I. GENERAL INFORMATION:

1. HIGH SCHOOL: "I.E - JEC "DOS DE MAYO"
2. AREA: ENGLISH
3. GRADE: FIFTH
4. GROUP: "C"
5. DATE: NOVEMBER 20th, 2019
6. CLASS DURATION: 45 minutes (9:15 am -10:00 am)
7. NUMBER OF STUDENTS: 28 STUDENTS
8. TRAINEE'S NAME: MARIA NELLY MANTILLA RAICO
9. JURIES' NAMES: DRA. ISABEL DEL ROCÍO PANTOJA ALCÁNTARA
   DRA. LETICIA NOEMÍ ZAVALETÁ GONZÁLEZ
   MG. TERESA DEL ROSARIO MUÑOZ RAMÍREZ

II. DIDACTIC UNIT:

JOBS AND TALENTS

III. TITLE OF THE LEARNING SESSION:

He is a cook

IV. EXPECTED LEARNING:

<table>
<thead>
<tr>
<th>COMPETENCES</th>
<th>CAPABILITIES</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Comprehension</strong></td>
<td><strong>Recognize the words related to the jobs.</strong></td>
<td><strong>Recognize the words related to the jobs to complete the sentences.</strong></td>
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<tr>
<td><strong>(Listening)</strong></td>
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<tr>
<td>EXPECTED LEARNING</td>
<td>STAGES</td>
<td>DIDACTIC SEQUENCE</td>
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</tbody>
</table>
| 5. METHODOLOGICAL STRATEGIES | STARTING OUT | - Students say the date and the teacher writes it on the board.  
- Teacher motivates her students.  
- Teacher sets the topic  
- Teacher presents the topic through the questions: what’s does the father do? Where he does work?  
- Teacher teaches the vocabulary through flashcards to develop the handout.  
- Students repeat the pronunciation of the new words. | Board  
Markers | Recognize the words related to the jobs to complete the sentences. | Individual and oral repetition | Checklist | 10' |
| PROCESS | - Teacher develops the skill.  
- Teacher gives the clear instructions.  
- Students listen to the audio to guess the job  
- Students listen to the audio to complete the sentences about the jobs | Multimedia projector  
Speakers | Guessing the meaning  
Extracting specific information | | | 25' |
| OUTPUT | - Students play a guessing game.  
- Teacher evaluates the learning.  
- Feedback | Handout | Oral practice  
Role - Play | | | 10' |
VI. PHONETIC TRANSCRIPTION :

✓ Teacher: /ti.ʃər/
✓ Farmer: /fa.ʃər/
✓ Nurse: /nɜ:s/
✓ Cook: /kʊk/
✓ Receptionist: /ri.ˈsep.jən.stɪst/
✓ Shop assistant: /ʃɒp əˈsɪstənt/  

VII. METHODOLOGICAL BOOKS:

LANGUAGE BOOKS:


WEB PAGES:

• https://dictionary.cambridge.org/es/diccionario/ingles/shop-assistant
• https://www.macmillanbeyond.com/resources/teacher/resource-centre/a1/audio/class-audio/unit-5/
I. Unscramble the letters and complete the sentences.

(ERTECHA)
She is a ______

(URSEN)
She is a ______

(POSH TANTASSIS)
She is a ______

(RETIONCEPIST)
She is a ______

(KOCO)
He is a ______

(MERFAR)
He is a ______

II. Listen to the audio and guessing.

Q: Does the mystery person work on a farm?
A: No, she doesn't.

Q: Does she work in a school?
A: Yes, she does. But she doesn't teach.

Q: Do students see her every day?
A: Yes, they do.

Q: What time does she start work?
A: I don't know.

Q: Do people ask her for things?
A: Yes, they do.

Q: What do they ask her for?
A: They ask her for food.

Q: Is she a ______?
A: Yes, she is!
III. Listen to the audio and complete the sentences with the jobs in the box.

- Teacher - farmer - nurse - cook
- Receptionist - shop assistant

a. Hi. I'm a doctor. I help people. I work at Tomorrowtown hospital.
b. I work at the hospital. I help the doctor. I'm a _____________.
c. Hello. I'm an actor. You can see me at the Tomorrowtown theatre. I'm in a new play.
d. Good afternoon. Welcome to Tomorrowtown Hotel. I'm a ____________ at the hotel. How can I help you?
e. I make the best pizzas in Tomorrowtown. I'm the ______ at Luigi's Italian restaurant.
f. I love my job! I'm a football player. People come to see me play for Tomorrowtown Football club.
g. I work with animals. No, I'm not a teacher. I'm a ______. My farm is two kilometres from here.
h. I'm a ____________ in a clothes shop. I sell clothes. There are lots of shops in Tomorrowtown.
i. We work at the Italian restaurant. I'm a waitress and he's a waiter. Would you like to order now?
j. I'm a ______ at Tomorrowtown High School. I teach all the kids in this part of Tomorrowtown. They're fantastic students.

Ali: Welcome to Tomorrowtown

IV. Play a guessing game.

What does he do?
Is he a _____?

