LESSON PLAN

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 Ramirez

2. DIDACTIC UNIT: "JOBS AND TALENTS"

3. TITLE OF THE LEARNING SESSION
   "A TEACHER CAN TEACH"

4. EXPECTED LEARNING:

<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>CAPACITY</th>
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<tbody>
<tr>
<td>ORAL TEXT PRODUCTION</td>
<td>Express their ideas in English about jobs and abilities in a clearly way with cohesion and coherence.</td>
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<td>PERFORMANCE</td>
<td>Express their ideas in English about jobs and abilities using the modal verb &quot;can&quot; through questions and answers.</td>
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<thead>
<tr>
<th>TIME</th>
<th>RESOURCES</th>
<th>TECHNIQUES</th>
<th>LEARNING ACTIVITIES</th>
<th>PEDAGOGICAL PROCESSES</th>
<th>STAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Dialogue through Questions and Specific Information</td>
<td>Handout Flashcards</td>
<td>Teacher explains the different dialvs and their importance with a visual.</td>
<td>CONTENTION</td>
<td>OUTPUT</td>
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<tr>
<td>25 min</td>
<td>Extracting Answers and Individual and Repetition</td>
<td>Handout Flashcards</td>
<td>Students listen to a recording and mark the questions with a red marker.</td>
<td>CONTENTION and SYNTHESIZATION</td>
<td>PROCESS</td>
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<tr>
<td>10 min</td>
<td>Reading Picture Flashcards</td>
<td></td>
<td>Teacher asks the students what they have learned so far.</td>
<td>PREVIOUS KNOWLEDGE</td>
<td>STARTING OUT</td>
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**Resource: Flashcards**

**Techniques:**
- Dialogues
- Questions and Answers
- Specific Information
- Reading Pictures

**Learning Activities:**
- Teacher gives a picture of a story and asks students to read and then answer questions.
- Teacher asks students what they have learned so far.
- Teacher asks students about their favorite jobs and why.
- Teacher asks students if they see a connection in their learning.

**Pedagogical Processes:**
- CONTENTION
- SYNTHESIZATION
- PREVIOUS KNOWLEDGE

**Stage:**
- STARTING OUT

**Questions:**
- How did I learn it?
- What did I learn it?
- Feedback

**Situation:**
- Students perform the recognition and teacher makes the feedback.
- Teacher guides them using the vocabulary and lets them answer.
- Students list the model word using a pair of whiteboards.

**Transfer to New:**
- Teacher tells students that they have to create an interview.
6. PHONETIC TRANSCRIPTION

- Doctor |ˈdaːktər|
- Chef |ˈʃef|
- Engineer |ˈendʒɪnɪər|
- Teacher |ˈtɪ.tʃər|
- Receptionist |rɪˈsepʃənɪst|
- Design |ˈdraɪzm|
- Cook |kʊk/|
- Teach |titʃ/|
- Help |help/|
- Cure |kjuː(r)/|

7. REFERENCES

METHODOLOGICAL BOOKS (Listening and Speaking)

OXFORD PRACTICE GRAMMAR (Phonetic Transcription)

MINISTERIO DE EDUCACIÓN (2016)
Programa Curricular de Educación Secundaria Básica
- http://jec.perueduca.pe/?page_id=4020
- https://www.oxfordlearnersdictionaries.com/us/
- https://www.grammar.cl/Basic/Can_Cannot.htm

BACH, HENRY JAIME GIL SALVATIERRA
DNI: 76071906

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 EFL?
- 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. This 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 active exercise (see Chapter 4). In other words, the students are using any and all the language at their command to perform some kind of oral task. The important things 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 a part of a job interview 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
"boosting" interest), 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.

Engaged are good speaking activities can and should be highly motivating. If all the students are participating fully and 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 to themselves.

What do speaking activities look like?

In the following four examples, we are going to look at very different speaking activities from pre-text-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. Sometimes teachers sometimes like to use similar paintings — empty classrooms, rain coming out of windows, etc. All the partner has to do is draw the picture while 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, examples 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.
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 into or to speak 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, the 'passenger English' too, so that a Swiss flight attendant might well have to understand a Japanese woman's English variety, just as an Argentine might need to be able to cope with a Russian 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 (e.g., the 'th' sound in 'thin' or 'this'), but also in grammar (the use of '-sh'll' in northern varieties compared with its use in 'Standard English' - the so-called, BBC-type variety; the grammatically coherent use of 'hate', e.g., 'I hate 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 use 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 reading) is through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcasts, poetry readings, plays, peopled songs with lyrics, speeches, telephone conversations, and manner of spoken exchanges. Teachers can mime these, but good tapes are more powerful.

The second major reason for teaching listening is because in he students to acquire language subconsciously even if students do not draw attention to its specific features. As we have seen in Chapter 4, exposure language is a fundamental requirement for anyone wanting to learn. Listening to appropriate topics provides such exposure and students get all information not only about grammar and vocabulary but also the intonation, rhythm, pronunciation, pitch and stress.

Listening in classes with reading, students get better at listening the more they read. Listening is a skill and any help we can give students in performing this skill will help them to better. Tapes.

What kind of
material should
students use?

The debate about the use of authentic listening material is just as fierce
as it is in reading. For example, we play a tape at one of a full speed to complete beginners, they can understand a word. You argue that such a tape would at least give them a hint for the sound of
language, but beyond that it is difficult to see what they would get out
of it. On the other hand, we give them a realistic though not authentic
tape of a telephone conversation, they may learn much more about
language - and start to gain confidence as a result.

Listening demands listener engagement, too. Long tapes on subjects
which students are not interested in will not engage dominating it.
students might well switch off - and once they do that becomes difficult for them to tune back into the tape. Comprehension is lost and a
listening becomes valueless.

Everything depends on level and the kind of tasks that go with it.
A range may be some authentic material which is available by begginers
such as pre-recorded announcements, telephone messages etc. In
different material may be appropriate for elementary students provided
the questions they are asked do not demand detailed understanding.
Advanced students may benefit from scripted material provided that it
interesting and subtle enough - and provided the tasks that go with it
appropriate for their level.

Since, as we have said, listening to tapes is a way of bringing different
types of speaking into the classroom, we will see to play different kind
of tape to them, e.g. announcements, conversations, telephone exchange,
lectures, 'play', news broadcats, interviews, other radio programming,
stories read aloud etc.
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 shortcomings 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 Brown (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 methods of teaching and learning approaches”. It can also be viewed as principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic in 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; Mollow 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 about. 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 to language learning. Each one has its merits and demerits. There is no loyalty 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. Conscious 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 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 broad 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. Kumaravadivelu (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.

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

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<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
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