview** each other about your Jobs. **Use the questions** below and your own ideas

What do you do?

What can you do in your job?

What are your responsibilities?

Do you enjoy your job?



I work as a

I can

My responsibilities are

I find my job

GRAMMAR POINT

Affirmative		Negative			Interrogative	
		Full forms	Short forms			
I	can	I	can not	I	can't	Can I?
You	can	You	can not	You	can't	Can you?
He	can	He	can not	He	can't	Can he?
She	can	She	can not	She	can't	Can she?
It	can	It	can not	It	can't	Can it?
We	can	We	can not	We	can't	Can we?
You	can	You	can not	You	can't	Can you?
They	can	They	can not	They	can't	Can they?