He Works at ______
Yes, he is
No, he isn't

I am a teacher, I work at school
She is a receptionist, She Works at the hotel
He is a cook, He works at Italian restaurant
I. Unscramble the letters and complete the sentences.

(ERTECHA) She is a teacher.

(RETIONCEPIST) She is a receptionist.

(URSEN) She is a nurse.

(POSH TANTASSIS) She is a shop assistant.

(KOCO) He is a cook.

(MERFAR) He is a farmer.

II. Listen to audio and guessing.

Q: Does the mystery person work on a farm?
A: No, she doesn't.

Q: Does she work in a school?
A: Yes, she does. But she doesn't teach.

Q: Do students see her every day?
A: Yes, they do.

Q: What time does she start work?
A: I don't know

Q: Do people ask her for things?
A: Yes, they do.

Q: What do they ask her for?
A: They ask her for food.

Q: Is she a cook?
A: Yes, she is!
Ill. Listen to the audio and complete the sentences with the jobs in the box.

- Teacher
- Farmer
- Nurse
- Cook
- Receptionist
- Shop assistant

a. Hi. I'm a doctor. I help people. I work at Tomorrowtown hospital.
b. I work at the hospital. I help the doctor. I'm a nurse.
c. Hello. I'm an actor. You can see me at the Tomorrowtown theatre. I'm in a new play.
d. Good afternoon. Welcome to Tomorrowtown Hotel. I'm a receptionist at the hotel. How can I help you?
e. I make the best pizzas in Tomorrowtown. I'm the cook at Luigi's Italian restaurant.
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g. I work with animals. No, I'm not a teacher. I'm a farmer. My farm is two kilometres from here.
h. I'm a shop assistant in a clothes shop. I sell clothes. There are lots of shops in Tomorrowtown.
i. We work at the Italian restaurant. I'm a waitress and he's a waiter. Would you like to order now?
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All: Welcome to Tomorrowtown

IV. Play a guessing game.

What does he do?

Is he a teacher?

He Works at the hospital

Yes, he is.

No, he isn't.

I am a teacher, I work at school
She is a receptionist, She Works at the hotel
He is a cook, He works at Italian restaurant
LISTENING TYPESCRIPT

LISTENING 1

Q: Does the mystery person work on a farm?
A: No, she doesn’t.
Q: Does she work in a school?
A: Yes, she does. But she doesn’t teach.
Q: Do students see her every day?
A: Yes, they do.
Q: What time does she start work?
A: I don’t know.
Q: Do people ask her for things?
A: Yes, they do.
Q: What do they ask her for?
A: They ask her for food.
Q: Is she a cook?
A: Yes, she is!

LISTENING 2

a. Hi. I’m a doctor. I help people. I work at Tomorrowtown hospital.
b. I work at the hospital. I help the doctor. I’m a nurse.
c. Hello. I’m an actor. You can see me at the Tomorrowtown theatre. I’m in a new play.
d. Good afternoon. Welcome to Tomorrowtown Hotel. I’m a receptionist at the hotel. How can I help you?
e. I make the best pizzas in Tomorrowtown. I’m the cook at Luigi’s Italian restaurant.
f. I love my job! I’m a football player. People come to see me play for Tomorrowtown Football club.
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j. I’m a teacher at Tomorrowtown High School. I teach all the kids in this part of Tomorrowtown. They’re fantastic students.

All: Welcome to Tomorrowtown
Feedback on the draft: 

1. The overall structure and organization of the draft is clear and logical. The introduction sets the stage well, and the body of the text is well-structured with clear sections.

2. The use of examples and illustrations is effective in explaining complex concepts.

3. The draft could benefit from more specific details and examples to further clarify the points made.

4. The language is clear and concise, with minimal jargon.

5. The draft could benefit from a stronger conclusion that summarizes the key points and highlights the main recommendations.

Suggestions for improvement:

1. Consider including more data and statistics to support the arguments made.

2. The draft could benefit from a more in-depth analysis of the implications of the proposed actions.

3. The conclusion should be strengthened to provide a clear summary of the main points and recommendations.

4. The draft could benefit from a more detailed review of the potential risks and challenges associated with the proposed actions.

5. The language could be further refined to ensure clarity and conciseness.

Overall, the draft is well-written and provides a strong foundation for further discussion and analysis.
Learning and Memory: Differences between STO and STM

STM (Short-Term Memory)
- Information is held for a very short time (2-3 seconds)
- Information is easily disrupted by sensory input
- Limited capacity (about 7±2 items)
- Coding: mostly in acoustic code
- Information is actively maintained through rehearsal

STO (Long-Term Memory)
- Information is held for a long time (weeks, years)
- Information is not easily disrupted
- Unlimited capacity
- Coding: semantic, visual, and acoustic
- Information is not actively maintained

Stages of Memory
1. Encoding: converting information into a form that can be stored in memory
2. Storage: maintaining information in memory for future retrieval
3. Retrieval: accessing stored information when needed

Tips for Improving Memory
- Elaboration: connecting new information to existing knowledge
- Organization: grouping information into meaningful sets
- Rehearsal: repeating information to keep it in STM
- Spacing: spreading study sessions over time
- Interference: reducing the likelihood of forgetting by minimizing distractions