LEARNING SESSION N° 1

I. GENERAL INFORMATION

1	High School:	"La Florida"
2	Area:	English
3	Grade:	Fourth grade
4	Group:	"B"
5	Date:	04/09/2019
6	Class Duration:	4:15 – 5:00 pm
7	Number of the Students:	33 students
8	Observing Teachers:	
		Dra. Isabel del Rocío Pantoja Alcántara
		Dra. Leticia Noemí Zavaleta Gonzáles
		Mg. Teresa del Rosario Muñoz Ramírez
9	Trainees' name:	Bach. Tabita Leo Guevara Delgado

II. DIDACTIC UNIT

"FOOD FROM AROUND THE WORLD"

III. TITTLE OF THE LEARNING SESSION

What would you like?

IV. EXPECTED LEARNING

COMPETENCE	CAPABILITIES	PERFORMANCES	INSTRUMENT
Oral text comprehension and production (LISTENING AND SPEAKING)	✓ Infer information from an oral text about grocery shopping. ✓ Express orally a short conversation related to grocery shopping.	✓ Infer information from an oral text about grocery shopping answering some questions. ✓ Express orally a short conversation related to grocery shopping using some expressions.	✓ Rubric

V. DIDACTIC SEQUENCE

EXPECTED LEARNING	STAGES	SEQUENCE OF ACTIVITIES	MATERIALES AND EQUIPMENT	EVALUATION INDICATORS/ PERFORMANCEE	EVALUATION		TIME
					TECHNIQUES	INSTRUMENTS	
Oral text comprehension and production (LISTENING AND SPEAKING)	STARTING OUT	✓ Teacher says the date and writes it on the board. ✓ Teacher asks some questions: **Who buys for grocery in your family? Tell some examples of grocery products.** ✓ Teacher presents realia and flashcards to teach the vocabulary about food. ✓ students add the name of two foods they know and share them in class as a cognitive conflict. ✓ Teacher presents some examples in a context to explain grammar rules about "would like".	Projector multimedia Realia Flashcards Video	✓ Infer information from an oral text about grocery shopping answering some questions. ✓ Express orally a short conversation related to grocery shopping using some expressions.	Individual participation Choral repetition Oral practice	Handout Rubric	10'
	PROCESS	➢ Students find the words in the puzzle and circle them.. ➢ Students watch the video then answer the following questions. ➢ Students watch the video again and complete the conversation. ➢ Students watch the video again and match the two halves.	Board Wallchart markers		Systematic observation		25'
	OUTPUT	❖ Students work in pairs and write a dialogue similar to grocery shopping, using key words, then practice in front of the class. ❖ Students say what word or words they learnt.	Handout		Pairs work		10'

VI. PHONETIC TRANSCRIPTION

- **Grocery:**   /ˈɡrəʊ.sᵊr.i/
- **Shopping:**   /ˈʃɑː.pɪŋ/
- **Bean:**   /biːn/
- **Chicken:**   /ˈtʃɪk.ɪn/
- **Rice:**   /raɪs/
- **Oil:**   /ɔɪl/
- **Onion:**   /ˈʌn.jən/
- **Beet:**   /biːt/
- **Milk:**   /mɪlk/
- **Cheese:**   /tʃiːz/
- **Half:**   /hæf/
- **Kilogram:**   /ˈkɪl.ə.ɡræm/
- **Liter:**   /ˈliː.t̬ɚ/
- **Seller:**   /ˈsel.ɚ/
- **Buyer:**   /ˈbaɪ.ɚ/
- **Would:**   /wʊd/
- **Like:**   /laɪk/
- **Something:**   /ˈsʌm.θɪŋ/
- **Else:**   /els/

WHAT WOULD YOU LIKE?

