



<p><b>Study Block:</b> Socializing <b>Target Content:</b> Using the language to express ways to exchange formal and informal greetings, leave-takings and introductions.</p>	<p><b>Function:</b> Exchanging formal and informal greetings, leave-takings, and introductions. Ss will be able to use, apply and pronounce formal and informal greetings, leave-takings, and introductions to interact with their classmates, teacher and visitors in normal situations at near normal speed.</p>		<p><b>Teacher:</b> <b>Level:</b> Fourth</p>
<p><b>Individual and Collective Achievements or Learning Objectives</b></p>	<p><b>Mediation Strategies</b> For each objective or learning outcome should be included a brief description of the strategies, techniques and resources to be used.</p>	<p><b>Evaluation Strategies</b></p>	<p><b>Time allotted:</b> 1 Lesson</p>
	<p>Teacher's Routines 5m / Arrangement of the classroom/ Greet the Ss Say the Prayer etc. / Check the Attendance while Ss work. <b>Warm up: 3'</b> Students will review the language introduced the class before by playing the game Hanged Man.</p> <ul style="list-style-type: none"> <li>• Hello</li> <li>• Bye</li> <li>• Good morning</li> <li>• Good night</li> </ul> <p><b>Presentation: (Teacher Centered)</b> By 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><b>Encounter: 5'</b> To stimulate prior knowledge, The teacher shows the students some pictures with different situations in which the studied language is been 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><b>Clarify: 3'</b> ■ The teacher shows the pictures thrice, first to listen and observe, second to get familiar, and third to reinforce meaning through the visual.</p>	<div data-bbox="1157 748 1673 930" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>These objectives from the syllabi of first and fourth cycle are correlated through the activities of mediation planned in incidentally form to work with a student in fourth grade with a level of competence of first.</p> </div> <div data-bbox="1157 1081 1673 1206" style="border: 1px solid black; padding: 5px;"> <p>The St with curricular accommodation can participate of these activities since they were planned incidentally.</p> </div>	<p>March 4<sup>th</sup>, 2013</p>


<p><b>Listening</b> To identify basic traits in oral form regarding to greetings, leave-takings and introductions.</p> <p>😊 To identify specific sounds such as greetings, leave-takings and introductions in context.</p> <p><b>Speaking</b> To participate in conversations and short dialogues exchanging greetings, leave-takings and introductions.</p> <p>😊 To exchange information about greetings, leave-takings and introductions.</p>	<p style="text-align: center;"><b>Practice 17'</b></p> <p>Through the use media (tape-recorder, Cd from the book Journey 4) ss will listen to some expressions said by native speakers supported with a written exercise in which they should write the group to what each expression belongs to.</p> <p>▲ St will listen to some expressions said by native speakers supported with a written exercise in which s/he should tick the expression heard.</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;"><b>Production (use)</b></p> <p><b>Fluency: 15'</b> 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 8 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) , and replies the greeting and greets, and so on. After student 2 finishes, s/he repeats the conversation until the last St finishes.</p> <p>■ #2 4 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;"><b>Consolidation (Closure)</b> 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>Indicator:</u> The St is able to discriminate expressions that belong to greetings, leave-takings, and introductions in aural form.</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 <b>Anecdotic Register</b>.</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 <b>anecdotic register</b>.</p>	
<p><b>Chronicle:</b></p>		<p>Resources: Whiteboard, Teacher's handouts, Journey Book, Media, and Flashcards.</p>	


Teachers who do not take their own education seriously, who do not study, who make little effort to keep abreast of events have no moral authority to coordinate the activities of the classroom. Paolo Freire, Pedagogy of Freedom

## *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.*