

Teacher:		Level: Seventh	
Individual and Collective Achievements or Learning Objectives	Mediation Strategies	Evaluation Strategies	Timetable
<p>Target Content #1 Exchange Greetings, Leave takings, and Introductions.</p> <p>Language Examples:</p> <ul style="list-style-type: none"> - Hi / Hello - I'd like to introduce you to ... - How are you? - Great / I'm ok. - Nice to meet you. - This is ... - My name is .../I'm... - Good morning / afternoon / evening / night - See you / bye. <p>Functions: Ss will be able to use the greetings, leave-takings and introductions to greet, introduce, dismiss, ask, and respond to others.</p> <p>Listening To identify sounds in context regarding to greetings, leave-takings and introductions.</p>	<p>Teacher's Routines 5' /Arrangement of the classroom/ Greet the Ss Say the Prayer etc. / Check the Attendance while Ss work.</p> <p>Warm up: 10' Students will review the language introduced the class before by playing Hanged Man.</p> <ul style="list-style-type: none"> • Hello • Fine thanks • Good morning • Good night <p>Presentation: (Teacher Centered) Through the use of games, dynamic activities, board and visuals students will practice and review the language. These activities will be supported with some short written exercises accompanied by illustrations taken from different sources.</p> <p>Encounter: 10' To stimulate prior knowledge, The teacher shows the students some pictures with different situations in which language studied is used to interact according to the context given. While the teacher is presenting the material the ss will repeat the pronunciation of the short phrases along with the teacher. Teacher writes all the expressions on the board.</p> <p>Clarify: 5' The teacher shows the pictures thrice, first to listen and observe, second to get familiar, and third to reinforce meaning through the visual. Then students say what they see in each picture.</p> <p>Practice 25' Through the use media (tape-recorder, Cd from the book Touchtone) ss will listen to some expressions said by native speakers supported with a written exercise in which the Ss should tick the expression they heard and write to what group the expressions belong to.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"> <p>These objectives were taken from the syllabi (II Cycle-IV Grade and III Cycle-VII Grade) and they are correlated through the mediation activities planned incidentally to work with a student in Seventh grade with a level of competence of fourth.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>The St with curricular accommodation can participate of these activities since they were planned in insidentally.</p> </div> <p><i>Indicator:</i> The St is able to distinguish expressions that belong to greetings, leave-takings, and introductions in aural form.</p>	<p>March 4th, 2013. 2 lessons, 80'</p>

<p> To identify basic traits in oral form regarding to greetings, leave-takings and introductions: Hi /Hello How are you? Fine, Thanks /Great/I'm ok. Good morning /afternoon/ evening Bye/Good bye/See you/ So long/ Good night What's your name? I am .../My name is...</p> <p>Speaking</p> <p>To respond with single words or short phrases to greetings, leave-takings and introductions seen or heard.</p> <p> To exchange information about greetings, leave-takings and introductions.</p>	<p> Through the use media (tape-recorder, Cd from the book Touchtone). St will listen to some expressions said by native speakers supported with a written exercise in which s/he should tick the expression heard according to the group they belong to.</p> <p> To reinforce the comprehension, Ss will do two lines in the middle of the classroom, so that they stand in front each other, then they have to use the expressions to greet and dismiss. All students will participate of this activity.</p> <p style="text-align: center;">Production (use)</p> <p>Fluency: 15'</p> <p>Through the use of games in pairs students will use the language to exchange different greetings, leave-takings and introductions. Game: To perform a small conversation 1A: Hello, 2B: Hi, How are you? 1A: Great, How are you? 2B: Fine, Thanks.</p> <p>#1 10 min. Ss do a semicircle and throw a small ball; immediately St 1 says line A and St 2 receives the ball(if you don't have a ball use any object) , replies the greeting and greets, and so on. After student 2 finishes, s/he repeats the conversation until the last St ends.</p> <p>#2 5 min. Ss in work in pair. They stand back to back and exchange greetings, leave-takings and introductions. Once they finish, they have to choose other classmate and do the activity again.</p> <p style="text-align: center;">Consolidation (Closure) 5'</p> <p> To end the class, the teacher says different greetings, leave-takings and introductions; Ss replay accurately according to the expressions they heard.</p>	<p><u>Evaluation Activity:</u> The St should recognize the language studied by using a check in the expressions heard from the CD. To write down the advance of the St in the Anecdotic Register.</p> <p>Teacher monitors the activity and gives feedback repeating the pronunciation or the right expressions and Ss should say it again.</p> <p>Teacher monitors the activity and gives feedback repeating the pronunciation or the right expressions and Ss should say it again.</p> <p><u>Indicators:</u> The St is able to use the language to greet their classmates. The St is able to use the language to dismiss their classmates. The St is able to use the language to introduce their classmates. To write down the advance of the St in the anecdotic register.</p>	
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Resources: Whiteboard, Teacher's handouts, Touchtone Book, Media, and Flashcards.

Objectives of Ss with special needs will be included in the plan with these symbols:  Correlated Obj.  Individualize Obj. 

Symbols

 *Incidental activity: Activity that can be performed by all the students of the group.*

 *Correlated activity: Activity that needs certain adjustments to be performed by the student with S.C. A with his/her classmates.*

 *Individual activity: Activity that only can be performed by the Ss with S.C.A.*

 *Student with curricular accommodation.*

Note: In case you have more than one student in a group, use any other symbol to separate one objective from another.