I.   Find the words in the puzzle and circle them.

H	A	L	F	K	I	L	O	G	R	A	M
J	F	S	A	R	G	C	N	Ñ	P	H	I
O	K	R	S	C	H	E	E	S	E	D	L
D	G	O	S	O	Ñ	N	L	O	K	Q	K
O	I	L	I	X	T	A	I	P	Y	U	L
A	S	W	P	D	C	K	T	N	D	E	F
B	R	G	F	K	E	Y	E	K	H	S	G
K	L	P	H	I	L	C	R	I	C	E	H

Oil

Milk

Rice

One liter

Half kilogram

Cheese

II.   Watch the video then answer the following questions.

1. How much of rice does she need?

....

2. What does the seller have?

....

3. How much does she buy at the end?

....

III.   Watch the video again and complete the conversation. Using key words.

1. Anything_____

2. I would ('d) like _____

3. How much_____

4. I would ('d) like_____

5. OK, _____, here _____

You are!	**Oil would you like?**
Some oil	**3 liters.**
3 liters of oil	**Else?**

IV. Watch the video again and match the two halves.

1. Something else?   a) here you are!

2. Sure, How much   b) milk, thanks

3. 1 litter of   c) Yes, I'd like some milk

4. All right   d) milk would you like?

III. Work in pairs. write a similar dialogue to grocery shopping, using key words, then practice in front of the class.

how many/much........   I would like.......   half/1 kilogram..........
1 litre of ....   something else?......   here you are!......

BUYER: Good morning

SELLER: Good morning
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....
....

VII. REFERENCES

❖ Harmer (2007) How to Teach English. Person education limited-

❖ Oxford advance learner's Dictionary: Phonetic Symbols Transcription. Oxford University Press, 2010.

❖ Longman (1976) Longman group UK limited, Burnt Mill, Harlow, Essex CM20 2JE, England.

❖ Logman2010 Pearson Education. All rights reserved. www.pearsonlongman.com/dictionaries

WEB SITES

✓ https://en.islcollective.com/resources/printables/worksheets_doc_docx/my _food_and_their_drink /present-simple-tense/97054

✓ https://es.slideshare.net/TinaOro2/how-to-teach-listening-15701778?next_slideshow=1

✓ http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishco m/Content/Samples/Open %20SB%20unit%205.pdf

✓ https://sites.google.com/site/listeningwritingspeaking/instrumentos-de-evaluacion

_____   _____
Dra. Isabel del Rocio Pantoja Alcantara   Bach. Tabita Leo Guevara Delgado

Screenshot 1

COUNTABLES - UNCOUNTABLE: × +

← → C   en.islcollective.com/english-esl-worksheets/gra...ar/countable-and-uncountable-nouns/countables-uncountables-pictionary/4062

2011-09-09 17:30:44

Downvote 96 Upvote

COUNTABLE AND UNCOUNTABLE FOOD PICTIONARY

COUNTABLES
BUN, SANDWICH, APPLE, ORANGE
BURGER, FRIES, EGGS, SALAD
VEGETABLES, COOKIES, POTATOE
TOMATO, CARROT, HOT DOG, CANDY
OLIVES, PEANUTS, PANCAKES, ONION
WATERMELON, PEA, GRAPES, CHERRIES

UNCOUNTABLES
BREAD, FRUIT, JUICE, MEAT
RICE, CEREAL, JAM, MILK
SUGAR, FLOUR, OIL
SALT, SOUP, TEA, COTTAGE CHEESE
PASTA, HONEY, WATER, CHEESE
BUTTER, SEAFOOD, MUSTARD

Full screen

COUNTABLE AND UNCOUNTABLE

Many nouns are uncountable when they refer to something as...

WYNDHAM REWARDS
Te lo has ganado.

RESERVA AHORA

Teaching jobs

VIPKid Online English Teacher
- Earn up to $22/hr

11:02
20/08/2019

Screenshot 2

How to teach listening × | canción de comidas en inglés × | Instrumentos de Evaluacion - × | ANEXO C (Listening Skill).doc × | conflicto cognitivo en una se × | +

← → C   sites.google.com/site/...Instrumentos-de-evaluacion

Estrategias de Enseñanza
Metodología de Evaluación
Instrumentos de Evaluación
Sabores del Lenguaje
Deberes del Estudiante
FORO DE DUDAS, COMENTARIOS, SUGERENCIAS
▾ 1er Bimestre (Septiembre - Octubre)
  Actividades 1er Bimestre
▾ 2do Bimestre (Noviembre-Diciembre)
  Actividades 2do Bimestre
▾ 3er Bimestre (Enero-Febrero)
  Actividades 3er Bimestre
▾ 4to Bimestre (Marzo-Abril)
  Actividades 4to Bimestre
▾ 5to Bimestre (Mayo-Junio)
  Actividades 5to Bimestre
Bibliografía
Actividad reciente del sitio

Ver documento anexo

Rubrica de escritura
(Writing Report)
Ver documento anexo

Rubrica para evaluar la habilidad auditiva
(Listening)
Ver documento anexo

Rubrica para la habilidad oral
(Speaking)
Ver documento anexo

W ANEXO A (Reading Skill).doc ...   Eliud Moreno Pérez ...   v.1   ⬇
W ANEXO B (Writing skill).doc ...   Eliud Moreno Pérez ...   v.1   ⬇
W ANEXO C (Listening Skill).doc ...   Eliud Moreno Pérez ...   v.1   ⬇
W ANEXO D (Speaking skill).doc ...   Eliud Moreno Pérez ...   v.1   ⬇

Comentarios

No tienes permiso para añadir comentarios.

11:03
20/08/2019

1.   ENGLISH TEACHING METHODS

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. If you're just beginning your TEFL career, it would be beneficial to be familiar with a few of these.

1.   The Direct Method

If you've ever heard the Direct Method being taught, you may have rightly mistaken it for some sort of military drill, which is not far off as it was first established in France and Germany in the early 1900's to assist soldiers to communicate in a second language quickly.

The direct method of teaching English is also known as the Natural Method. It's used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to learn.

Its main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's   oral   presentation.

Today popular forms of the Direct Method are Callan and Berlitz.

2.   The Grammar Translation Method

Just like its name suggests, this method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences. This is particularly common for those students who wish to study literature at a deeper level.

3.   The Audio Lingual Method

The Audio Lingual Method otherwise known as the New Key Method or Army Method is based on a behavirourist theory that things are able to be learned by constant reinforcement. However, just like in the army when someone behaves badly (or in this case bad use of English), the learner receives negative feedback and the contrary happens when a student demonstrates good use of English.

This is related to the Direct Method and just like its predecessor it only uses the target language. The biggest difference between the Audio Lingual Method and the

Direct Method is its focus of teaching. The Direct Methods focuses on the teaching of vocabulary whereas the Audio Lingual Method focuses on specific grammar teachings.

4. The Structural Approach

As the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example the logical thing would be to teach the verb "to be" prior to teaching the present continuous which requires using the auxiliary form of the verb "to be."

5. Suggestopedia

This is a behaviourist theory and related to pseudoscience. This method relies heavily on students' belief about the method's effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning.

It relies a lot on the atmosphere and the physical surroundings of the class. It's essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there's a lot of art and music involved. Each Suggestopedia lesson is divided into three different phases – 1. Deciphering 2. Concert Session 3. Elaboration.

6. Total Physical Response

Total Physical Response, otherwise known as TPR is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a series of repetitive actions such as "Stand up", "Open your book", "Close the door", and "Walk to the window and open it." With TPR, the most important skill is aural comprehension and everything else will follow naturally later.

7. Communicative Language Teaching (CLT)

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

8. The Silent Way

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There's a big emphasis on pronunciation and a large chunk

of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

9. Community Language Learning

This is probably one of the English teaching methods where the student feels the safest as there's a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes.

10. Task Based Language Learning

The main aim of this approach to learning is task completion. Usually, relevant and interesting tasks are set by the teacher and students are expected to draw on their pre-existing knowledge of English to complete the task with as few errors as possible.

11. The Lexical Approach

The Lexical syllabus or approach is based on computer studies that have previously identified the most commonly used words. This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks in order of their frequency and use. Teachers of the Lexical Approach place a great emphasis on authentic materials and realistic scenarios for more valuable learning.

• Teaching Listening

Listening skills are vital for your learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

TEACHING SPEAKING.
In teaching speaking the teachers must consider about several things that make they could teach speaking well.

What kind of speaking should student do?
It is important to be clear about the kind of speaking this chapter talking about. The kind of speaking we are talking about here is almost always an *Active Exercise*. In other words, the students are using any and all the language at their command to perform some kind of oral task. The important thing is 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 provoke them to use all and any language at their command.

The first is Rehearseal. It is getting students to have a free discussion gives them a chance to rehearse having discusion outside the classroom. Having them take part in a role-play at 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.

The second one is Feedback. It is speaking where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how weel their class doing and what language problem they are having.

The third one is engagement. It is good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has the 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 student activities look like?
We are going to look at very different speaking activities, from puzzle-like tasks to more involved role-playing. All the activities satisfy the two 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.

elements, but loose, and has to arrange at the partner's picture or plan. This is called describe and arrange.

3. Students, in pairs, each have similar pictures, but with differences. Through talking to each other, they have to 'find the differences' without looking at each other's pictures. (Elementary / intermediate).

4. Students make a list of the kind of things that people like or do (e.g. go jogging, brush teeth five times a day, etc.). They have to go round the class to find someone who does, did, likes etc. tbose things. (Any level)

5. Students think of five famous people. They have to Decide on the per gift for each person. (any level)

6. Students in groups look at five diferent photographs. They have Decide the which one should win a photographic prize. The groups have to agree with each other to come to a final decision. (Intermediate/advanced).

7. Students role-play a formal/business social occasion where they meet number of people and introduce Themselves. (elementary / any level).

8. Students give a talk on a given topic and / or person. (advanced).

9. Students conduct a balloon debate "where only one person can stay the balloon and they have to make their case as to why they should the one. (upper intermediate / advanced).

10. Students are presented with a moral dilemma, eg a student is caught ceathing in an important exam. Given the atudents circumstances which of five possible courses of action should be followed? Group reach a consensus.

TYPE OF CLASSROOM SPEAKING PERFORMANCE

1. **Imitative,** Imitative speaking is a kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling;

2. **Intensive,** Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity.

3. **Responsive,** responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one;

4. **Transactional (dialogue):** carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

T: What is the main idea in this essay?
S: The United Nations should have more authority.
T: More authority than what?
S: Than it does right now...

5. **Interpersonal (dialogue):** carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

Amy: Hi, Bob , how's it going?
Bob: Oh , so-so

Amy : Not a great weekend , huh?
Bob: Well , far be it from me to criticize, but I'm pretty miffed about last week...
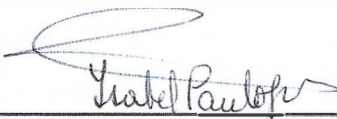
6. **Extensive (monologue):** students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

MODELS OF LEARNING AND TEACHING SPEAKING.

The goal of learning and teaching English is to achieve C.C (Communicative Competence) it must suitable with the methods or models that have goals teaching communicatively.

1. Audio-Lingual Method.
2. Direct Method.
3. Communicative Language Teaching (CLT).
4. Typical Physical Respon.

In conclusion, Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. For the teacher of English speaking, who are going to apply teaching speaking should be responsible to pay attention to some instructions to relate their teaching material to the real experience. Not only that when talking about speaking activities perform an *Active* rather than a *Study Function*, it provide opportunities for rehearsal both teacher and students give feedback and motivate students because of Reviews their Engaging qualities and the way teachers should correct in speaking activities, interrupting while they are going on. but giving feedback later.

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Dra. Isabel del Rocío Pantoja Alcántara

PRESIDENTA

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Bach. Tabita Leo Guevara Delgado